



CANUTILLO INDEPENDENT SCHOOL DISTRICT

iViva Canutillo!

To: Board of Trustees and Superintendent Dr. Borrego

From: Dr. Debra Kerney, Chief Academic Officer

Date: October 7, 2026

Re: Approval of Canutillo Middle School's 2026-2027 Targeted Intervention Plan for state and federal accountability

As discussed during the August 2026 Regular Board Meeting, Canutillo Middle School received a "C" Rating and has been identified as a Targeted/Comprehensive Support and Improvement Campus for the 2025-2026 school year. The Texas Education Agency requires the development of a targeted improvement plan or "TIP" to ensure that the district has a plan to improve campus performance. This plan must be approved by the Board of Trustees.

Canutillo Middle School will utilize a Targeted Intervention Plan (TIP) as a focused, evidence-based framework for accelerating school improvement and improving student outcomes. The TIP will provide a clear roadmap for identifying the highest-priority instructional and organizational needs, implementing targeted strategies, monitoring progress, and making timely adjustments based on evidence.

The TIP will align campus improvement efforts with the Texas School Improvement Playbook, Effective Schools Framework (ESF), and Effective District Framework (EDF). Rather than treating school improvement as a collection of isolated initiatives, the TIP will establish a coherent system of expectations, actions, monitoring routines, and supports that connect district leadership, campus administration, instructional leaders, teachers, and intervention teams around a common goal: improving the quality of teaching and learning for every student at Canutillo Middle School.

Purpose and Focus

The attached TIP will narrow the campus's improvement work to a manageable set of high-leverage priorities identified through student achievement data, classroom evidence, instructional observations, stakeholder feedback, and other available sources of evidence. This focused approach will allow campus leaders and staff to concentrate time and resources on the practices most likely to produce measurable gains in student learning.

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The plan will answer four essential questions:

- 1. What do we need to improve?**
Identify the specific student, instructional, and leadership outcomes that require attention.
- 2. Why does improvement matter?**
Establish a clear connection between identified needs, student learning experiences, and academic outcomes.
- 3. What will we do differently?**
Define evidence-based strategies, actions, professional learning, coaching, and leadership practices designed to address the identified needs.
- 4. How will we know if it is working?**
Establish measurable outcomes, progress indicators, monitoring routines, and decision rules that allow leaders to determine whether implementation is producing the desired results.

How the TIP Will Drive School Improvement

The TIP will function as an active management tool, not simply as a compliance document. Campus and district leaders will use the plan to establish clear expectations, assign ownership, monitor implementation, and respond to evidence throughout the school year.

Implementation will be organized around several interconnected practices:

1. Establishing clear instructional priorities

The campus will identify high-impact priorities based on evidence. These priorities will be communicated consistently so that teachers and leaders understand what successful implementation looks like and how the work connects to student outcomes.

2. Strengthening instructional practice

The TIP will emphasize high-quality Tier I instruction, rigorous learning experiences, effective lesson design, purposeful use of student data, and responsive instructional practices. Professional learning and coaching will be directly connected to the identified improvement priorities rather than delivered as stand-alone activities.

3. Building leadership capacity

Campus leaders will use TIP priorities to strengthen leadership routines, including classroom observations, feedback cycles, instructional walkthroughs, collaborative planning, data reviews, and professional learning. Leaders will be expected to provide timely feedback and support while maintaining clear expectations for implementation.

4. Using coaching and professional learning strategically

Teacher support will be differentiated according to identified needs. Coaching, modeling, observation, feedback, and collaborative planning will be used to help teachers translate professional learning into consistent classroom practice.

5. Monitoring implementation and student impact

The campus will establish regular performance-management routines to review both implementation evidence and student outcome data. This distinction is critical: leaders will monitor not only whether an action was completed, but whether the action is being implemented with sufficient quality and whether it is contributing to improved student learning.

6. Adjusting actions based on evidence

The TIP will operate as a continuous improvement cycle. When evidence indicates that a strategy is working, leaders will reinforce and scale the practice. When progress is limited, leaders will identify barriers, provide additional support, adjust implementation, or revise the strategy as appropriate.

The TIP will provide the campus with a structure for translating the expectations of the School Improvement Playbook into daily practice. Key activities—including superintendent and district consultations, District Coordinator of School Improvement (DCSI) support, campus intervention team meetings, stakeholders meetings, site visits, stepbacks, performance-management routines, and required progress monitoring—will be connected to the campus’s identified improvement priorities.

This alignment will create greater clarity, coherence, and accountability across the improvement process. District and campus leaders will share a common understanding of the problem of practice, the actions being taken, the evidence that will demonstrate progress, and the supports necessary to sustain implementation.

Monitoring Progress

Progress will be monitored through a combination of leading and lagging indicators.

Leading indicators may include:

- Evidence of consistent implementation of identified instructional practices
- Classroom walkthrough and observation data
- Teacher participation in coaching and professional learning
- Quality of collaborative planning and data meetings
- Student engagement and instructional rigor
- Use of formative assessment and student work
- Completion and quality of identified intervention actions

Lagging indicators may include:

- Interim assessment performance
- STAAR performance and growth
- Student mastery of priority standards
- Achievement gaps among student groups
- Course performance and failure rates
- Other campus-defined student success measures

Regular reviews of these indicators will allow the campus to determine whether improvement strategies are being implemented as intended and whether they are producing meaningful changes in student outcomes.

Roles and Accountability

- Successful implementation of the TIP will require shared responsibility.
- District leadership will provide direction, resources, monitoring, and support while ensuring that campus improvement efforts remain aligned with district priorities.
- Campus leadership will own implementation of the TIP, establish clear expectations, monitor progress, provide feedback, and ensure that staff have the support necessary to execute the plan.
- Instructional leaders and coaches will translate priorities into professional learning, coaching, modeling, observation, and feedback cycles.
- Teachers and staff will implement agreed-upon instructional practices, analyze student evidence, collaborate with colleagues, and participate in continuous improvement cycles.
- The campus intervention team will monitor progress, identify barriers, review evidence, and recommend adjustments to ensure that the TIP remains responsive to student and staff needs.

Expected Impact

The ultimate purpose of the TIP is not simply to improve compliance with improvement requirements. It is to create the conditions for sustained improvement in teaching and learning at Canutillo Middle School.

Through a focused set of priorities, aligned supports, consistent leadership routines, evidence-based instructional practices, and continuous monitoring, the TIP will help the campus move from identifying challenges to systematically addressing them.

Success will be demonstrated when Canutillo Middle School develops stronger instructional consistency, increased leadership capacity, improved student engagement and rigor, and measurable gains in student achievement and growth.

The Targeted Intervention Plan will serve as the organizing structure for Canutillo Middle School's school improvement efforts. It will bring together the expectations of the Texas School Improvement Playbook, the Effective Schools Framework, district support systems, campus leadership practices, instructional coaching, and data-driven decision-making into one coherent improvement process.

The TIP provides a transparent framework for understanding what the campus is improving, why those priorities were selected, what actions are being taken, how progress is being measured, and how leadership will respond when evidence indicates that adjustments are needed.

Ultimately, the TIP is designed to make school improvement intentional, measurable, and sustainable, ensuring that improvement efforts translate into stronger instruction and better learning outcomes for the students of Canutillo Middle School.

CANUTILLO MIDDLE SCHOOL

2026–2027 TARGETED IMPROVEMENT PLAN | ONE-PAGE CAMPUS PRIORITIES

OUR SCHOOL IMPROVEMENT STRATEGY: Instructional Leadership Development through TIL

WHERE WE ARE

- Overall Accountability: 70 / C
- Closing the Gaps: 57 / F — primary federal priority
- Academic Growth: 60 / D — acceleration must improve
- Campus Status: CSI (Comprehensive Support and Improvement)
- Priority performance gaps: Mathematics and Social Studies

OUR ONE COHERENT STRATEGY

- Strengthen Tier I instruction through TEKS alignment, appropriate rigor, modeling, clear learning objectives/success criteria, and frequent checks for understanding.
- Use the daily instructional cycle: DOL → Data Analysis → Student Grouping → Second Teach/Reteach or Extension → Reassessment.
- Protect Focus Five PLCs and intervention time for lesson internalization, student-work analysis, targeted reteach, enrichment, and progress monitoring.
- Strengthen staffing, master scheduling, SPED inclusion, accommodations, and IEP implementation.

HOW WE WILL MONITOR

- Formal checkpoints: Sept. 30 • Oct. 16 • Nov. 13 • Dec. 18 • Jan. 29 • Feb. 26 • Mar. 12 • Apr. 16 • June preliminary outcomes • August final evaluation.
- Every checkpoint includes evidence review, accountability projection, corrections, an assigned owner, and a due date.
- If targets are missed: corrective action, increased coaching/intervention, regrouping/reteach, and follow-up within defined timelines.

WHERE WE ARE GOING

- Minimum accountability goal: 80 / B
- Long-term priority: Exit CSI and sustain improvement
- 2027 planning targets across Grades 6–8: 90% Approaches | 60% Meets | 30% Masters
- Current all-subject baseline: 68% Approaches | 38% Meets | 17% Masters

SUPPORTS FOR STUDENTS & TEACHERS

- Protected intervention: flexible groups, HB 1416 tutoring, after-school tutoring, Saturday sessions, and progress checks.
- Differentiated coaching: modeling, co-planning, peer observations, lesson study, calibration, walkthroughs, student-work review, and feedback.
- SPED/Inclusion: monthly schedule reviews, service/minute checks, collaborative planning, specialized-roster monitoring, and STAAR-readiness audits.

EVERY ROLE MATTERS

- Principal — Sets the instructional vision, protects systems, ensures intervention/compliance, and owns campus-level accountability.
- APs — Monitor daily instruction and systems, identify needs, provide targeted follow-up, and track student/team progress.
- Instructional Coach — Builds instructional capacity, facilitates PLC/data analysis/coaching cycles, and supports specialized practices.
- Teachers — Deliver rigorous TEKS-aligned instruction, use accommodations, analyze daily data/student work, and own student growth.

CMS Focus: Identify needs quickly • Respond intentionally • Monitor impact • Adjust when needed

CANUTILLO MIDDLE SCHOOL TARGETED IMPROVEMENT PLAN

2026–2027 School Year | Canutillo ISD

Campus Status	Improvement Purpose	Accountability Goal
2026 TEA Overall: 70 (C) CSI identification due to low performance Closing the Gaps: 57 (F)	Strengthen Tier I instruction, accelerate academic growth, close student-group gaps, and build consistent systems for intervention, coaching, SPED/inclusion support, and progress monitoring.	Minimum goal: improve overall accountability to 80/B. Priority: exit CSI by improving Closing the Gaps and sustaining improvement across required years. District achievement targets: 90/60/30.

1. Spring 2026 Baselines and Spring 2027 Targets

Content	2026 Approaches	2027 Target	2026 Meets	2027 Target	2026 Masters	2027 Target
RLA	75%	90%	48%	60%	24%	30%
Mathematics	62%	90%	30%	60%	9%	30%
Science	78%	90%	51%	60%	23%	30%
Social Studies	52%	90%	25%	60%	13%	30%
All Subjects	68%	90%	38%	60%	17%	30%

Highest-Priority Need	Required Response
Closing the Gaps, mathematics, Social Studies, academic growth, and performance of students receiving Special Education services and other identified student groups.	Student- and standard-level analysis; protected intervention; strategic scheduling; teacher-specific coaching; SPED/inclusion monitoring; DOL-driven second teach; frequent progress checks; rapid adjustment when targets are missed.

Accountability Baseline

Measure	2026 Result	Improvement Focus
Overall Rating	70 / C	Move campus performance to at least 80/B while building sustainable systems.
Student Achievement	73 / C	Increase STAAR proficiency, especially Meets and Masters.
School Progress	75 / C	Increase academic growth; 2026 Academic Growth scaled score was 60/D.
Closing the Gaps	57 / F	Primary federal accountability priority; campus identified for Comprehensive Support and Improvement.

2. Teacher-Level Instructional Support

Support Level	Teachers / Assignments	Required Support
Benchmark / Leverage	Claudia Salgado – Algebra I Cecilia Pichardo Ortiz – Grade 8 RLA Yvonne Kurczewski – Grade 6 RLA (at YISD) Claudia Salgado – Honors Pre-Algebra	Use strong practices for modeling, peer observation, lesson study, and calibration while continuing to monitor student-group performance.
Targeted	Angel Olivas – Grade 8 RLA Erika Gamboa – Grade 7 RLA (at CHS) Vanessa Mendoza – Grade 8 Social Studies	Weekly PLC monitoring; lesson internalization; student-work analysis; focus on movement to Meets/Masters; scheduled walkthrough and feedback cycles.
Intensive	Maria Marquez – Grade 6 RLA (ISC) Melinda Castillo – Grade 6 RLA (SC/Inclusion) Cynthia Breceda – Grade 8 RLA (ISC) Edie Montoya – Grade 8 Math Intervention (CTE)	Weekly coaching; modeled lessons; co-planning; frequent walkthroughs; student-level data review; intervention/schedule review; documented follow-up.
Data Review / Small N	Kenneth Aguilar – specialized courses and other small-N tested rosters (BIC)	Review results with caution because of small N; verify services, instructional ownership, accommodations, minutes, student work, and current progress data.

Individual Teacher Plan Requirement	Required Dates
Campus administration will maintain academic support plans for identified priority teachers. Each plan will include baseline results, student/standard needs, 90/60/30 targets, walkthrough evidence, coaching actions, student work, and progress-monitoring results.	Initial plans: Sept. 30, 2026 First formal review: Oct. 16, 2026 Formal revisions: Dec. 18, 2026 and Mar. 12, 2027

3. Core Instructional and Student Actions

Priority Area	Strategic Supports	Evidence / Monitoring
Tier I Instruction	Lesson internalization; TEKS alignment and rigor; learning objectives/success criteria; Gradual Release; questioning; academic discourse; checks for understanding; differentiation; accommodations; pacing; evidence of mastery.	Focused walkthroughs; immediate feedback; internalized lessons; student work; coaching records.
DOL → Data → Second Teach	Use daily demonstrations of learning to identify mastery, group students, provide immediate second teach, extend learning, and reassess.	DOLs; data trackers; small-group plans; second-teach evidence; reassessment results.
Focus Five PLCs- Focused on Outcomes	Weekly PLCs identify standards/rigor, internalize materials, anticipate misconceptions, analyze demonstrations/common assessments, and plan reteach/intervention/enrichment.	internalized lesson, student-work analysis, response plan, or intervention roster.
Targeted Intervention	Protect intervention time; group/regroup from current data; meet HB 1416 requirements; provide after-school/intersession support as needed.	Intervention rosters; minutes; attendance; HB 1416 documentation; biweekly student progress.
Strategic Master Schedule	Match student needs to staffing strengths; protect intervention periods; review class size and placement; adjust when progress is insufficient.	Master schedule; placement analysis; class-size reports; schedule-change documentation.
Leadership Oversight	Principal and instructional leadership team conduct weekly data review and documented coaching cycles. (At this time the instructional team includes: Principal, Assistant Principals, and Instructional Coach)	Leadership agendas; walkthrough trends; coaching plans; follow-up documentation.

4. Special Education / ARD Strategic Supports

Area	Required Action	Deadline / Evidence
Staffing & Inclusion	Provide additional SPED teacher/aide support where identified; assign staff according to student needs and IEP requirements.	Staffing assignments and inclusion schedules; review monthly.
ARD / IEP Implementation	Review present levels, goals, services, minutes, accommodations, schedules, teacher access, and specially designed instruction. Monitor goal progress and adjust through ARD processes when data indicates need.	Service-minute checks; IEP progress; walkthroughs; student work; grading-period review.
General Ed + SPED Collaboration	Require collaborative planning, lesson internalization, and student-data review between general education and special education staff.	PLC/planning artifacts; accommodation evidence; student-progress data.
STAAR Decisions & Supports	Verify participation/accommodation decisions are committee-based and that approved supports are routinely used during instruction and assessment.	Initial audit by Nov. 13, 2026; second verification by Feb. 12, 2027; final readiness audit Mar. 12, 2027.
Specialized Rosters	Review low-performing FUND/BAS/intervention rosters for schedule, services, instructional ownership, intervention dosage, accommodations, and progress monitoring.	Student-level review at each formal TIP checkpoint.
Practice Opportunities	Provide repeated practice with the online STAAR platform, accessibility tools, and designated supports.	Practice records and student performance evidence before the final audit.
Final Audit	Complete testing documentation and accommodation audit.	Mar. 12, 2027.

5. Targeted Improvement Plan Progress Checks

Date	Progress Check	Required Evidence
Sept. 30, 2026	TIP launch and baseline verification	Final rosters, accountability analysis, teacher support plans, intervention groups, active evidence-folder links.
Oct. 16, 2026	TIP Progress Check 1	Common-assessment results, walkthrough trends, teacher-plan review, DOL/second-teach evidence.
Nov. 13, 2026	TIP Progress Check 2	Unit data, ARD/STAAR support review, intervention progress, student-group analysis.
Dec. 18, 2026	Midyear review	MOY/interim data, revised teacher plans, accountability projection, staffing/schedule review.
Jan. 29, 2027	TIP Progress Check 3	Reteach results, student movement, HB 1416 progress, coaching evidence.
Feb. 26, 2027	TIP Progress Check 4	Interim data, SPED/EB performance, final intervention adjustments.
Mar. 12, 2027	STAAR readiness review	STAAR projections, accommodation audit, teacher-plan revisions, student readiness.
Apr. 16, 2027	Final readiness check	Practice data, testing plans, intervention completion, student-level risk review.
June 2027	Preliminary outcome review	STAAR results and initial accountability projection.
August 2027	Final evaluation	Accountability results, CSI status review, continuation/revision plan.

Accountability Rule	Required Response
Formal oversight	Principal will meet with the Executive Director of Secondary Schools at each formal checkpoint.
Missed interim target	Within five instructional days, campus leadership will document the instructional, coaching, intervention, staffing, or scheduling adjustment and identify the responsible owner and follow-up date.

6. Artifact Submission and Evidence

Evidence Folder / Link	Required Artifacts	Upload Frequency / Due Date
[CMS TIP Master Evidence Folder – Insert Link]	TIP, calendar, progress reports, accountability projections, meeting notes.	Active link due Sept. 30, 2026.
[Teacher Support Plans – Insert Link]	Individual plans, coaching records, walkthroughs, student-work reviews, progress updates.	Initial upload Sept. 30; update monthly.
[PLC & Lesson Internalization – Insert Link]	Agendas, internalized lessons, DOLs, student work, reteach plans, intervention/enrichment decisions.	Every Friday.
[Assessment & Intervention Data – Insert Link]	Common/district assessments, TEKS analysis, student groups, HB 1416 and intervention progress.	Within five instructional days of each assessment.
[Walkthrough & Coaching Evidence – Insert Link]	Walkthrough trends, feedback, modeling, co-planning, coaching cycles.	Every two weeks.
[SPED / ARD Monitoring – Insert Link]	Service checks, IEP goal progress, accommodations, STAAR decisions, inclusion support.	Monthly and at each TIP check.
[Master Schedule / Staffing – Insert Link]	Student placement, intervention schedule, class-size analysis, staffing adjustments.	At launch and whenever changes occur.
[Family Engagement – Insert Link]	Parent communication, academic meetings, intervention/attendance outreach.	Monthly.
[District / Board Updates – Insert Link]	Executive summaries, interim performance, risks, actions, resource needs.	Following major assessment windows.

Security and Access Requirement

Student-identifiable and personnel records must remain in district-approved, access-restricted folders shared only with authorized staff.

7. District Oversight and Expected Outcome

District Oversight	Expected Outcome
The Executive Director of Secondary Schools and Curriculum & Instruction will conduct campus visits, observe PLCs and classrooms, monitor teacher plans, provide coaching/modeling, review intervention and SPED supports, analyze progress after major assessment windows, and require corrective action when targets are missed.	Immediate commitment: improve Closing the Gaps and accelerate student growth while raising overall accountability performance. Long-term aim: establish sustainable instructional, intervention, leadership, and student-support systems that move CMS to at least a B rating and support exit from Comprehensive Support and Improvement.

8. Evidence-Based School Improvement Strategy

CMS will implement one coherent improvement strategy centered on standards-aligned Tier I instruction, DOL-driven instructional response, data-focused PLCs, job-embedded coaching, protected intervention, strategic scheduling, and strengthened SPED/inclusion support. The strategy is designed to address the campus's documented gaps in mathematics, Social Studies, academic growth, Closing the Gaps, and specialized student populations.

Strategy Component	CMS Implementation	Student Outcome Connection
Standards-aligned Tier I	Internalize lessons; align rigor to TEKS; model explicitly; use checks for understanding, discourse, differentiation, accommodations, and independent demonstration of learning.	Increase access to grade-level work and improve Approaches, Meets, and Masters.
DOL-driven response	Teach → DOL → Analyze → Group → Second Teach → Reassess.	Address misconceptions immediately and improve short-cycle mastery.
Data-driven PLCs	Use DOLs, common assessments, STAAR/district data, student work, intervention results, and subgroup performance to determine next actions.	Accelerate response to unfinished learning and close student-group gaps.
Job-embedded coaching	Modeling, co-planning, observation, immediate feedback, deliberate practice, and differentiated support by teacher need.	Strengthen implementation quality and teacher capacity.
Targeted intervention	Protected time, flexible grouping, HB 1416 compliance, TEKS-aligned instruction, tutoring/intersession, frequent progress checks.	Move students below grade level toward mastery and improve growth.

Strategic staffing & SPED inclusion	Match student needs to effective teachers and appropriate SPED staff; monitor IEP implementation and specially designed instruction.	Improve outcomes for priority and specialized student populations.
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9. Implementation Monitoring Protocol

Monitor	Frequency	Implementation Evidence	Decision and Documentation
Principal / Assistant Principals	Weekly	DOL implementation, PLC products, lesson internalization, walkthroughs, intervention rosters, coaching records, student work.	Record trends, assign follow-up, and verify completion at the next leadership review.
Campus Instructional Leadership Team	Every 3 weeks	Student progress by teacher/content; HB 1416; SPED; EB; students not responding to intervention; common-assessment results.	Continue, intensify, or replace response; regroup students; adjust teacher supports and schedule.
Executive Director of Secondary Schools & C&I	Each formal TIP checkpoint and campus visits	Evidence folders, fidelity trends, accountability projections, teacher plans, student-group progress, 90/60/30 movement.	Document feedback, required corrections, district supports, responsible owner, and due date.
Special Education Leadership	Monthly / quarterly	Service minutes, IEP goal progress, accommodation use, ARD decisions, inclusion support, STAAR readiness.	Correct implementation gaps and initiate committee review when student data indicates possible changes.
District Leadership / Board, as applicable	After major assessment windows	Executive summary of implementation, interim performance, risks, actions taken, and resource needs.	Review progress and district response; maintain plan documentation.

10. Additional Actions if the Plan Is Not Successfully Implemented

Trigger	Required Additional Action	Timeline	Verification
Fidelity requirement is missed	Principal assigns corrective action, modeling/co-planning, and follow-up walkthrough or artifact review.	Written adjustment within 5 instructional days; verify within 10.	Completed artifact, walkthrough evidence, principal sign-off.
Student group or standard misses two consecutive short-cycle targets	Increase intervention dosage; regroup students; revise reteach; add content/SPED/EB support as appropriate.	Begin within 5 instructional days of second miss.	Revised intervention plan and next-cycle results.
Teacher support plan shows insufficient improvement	Increase coaching frequency; require demonstration lessons/co-teaching support; document conference aligned to district support/appraisal procedures.	At next review; follow up every 2 weeks.	Updated teacher plan, coaching log, classroom evidence.
Campus milestone or major assessment target is missed	Executive Director leads root-cause review and may redirect staff time, professional learning, intervention resources, schedule, or district support.	Within 10 instructional days of verified results.	District-approved revision with owners, dates, resources, measures.
Plan remains unsuccessful after intensified support	District leadership evaluates stronger staffing, schedule, program, intervention, and other actions permitted by district policy and applicable requirements.	Next formal checkpoint or sooner if risk is urgent.	Written district determination and leadership/board update as appropriate.

11. Reallocation of Resources

Resource	Reallocation for Plan Implementation	Responsible Leader	Evidence of Use / Impact
Time	Protect PLCs, intervention blocks, coaching cycles, data reviews, walkthrough/debrief time; prioritize tested areas and priority teachers.	Principal / APs	Master schedule, PLC calendar, intervention rosters, coaching calendar, completion logs.
Funding	Prioritize allowable funds for standards-aligned intervention materials, assessment tools, release time/substitutes, and professional learning tied to identified needs.	Principal with C&I / Finance	Budget/purchase records, PD records, evidence connecting expenditures to identified needs.

Staffing	Add/realign SPED and aide support; concentrate campus/district content support on priority teachers, subjects, and student groups; adjust intervention assignments.	Executive Director / Principal	Support calendar, staff assignments, service checks, coaching records, student progress.
Materials & Data	Ensure access to district-adopted materials, TEKS-aligned practice, common assessments, STAAR accessibility tools, and student-level reports.	C&I / Principal	Material-access checks, assessment calendar, PLC artifacts, evidence-folder updates.

12. Approval and Implementation Timeline

Requirement	Canutillo Middle School Documentation
Plan development	Developed using Spring 2026 accountability results, STAAR outcomes, the CMS Campus Performance Improvement Plan, and the district 90/60/30 achievement expectations.
Board approval	Board approval date: _____. The district will align approval/submission requirements to applicable 2026–27 school-improvement guidance.
Implementation underway	Teacher support plans, intervention systems, evidence folders, DOL/second-teach monitoring, and leadership progress checks begin during Fall 2026.
Local maintenance / submission	Maintain the approved plan and evidence locally and submit through the required district/TEA process if requested.
Annual evaluation	Evaluate preliminary outcomes in June 2027 and final accountability results in August 2027; determine continuation, revision, or escalation based on implementation and student outcomes.

13. Key Data Rationale

- CMS earned a 2026 overall scaled score of 70 (C). School Progress was 75 (C), while Academic Growth was 60 (D).
- Closing the Gaps was 57 (F), and CMS was identified for Comprehensive Support and Improvement due to low performance.
- Across 1,715 STAAR tests, 68% were at Approaches or above, 38% at Meets or above, and 17% at Masters.
- RLA performance was 75/48/24; mathematics was 62/30/9; science was approximately 78/51/23; Social Studies was approximately 52/25/13.
- The campus Academic Growth score was 55; annual growth was 53 and accelerated learning was 28.
- The CMS campus plan calls for targeted intervention, strategic scheduling, strengthened SPED/inclusion support, stronger Tier I instruction, DOL-driven second teach, PLCs focused on student outcomes, and recurring administrator progress monitoring.

14. Campus Commitments

Commitment	2026–27 Expectation
90/60/30	Use 90% Approaches, 60% Meets, and 30% Masters as the district achievement targets for planning and progress monitoring.
Closing the Gaps	Review every major assessment by accountability/student group, with explicit attention to SPED, EB, economically disadvantaged, and other evaluated groups.
Growth	Track individual student growth and accelerated learning, not only proficiency.
Adult Action	Every data review must identify what adult action will change as a result of the evidence.
Continuous Improvement	Identify Need → Provide Intervention → Monitor Implementation → Measure Student Growth → Adjust → Reassess.

Signatures / Acknowledgment

Role	Name / Signature	Date
Principal		
Executive Director of Secondary Schools		
Curriculum & Instruction Representative		
District Leadership / Designee		

CANUTILLO MIDDLE SCHOOL

Targeted Improvement Plan

2026–2027 School Year

Board Presentation

Canutillo Independent School District

Canutillo Middle School: Focused Action Plan

02

OVERALL RATING

70 / C

Minimum goal: 80 / B

CLOSING THE GAPS

57 / F

Primary federal priority

ACADEMIC GROWTH

60 / D

Acceleration must improve

CAMPUS STATUS

CSI

Comprehensive Support and Improvement

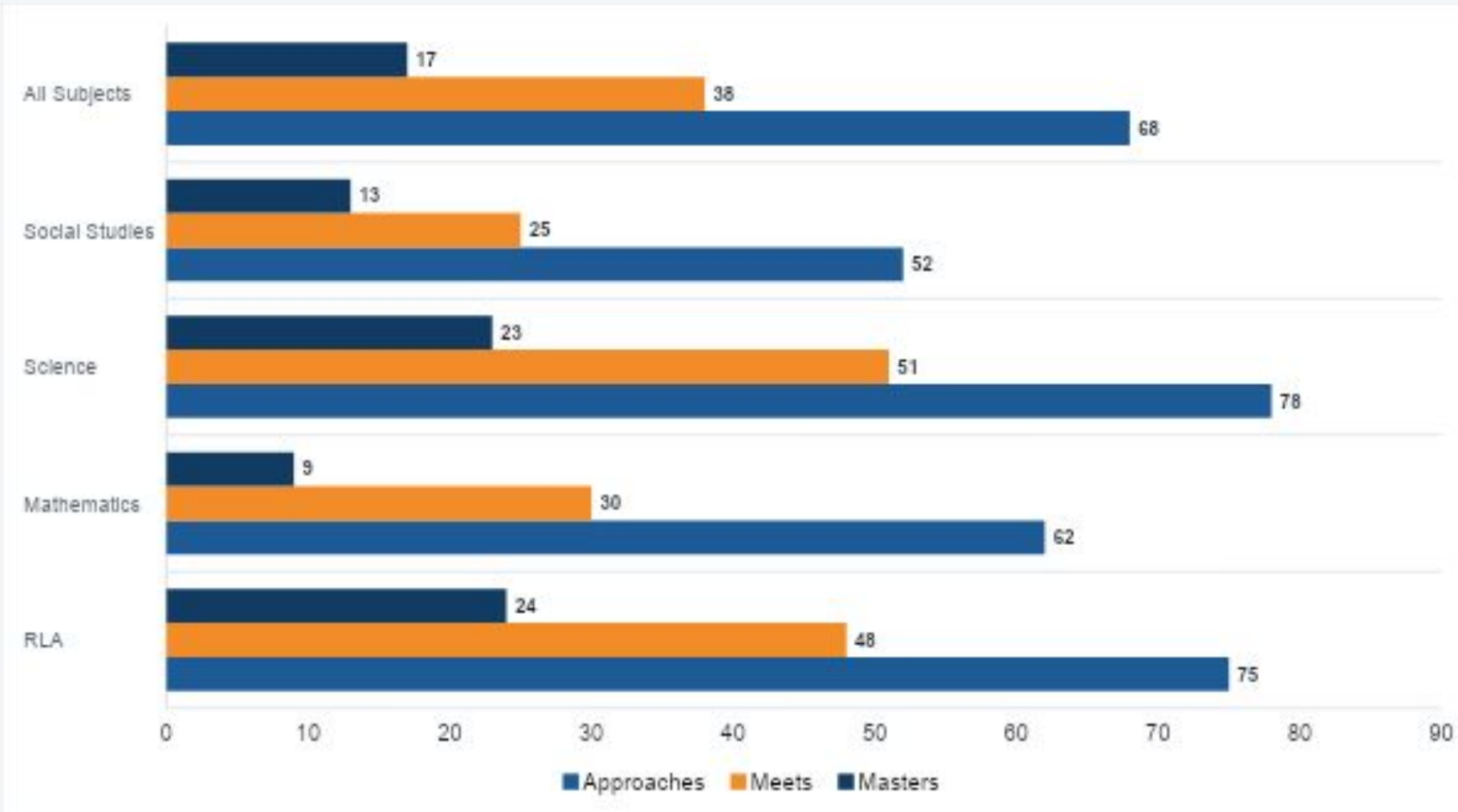
The central challenge

CMS must raise overall achievement while closing student-group gaps and building consistent systems for instruction, intervention, coaching, and SPED/inclusion support.

Outcome: sustainable improvement that moves CMS to at least a B and supports exit from CSI.

Spring 2026 performance shows the largest gaps in Mathematics and Social Studies

03



1,715

STAAR tests

Priority content areas

Mathematics
62% Approaches | 30% Meets

Social Studies
52% Approaches | 25% Meets

All-subject baseline:
68% Approaches
38% Meets
17% Masters

One coherent strategy connects daily instruction to student results

05

1	Tier I instruction	Instruction is aligned to the TEKS and maintains appropriate rigor through intentional teacher modeling and frequent checks for understanding throughout the lesson. Each lesson includes a clear learning objective and success criteria, followed by guided practice and daily evidence of learning to determine student mastery and guide reteaching or next steps.
2	Daily response	Teachers analyze upcoming lessons, student work, and DOL data during PLCs. Teams use the data to plan student grouping, targeted second teach, extension, and reassessment, while demonstrating and refining upcoming lessons to ensure alignment and rigor. Instructional cycle includes DOL → Data Analysis → Student Grouping → Second Teach/Reteach or Extension → Reassessment. Teachers use daily evidence of learning to adjust instruction, provide targeted support, and verify that students have mastered the TEKS before moving forward.
3	PLCs and coaching	Student work, common assessments, modeling, feedback
4	Protected intervention	Flexible groups, HB 1416, tutoring, progress checks
5	Staffing, Scheduling and SPED inclusion	Effective placement, IEP implementation, specialized support

Implementation standard: every data review identifies the adult action that will change.

Teacher support is differentiated by evidence and student need

06

Support level	Area of Need	Support the campus provides
Intensive	SPED students, ISC Classes, BIC	Weekly coaching and shared planning, model lessons, peer observations, lesson study, calibration, two classroom visits per week, student-work review, and real-time and observation-based feedback. Modeling, peer observation, lesson study, calibration
Close Data Review	SPED/Specialized rosters	Weekly PLC monitoring, lesson internalization, and student-work analysis. Review student schedules, required services, accommodations, service minutes, staff responsibilities, and student progress, with ongoing observation and coaching support for ISC teachers. Weekly PLC monitoring, lesson internalization, student-work analysis and services, coaching
Target	SPED students, ISC Classes, BIC (Math/Reading)	Weekly planning review, lesson feedback, demonstrations, test question review, and a classroom visit every 3 weeks. Weekly coaching, modeled lessons, co-planning, frequent walkthroughs

The principal monitors classroom practices and student outcomes.

- Review failure reports each grading period.
- Use NWEA MAP data to identify students needing support.
- Review DOL data and misconceptions during PLCs to guide reteaching.

Sept. 30

Initial plans

Oct. 16

First formal review

Dec. 18

Formal revisions

Mar. 12

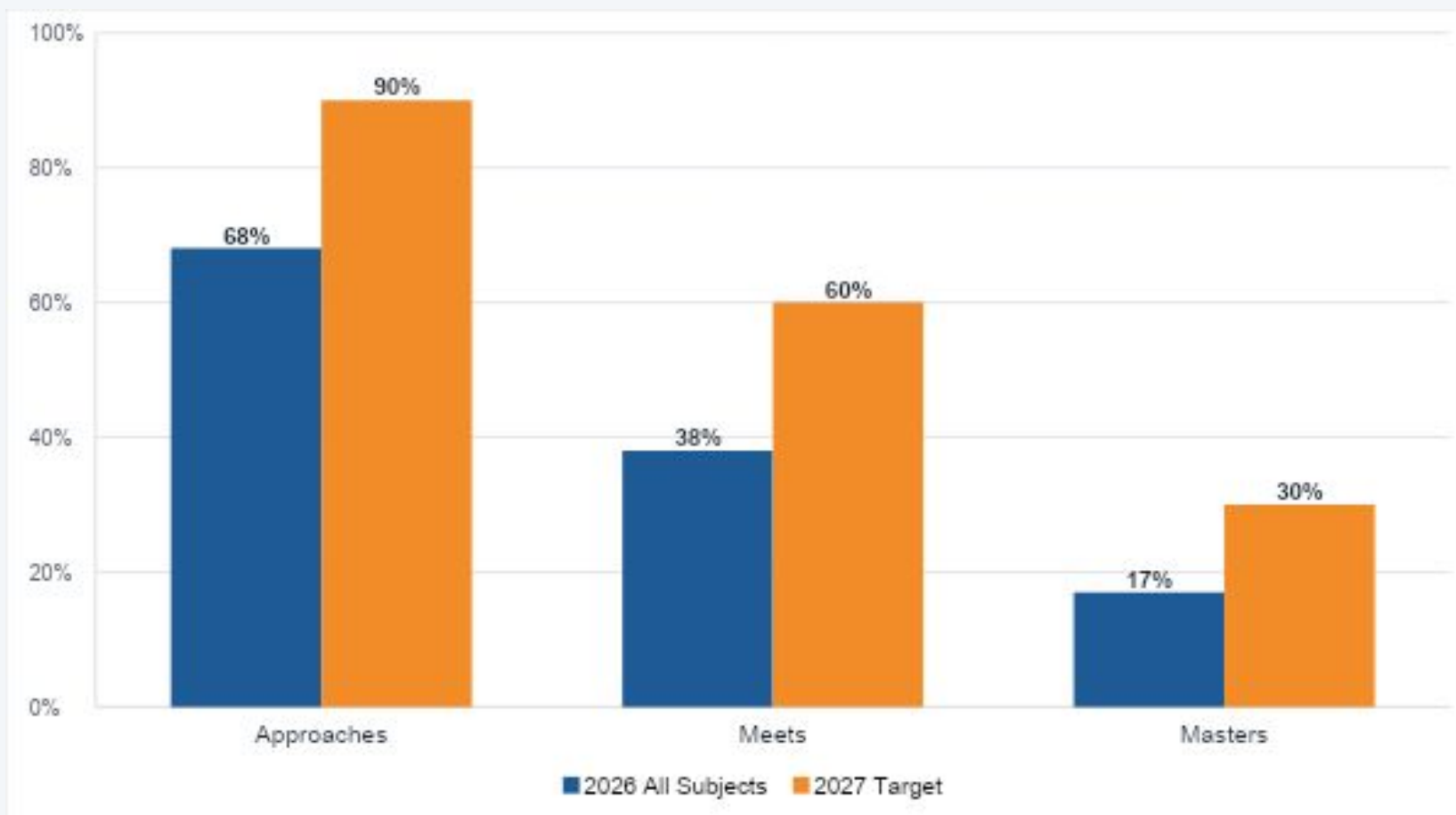
Formal revisions

SPED and inclusion supports receive explicit monitoring

01	02	03	04	05
Staffing and inclusion	ARD and IEP implementation	General education + SPED	STAAR readiness	Specialized rosters
Align teacher and aide assignments to IEP requirements; review inclusion schedules monthly.	Verify services, minutes, goals, accommodations, schedules, and specially designed instruction.	Require collaborative planning, lesson internalization, and student-data review.	Audit committee-based decisions and routine use of approved supports by Nov. 13, Feb. 12, and Mar. 12.	Review schedule, ownership, intervention dosage, accommodations, and progress at every checkpoint.

The 2027 targets establish a common 90/60/30 standard

04



Required improvement

APPROACHES GAP

+22 points

MEETS GAP

+22 points

MASTERS GAP

+13 points

Each content area uses the same 90% Approaches, 60% Meets, and 30% Masters planning targets.

A fixed monitoring calendar keeps implementation on schedule

08

SEP 30	OCT 16	NOV 13	DEC 18	JAN 29
Launch and baseline	Progress Check 1	Progress Check 2	Midyear review	Progress Check 3
FEB 26	MAR 12	APR 16	JUN	AUG
Progress Check 4	STAAR readiness	Final readiness	Preliminary outcomes	Final evaluation

At each formal checkpoint: evidence review, accountability projection, required corrections, assigned owner, and due date.

Missed targets trigger timely corrective action

09

Trigger	Required action	Timeline / verification
Fidelity requirement missed	Assign corrective action, modeling or co-planning, then conduct a follow-up review	Adjustment within 5 days; verify within 10
Two consecutive short-cycle misses	Increase intervention dosage, regroup, revise reteach, and add content or student-group support	Begin within 5 instructional days
Teacher plan shows insufficient improvement	Increase coaching; add demonstration lessons or co-teaching support	Follow up every 2 weeks
Campus milestone missed	Executive Director leads root-cause review and may redirect time, staffing, learning, intervention, or schedule	District revision within 10 instructional days

Governance rule: campus leadership documents the adjustment, responsible owner, and follow-up date within five instructional days after a missed interim target.

Resources and district oversight align to the identified needs

10



TIME

- Protected PLCs
- Intervention blocks
- Coaching cycles
- Data reviews



FUNDING

- Standards-aligned intervention
- Assessment tools
- Release time
- Professional learning



STAFFING

- SPED and aide support
- Content support
- Intervention assignments



MATERIALS + DATA

- District materials
- TEKS-aligned practice
- Assessments
- Accessibility tools

District Oversight

Executive Director and Curriculum & Instruction conduct campus visits, observe PLCs and classrooms, monitor teacher plans, review intervention and SPED supports, and require corrective action when targets are missed.

How are we supporting these outcomes now?

10



PLCs

Protected time built into master schedule for PLCs w/Focus 5:

- Content Development
- Lesson Internalization
- 2nd Teach/Enrichment and Re-Teach
- Demo Lesson
- Student Work Analysis



TUTORING

- Weekly After School Tutoring with Core Subjects; including ISC & BIC
- EB Push Ins with Math Tutor
- Saturday Sessions



US PREP

Pipeline to Leadership (P2L) Strategic Staffing Goals, Designs and Objective Participant



COACHING & FEEDBACK

District materials, TEKS-aligned practice, assessments, accessibility tools partnered with Region 19



STRATEGIC STAFFING

- Restructuring of SPED units and hiring of teachers and aides
- Staff Restructuring

Observations, Feedback & Coaching (increases weekly)

Principal-Esparza

TTESS Walkthroughs:
31

C/O Feedback: 42

Teacher Coaching: 2

-Y. Hernandez ISC 6th grade

-K. Aguilar BIC 6th-8th grade

AP-Mendoza

TTESS Walkthroughs:
30

C/O Feedback: 42

Teacher Coaching: 2

-C. Salgado-Alg/7th Adv Math

-D. Sifuentes-6th ELR & Dyslexia 6th-8th grade

AP-Mena

TTESS Walkthroughs:
5

C/O Feedback: 29

Teacher Coaching: 2

-R. Perez-Social Studies-6th grade;
History-8th grade

-V. Sandoval-Science 8th grade

IC-Arredondo

C/O Feedback: 24

Teacher Coaching: 2

-M. Marquez-ISC 7th grade

-L. Cuellar-Art 6th-8th grade

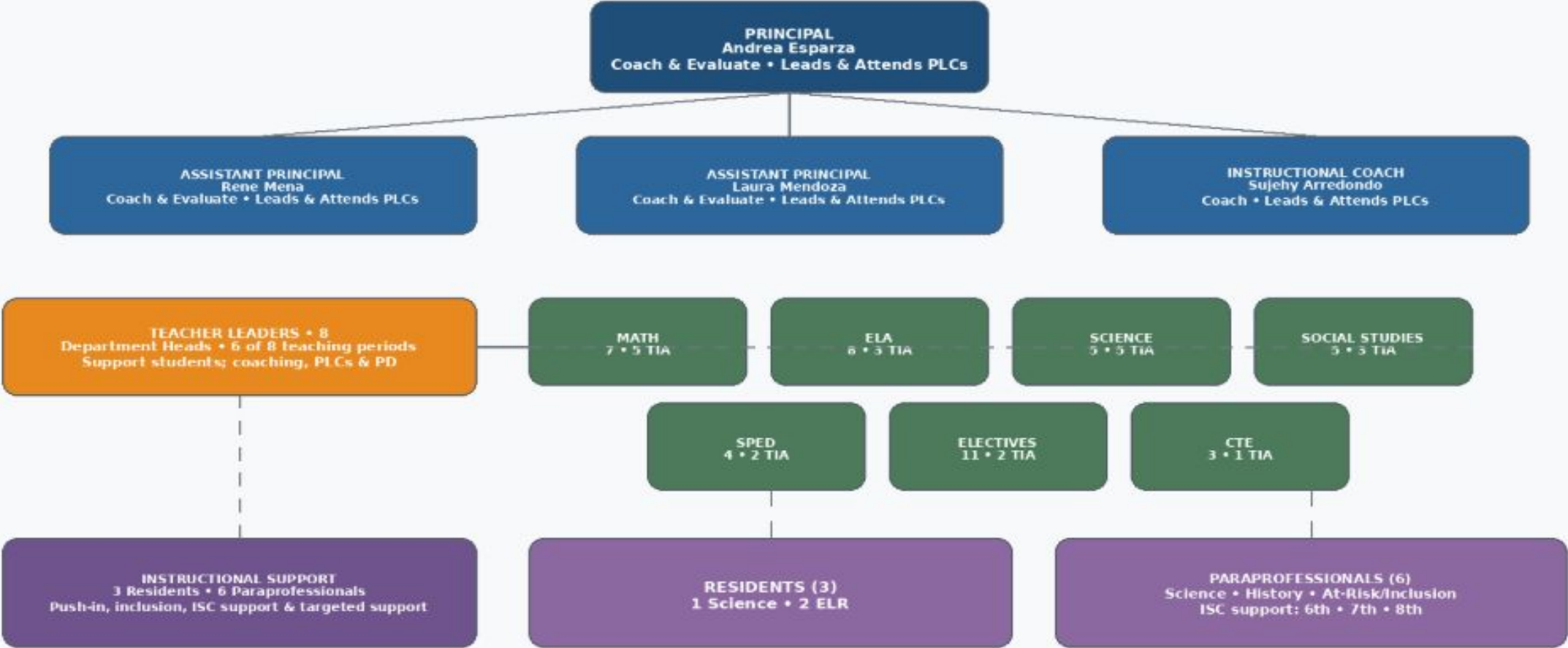
-New and/or those teachers that need extra support as we move through the year.

Core Function Continuum Across Roles

Principal SYSTEM & STRATEGY Sets Expectations: Tier I, structure, campus culture Ensures Systems: Response, Intervention, Compliance Accountability: Campus strategy & ultimate results	APs MONITORING & FOLLOW-UP Monitors: Daily instruction, systems, & compliance Identifies Needs: Targeted support & coaching Tracks Progress: Student trends & team performance	Instructional Coach CAPACITY BUILDING Builds Capacity: Tier I practices & strategies Facilitates: PLCs, data analysis, & coaching cycles Supports: Specialized instructional practices	Teachers DAILY EXECUTION Implements Daily: TEKS instruction & accommodations Analyzes & Uses: Daily data & student work Owns Impact: Direct student achievement & growth
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Canutillo Middle School STEAM Academy

Campus Organizational Chart • Staff Inventory & Instructional Support Structure



TIA = Teacher Incentive Allotment • Department staffing reflects the uploaded staff inventory.

SI Strategy

Core Improvement Objective

Our strategy for school improvement is Instructional Leadership Development through TIL



Grant & Leadership Observation

Utilizing the ESC Region 19 Grant for TIL Observation and Feedback



Diagnostic Commitment

Opting In to the ESF Diagnostic



Landscape Analysis (2024–2025)

Landscape Analysis from 2024-2025 shows areas of growth in:

- **Lever 4: Academic Review**
- **Lever 5: Data Driven Instruction**



Lever 4 & Lever 5 Execution

Continue with Lever 4 and Lever 5 as areas of improvements to include but not limited to routine monitoring of systems, job embedded coaching, job embedded pd (PLC) and lesson internalization

Board approval establishes the plan and accountability structure

11

IMMEDIATE COMMITMENT

Improve gaps + growth

Raise overall accountability performance

MINIMUM OUTCOME

80 / B

Build sustainable campus systems

LONG-TERM PRIORITY

Exit CSI

Sustain improvement across required years

Approval and implementation

- **Board approval date:** _____
- Fall 2026: plans, intervention, evidence folders, and progress checks begin
- June 2027: preliminary outcome review
- August 2027: final accountability evaluation and continuation, revision, or escalation decision