

Canutillo Independent School District
Canutillo High School
2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: September 24, 2019

Mission Statement

Canutillo ISD is a premier school district with nationally-ranked, multi-literate graduates ready to excel in college, their careers, their community, and in-life.

Vision

Canutillo ISD's purpose is to provide high quality educational experiences that will inspire and prepare all students to apply the knowledge and skills necessary to become effective leaders and productive citizens.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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The student population is 0.71% African-American, 2.82% White/Anglo, 0.19 Asian, 95.77% Hispanic/Latino, 0.45% Two or more races. 53.9% Male to 46.06% Female ratio and economically disadvantaged students are 70.24%. The staff population 0% African-American, 27% White, 0.9% Asian, 70.1% Hispanic, 1.9% Other.	5
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Canutillo High School is the largest populated high school campus in Canutillo Independent School District.

The student population is 0.71% African-American, 2.82% White/Anglo, 0.19 Asian, 95.77% Hispanic/Latino, 0.45% Two or more races. 53.9% Male to 46.06% Female ratio and economically disadvantaged students are 70.24%. The staff population 0% African-American, 27% White, 0.9% Asian, 70.1% Hispanic, 1.9% Other.

The drop-out rate of 1% and the average daily attendance rate for students is 94.8%. Graduation rate is 91.5%. TSI criteria (annual graduates) for both subjects are 29%. Completion of either nine or more hours of dual credit in any subject or three or more hours of ELA or Math is 26.9%. There were 250 discipline referrals this year.

Canutillo High School serves 329 English Language Learner students, 114 students in the Gifted and Talented program, 87 students identified for 504 services, 138 students served through special education services. It has not been determined the percentage of special education students testing the STAAR EOC.

Demographic Analysis

CHS will support the needs of our students with interventions for At-Risk students not meeting EOC standards.

Incentives to increase attendance rate from 95.24% to 96%. Training students in preventative measure to decrease health issues causing absences.

Continued support for all student pathways, as well as Advanced Academics in AP and Dual Credit- training, books, exams, materials; materials for Project Based Learning Projects in the STEM Academy and any other subject area.

Parent Liaison needed for promoting Parent Involvement and community outreach and events

College and Career Readiness Funds

Go Center Person

Demographics Strengths

- Staff population coincides with student population.
- Discipline referrals have dropped
- Attendance rate has increased. Higher attendance allows students more opportunities to participate in extracurricular and college and career readiness programs.
- Higher graduation rate compared to state graduation rate Economically Disadvantaged EOC
- Scores in Biology are higher than the state percentage 89% compared to 87%
- STEM Academy is in its 3rd year, now including 9th, 10th and 11th graders. The Spring of 2020 there will be the first graduating class of the CHS STEM Academy
- Canutillo High School offers five different career endorsements. Science, Technology, Engineering and Mathematics (STEM); Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies.
- CHS offers Advanced Placement and Dual Credit classes alongside 39 P-AP Course sections,
- 33 Advanced Placement Course sections,
- 20 Dual Credit Sections

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students and teachers need more and better access to a variety of technology tools and resources such as hardware and software to improve learning and teaching practices. **Root Cause:** Lack of infrastructure.

Problem Statement 2: Data shows that many students in the community are economically disadvantaged, lack emotional support, and lack parental

support/presence. **Root Cause:** CHS needs personnel to support student achievement/academic learning in the above problem statement, by providing a Parent Liaison, At Risk Coordinator, Counselor, EL Facilitator, LEP tutors and College Go Center.

Problem Statement 3: CHS needs to retain highly qualified personnel such as teachers and administrators **Root Cause:** There is no definitive plan to bring in highly qualified staff. There is no Data Driven Staff Development with follow up support to retain teachers

Problem Statement 4: CHS needs to increase the number of students, including those identified as GT and placed in Advance Academic classes ie - P-AP/Advanced Placement/Dual Credit, while increasing their success in Advance Academic courses. **Root Cause:** Lack of growth mindset for higher education possibilities and no expectation set to enroll and complete courses.

Problem Statement 5: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing. **Root Cause:** Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness coordinator.

Problem Statement 6: Student tardiness continue to increase. **Root Cause:** Program needs to be advertised, enforced and improved upon.

Problem Statement 7: General populations are below state average in passing and commended rates on EOC scores. **Root Cause:** Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.

Problem Statement 8: SPED, EL and Migrant populations often struggle with EOC and common assessments. **Root Cause:** Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.

Problem Statement 9: Data indicates that 9th grade students have a high number of failure rates in science and social studies courses. **Root Cause:** Students are not prepared for science and social studies at the Middle School Level.

Problem Statement 10: Providing support for all student to be challenged and meet their individual needs. 34 % of students believe that their teachers do not make them feel like their schoolwork is important. **Root Cause:** Need to focus on all students and not just target "at-risk" population

Problem Statement 11: CHS students need an increase in rigor to be ready for college and career expectations. **Root Cause:** Students are not prepared for the transition from high school to college or career, particularly "at-risk" students and first generation college students.

Student Academic Achievement

Student Academic Achievement Summary

STAAR- We need to maintain our scores in Science and Social Studies and increase our scores in Reading and Mathematics to match the state's scores. Our mastery scores in Reading, Science and Mathematics need to increase to also match the state levels. Our pass rates on STAAR need to improve for all special population areas specifically, our LEP and Migrant students to reach the state's level. The scores of our sub-populations (LEP/SPED) need to increase across the board. We continue to have a high number of re-testers in English 1 and 2. We still need to improve ELL and SPED EOC scores and 9 wk grades. Provide RTI during the school day- in master schedule. Use PLC to design lessons that meet the needs of students-- data driven. Increase accessibility of all students to technology

College readiness - Our Dual Credit participation and TSI scores are higher than the state's. Participation in Dual Credit is up but we need to offer more classes for AP. Graduation rate is above 90% which is higher than the state's rate. Drop out rate is below state average.

Student Academic Achievement Strengths

Dual Credit completion rate is above the state rate.

TSI scores are above state's rates in both English and Mathematics.

Graduation rate is above 90% which is higher than the state's rate.

Drop out rate is below state average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The technology needs of the campus often inhibit teacher planning and student learning. **Root Cause:** Outdated technology, Instructional PD needs, student technology needs, and lack of sufficient infrastructure to support WIFI devices.

Problem Statement 2: We do not offer enough STEM/Advanced courses in science, social studies and fine arts, that lead to a degree program. **Root Cause** : We need to offer additional variety of courses and train staff and recruit staff willing to do the course work and teach advanced levels.

Problem Statement 3: General populations are below state average in passing and commended rates on EOC scores. **Root Cause:** Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.

Problem Statement 4: SPED, EL and Migrant populations often struggle with EOC and common assessments. **Root Cause:** Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.

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Problem Statement 6: Students and teachers need more and better access to a variety of technology tools and resources such as hardware and software to improve learning and teaching practices. **Root Cause:** Lack of infrastructure.

Problem Statement 7: CHS needs to increase the number of students, including those identified as GT and placed in Advance Academic classes ie - P-AP/Advanced Placement/Dual Credit, while increasing their success in Advance Academic courses. **Root Cause:** Lack of growth mindset for higher education possibilities and no expectation set to enroll and complete courses.

Problem Statement 8: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing. **Root Cause:** Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness coordinator.

Problem Statement 9: CHS teachers want an improved relationship with the Middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% of Masters in the core tested subjects **Root Cause:** Use district wide PLC's to vertically align across all grade levels.

Problem Statement 10: Outdated technology for students and staff; such as, hardware and software. **Root Cause:** Allocation of funding

Problem Statement 11: Providing support for all student to be challenged and meet their individual needs. 34 % of students believe that their teachers do not make them feel like their schoolwork is important. **Root Cause:** Need to focus on all students and not just target "at-risk" population

Problem Statement 12: CHS students need an increase in rigor to be ready for college and career expectations. **Root Cause:** Students are not prepared for the transition from high school to college or career, particularly "at-risk" students and first generation college students.

School Processes & Programs

School Processes & Programs Summary

According to district policy, Canutillo High School, we make decisions based on demographics and the needs of our population. We involve staff, community, district, as well as students in our decision - making process. This process is done continually throughout the school year as new needs surface. Through the CIC committee, the campus needs assessment committee, campus emergency plan, the student leadership committee, PLCs, faculty meetings, professional development and an open door policy among others, needs are presented and addressed in regards to processes and programs.

Canutillo High School HB 5 Graduation Programs Endorsements:

Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM

CISD students will continue a 4 x 4 curriculum (4 CRS. each of English, Math, Science, and Social Studies) with additional requirements as defined by both the district and the state. CISD expects all students to complete high school as a Distinguished Level of Achievement graduate with a minimum of 1 Endorsement.

Canutillo High School offers five different career pathways: Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Advanced Placement and Dual Credit classes are offered in Geology, Astronomy, English Language and Composition, English Literature and Composition, Spanish Language and Composition, Spanish Literature and Composition, Statistics, Computer Science, Computer Science Principles, Calculus, World and United States History, U.S. Government, Human Geography, and Fine Arts.

CHS Campus and District Guarantees:

TEKS RS, Eduphoria (Aware & Forethought), & Data Profiles.

TEKS RS Common Assessments & Eduphoria Common Assessments.

Vocabulary Development and Proficiency Scales.

Eduphoria Aware Data - going deeper and PLC best practice.

School Processes & Programs Strengths

- PLCs - The common PLC planning time allows for inter/interdepartmental collaboration on a regular basis. It also allows for professional development opportunities.
- Extended PLC days give us an opportunity to review data, build common assessments and plan accordingly to meet the needs of our students.

- The availability of the Google Suite has opened more opportunities for integration of technology and higher student engagement.
- The Shmoop program meets the needs of all of our students including those at risk, as well as our advanced academics.
- The STEM program has grown to the point that we need new teachers to meet that growth. As a result, students have a clearer view of their future goals. STEM field trips give students more experiences for transition for HS to higher education opportunities.
- The diversity in our specialized programs such as, robotics, mathletes, criminal justice, FFA, Fine Arts, and sports to name a few, enhance our overall student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CHS teachers wants an improved relationship with the Middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% of Masters in the core tested subjects **Root Cause:** Use district wide PLC's to vertically align across all grade levels.

Problem Statement 2: In order to enrich and extend learning, access to reliable internet and internet sources is required. **Root Cause:** CISD internet structure is unreliable and student are unable to access wifi. Too many limits on students and teachers with inability to accommodate personal devices.

Problem Statement 3: There are a wide variety of student pathways for future success but students are choosing these long-term pathways with little information. **Root Cause:** Lack of student and parent access to inform students of all options before choosing long-term options.

Problem Statement 4: Student tardiness continue to increase. **Root Cause:** Program needs to be advertised, enforced and improved upon.

Problem Statement 5: Outdated technology for students and staff; such as, hardware and software. **Root Cause:** Allocation of funding

Problem Statement 6: Students and teachers need more and better access to a variety of technology tools and resources such as hardware and software to improve learning and teaching practices. **Root Cause:** Lack of infrastructure.

Problem Statement 7: CHS needs to retain highly qualified personnel such as teachers and administrators **Root Cause:** There is no definitive plan to bring in highly qualified staff. There is no Data Driven Staff Development with follow up support to retain teachers

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Problem Statement 12: SPED, EL and Migrant populations often struggle with EOC and common assessments. **Root Cause:** Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.

Problem Statement 13: Administrative retention: Average Tenure for AP's in the district is 2 years and AP average experience is 2.8 years **Root Cause:** Advancement opportunities are limited in the district.

Problem Statement 14: Communication and awareness for teachers and staff during emergency situations. **Root Cause:** Lack of variety communication means

Problem Statement 15: CHS students need an increase in rigor to be ready for college and career expectations. **Root Cause:** Students are not prepared for the transition from high school to college or career, particularly "at-risk" students and first generation college students.

Perceptions

Perceptions Summary

At CHS, we believe in a culture of excellence, transparency and high expectations. In keeping with our CNA from 2017-2018, our teachers are involved in planning, implementing, and re-evaluating programs. Teachers are included on the CIP where new programs are discussed and re-evaluated. During PLC time, core teachers implement various programs into instructional time and discuss their impact through the use of common assessment data. Throughout the year, we invite technical schools to give information to students not interested in college. These visits occur approximately once every year, in addition, we provide CTE career pathways for students. We provide incentives for students to attend school in the form of treat giveaways and raffles for desirable items like letterman jackets and class rings. We continue to create a climate of transparency and open communication with parents by holding monthly parent meetings with the Principal, and meet the teacher night. We also have parent-teacher conferences, parent-portal, email, communication, and all calls for important information. Our focus for this year will be the areas of innovation, resources availability and cohesiveness.

Perceptions Strengths

- PLC's allow for teacher autonomy. PLC's help to drive and reflect on the quality of instruction.
- Consistent and continuous leadership is in place which has increased trust and optimization for school resources.
- Stakeholder investment is evident by high morale and power equalization rating in OHI
- There is positive climate of transparency, as shown through the multiple methods of communication, outreach and OHI survey.
- CTE pathways are diverse and provide students with knowledge and opportunities for a future with or without the attainment of college degree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Administrative retention: Average Tenure for AP's in the district is 2 years and AP average experience is 2.8 years **Root Cause:** Advancement opportunities are limited in the district.

Problem Statement 2: Technology infrastructure is outdated as per teacher inquiry **Root Cause:** Allocation of funds

Problem Statement 3: Communication and awareness for teachers and staff during emergency situations. **Root Cause:** Lack of variety communication means

Problem Statement 4: Providing support for all student to be challenged and meet their individual needs. 34 % of students believe that their teachers do not

make them feel like their schoolwork is important. **Root Cause:** Need to focus on all students and not just target "at -risk" population

Problem Statement 5: Data shows that many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence. **Root Cause:** CHS needs personnel to support student achievement/academic learning in the above problem statement, by providing a Parent Liaison, At Risk Coordinator, Counselor, EL Facilitator, LEP tutors and College Go Center.

Problem Statement 6: CHS teachers wants an improved relationship with the Middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% of Masters in the core tested subjects **Root Cause:** Use district wide PLC's to vertically align across all grade levels.

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Priority Problem Statements

Problem Statement 1: We do not offer enough STEM/Advanced courses in science, social studies and fine arts, that lead to a degree program.

Root Cause 1: We need to offer additional variety of courses and train staff and recruit staff willing to do the course work and teach advanced levels.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 2: General populations are below state average in passing and commended rates on EOC scores.

Root Cause 2: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 3: SPED, EL and Migrant populations often struggle with EOC and common assessments.

Root Cause 3: Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.

Problem Statement 3 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 4: Data indicates that 9th grade students have a high number of failure rates in science and social studies courses.

Root Cause 4: Students are not prepared for science and social studies at the Middle School Level.

Problem Statement 4 Areas: Demographics - Student Academic Achievement - Perceptions

Problem Statement 5: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing.

Root Cause 5: Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness

coordinator.

Problem Statement 5 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 6: CHS teachers wants an improved relationship with the Middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% of Masters in the core tested subjects

Root Cause 6: Use district wide PLC's to vertically align across all grade levels.

Problem Statement 6 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 7: Students and teachers need more and better access to a variety of technology tools and resources such as hardware and software to improve learning and teaching practices.

Root Cause 7: Lack of infrastructure.

Problem Statement 7 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 8: Data shows that many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence.

Root Cause 8: CHS needs personnel to support student achievement/academic learning in the above problem statement, by providing a Parent Liaison, At Risk Coordinator, Counselor, EL Facilitator, LEP tutors and College Go Center.

Problem Statement 8 Areas: Demographics - Perceptions

Problem Statement 9: CHS needs to retain highly qualified personnel such as teachers and administrators

Root Cause 9: There is no definitive plan to bring in highly qualified staff. There is no Data Driven Staff Development with follow up support to retain teachers

Problem Statement 9 Areas: Demographics - School Processes & Programs

Problem Statement 10: Student tardiness continue to increase.

Root Cause 10: Program needs to be advertised, enforced and improved upon.

Problem Statement 10 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 11: Providing support for all student to be challenged and meet their individual needs. 34 % of students believe that their teachers do not make them feel like their schoolwork is important.

Root Cause 11: Need to focus on all students and not just target "at -risk" population

Problem Statement 11 Areas: Demographics - Student Academic Achievement - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 1: In 2019-2020, CHS will support and maintain PBIS (positive behavior intervention support) school wide to establish social culture and behavioral supports in an effective, positive learning environment through bi-monthly PBIS team meetings in order to reduce campus referrals by 5% from 280-266

Evaluation Data Source(s) 1: Campus referrals & ramp; number of team meetings with sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will implement PBIS strategies to reduce the number of discipline referrals.	2.4, 2.5, 2.6, 2.6	All staff Administration PBIS Team	Reduce discipline referrals by 5%				
2) In 2019-2020 the CHS PBIS Team will hold quarterly meetings to review PBIS referrals to support student and teacher reflection on behavior.	2.4, 2.5, 2.6, 2.6	Principal, Assistant Principal, PBIS Team members	PBIS team collaborates analyzing Student reflection forms, & Google Doc database to follow through				
3) Discretionary DAEP placements will decrease by 2% in 2019-2020 with early interventions to improve behavior such as PBIS, No Place for Hate initiatives, and through First Offenders Program.	2.4, 2.6, 2.6	Assistant Principals	DAEP placement reports, PBIS Team meeting notes, PBIS Referral Data				
4) For 2019-2020, students returning from DAEP will complete a transition interview with an administrator and receive monitoring from an Intervention Specialist (each grading period).	3.1	Assistant Principals, Intervention Specialist	to prevent a return to DAEP with a success rate of at least 90% DEAP counselor will follow up with returning student from DAEP every 4 weeks.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Will continue to implement Coordinated Health Strategies (SHAC) for 2019-2020	3.1, 3.2	Principal, Assistant Principals Student Support Services	Increase good choices for wellness and health among faculty and students				


Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: By May of 2020, CHS will create a safe and drug free environment as evidenced by positive feedback received on an end-of-year student survey in Spring 2020 and a 10% reduction of drug related DAEP placements.


Evaluation Data Source(s) 2: Survey and DAEP report

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) No Contact Contracts will be utilized as a means to prevent bullying, harassment, and violence on campus.	2.6	AP's, Counselors, Principal	To hold a success rate of 90% of prevention.				
2) The Anonymous Alert system will improve awareness and prevent unsafe incidents.		AP's, Principal	To increase awareness and safety,				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 3: By May 2020, CHS will implement set campus wide emergency procedures with continued re-training to ensure the success of all situations while utilizing updated technology such as surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts.

Evaluation Data Source(s) 3: Canutillo PD

Security

Nurse

Administration

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS Will develop, update an Emergency Operation Plan, to respond to an emergency & manage a disaster in an effective, efficient, and timely manner.	3.1, 3.2	Principal Assistant Principal CISD Canutillo PD	Have a safe and secure environment for all CHS students, teachers, and staff.				
2) CHS will ensure students with wheel chair needs will have a safe and secure way of evacuating the school premises in case of an emergency by using a Evacuation Chair, Sling, etc...	2.6	Nurse Administration					
3) CHS will provide Evacuation Chair training to teachers who may be assisting with emergency evacuations from the 2nd floor.	2.6	Nurse Administration	To be well prepared for an evacuation from 2nd floor				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.


Performance Objective 4: CHS will reassess to improve the traffic control procedures by May 2020 ensuring student safety through education, enforcement, and visual cues.

Evaluation Data Source(s) 4: Canutillo PD


Security
Administration

Summative Evaluation 4:

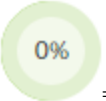
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Active monitoring of the parking lot during arrival and dismissal.	2.6	Canutillo PD Security Administration	Have a safe and secure traffic route for all CHS students, teachers, and staff.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 1: In the 2019-2020 school year, CHS will increase overall student achievement on state assessments by 2% in Approaches, Meets and Masters in English 1, in Algebra 1 increase Approaches to 85% and increase in Meets and Masters by 3%, in Biology maintain 90% Approaches, maintain Meets 62% and increase Masters by 2%, U.S. History will increase Approaches by 1%, increase Meets by 3%, and Masters by 5% , and English 2 will increase Approaches by 2% increase Meets by 3% and Masters by 3%.

Evaluation Data Source(s) 1: EOC final scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will provide tutorial sessions targeting all sub populations in need of assistance before, during, and after school for STAAR prep, in class support, homework support and credit recovery facilitated by highly qualified teachers and/or tutors.	2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, Assistant Principals, IC's	Increase student performance				
2) Various software programs will be used before school, during the school day instruction, and after- school as a component of student academic success, such as: ALEKS, Turnitin.com,, PLATO, Google classroom, Achieve 3000, Rosetta Stone, and SHMOOP and other online resources.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	IC's, Program Facilitators	Increased success in courses related to program use based on assessment information, mastery, & awarding credit				
Funding Sources: 185-State Compensatory Education - 8171.00							
3) Instructional Coaches will support instruction, assist in increasing student success, and provide support to teachers in their use of a variety of instructional strategies.	2.5	Principal	Increase teachers instructional strategies in classroom.				
Funding Sources: 211-Title I-Part A - 0.00							
4) CHS will offer Credit by Exam (CBE) testing a minimum of three times per year, as requested by students to recover or accelerate credit in areas of proficiency. CBE testing will be administered October 2019, December 2019, February 2020, and April 2020.	2.5	Counselors	Increase passing scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Special Education teachers and staff will be trained in the proper test placement for all special education students and placement meetings will be held well in advance of any STAAR test administration.		Principal, Sped Teachers, Diagnostician, AP's	Ensure correct placement of a student which will be monitored using observation of student in class, testing modifications/accommodations with current IEP, and overall student progress.				
6) CHS will incorporate 2 monthly in-house (total 20) and 2 yearly outside opportunities for staff and faculty development in areas of SPED, ELL, AP, DC, STEM, Energy Bus, Strength Finder, Project Base Learning (PBL), and Fundamental 5 throughout the school year.	2.6	IC, ADMIN	Increase in STAAR score, AP scores, Advanced level performance				
7) CHS will provide our incoming 9th graders, who have failed the 8th grade Math or Science STAAR test, instructional support through IPC classes.	2.4, 2.4, 2.5, 2.6, 2.6	Admin, IC	Increase STAAR biology scores, Advanced level performance prepare them for Biology STAAR test in 10th grade. through intervention courses for English and Math to support EOC testing and instruction.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2019-2020 school year, CHS will provide instructional resources and tutors to support English Language Learner (ELL) academic achievement in order to increase Closing the Gap Performance by 3%.

Evaluation Data Source(s) 2: EOC scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) CHS will purchase Rosetta Stone to support English language acquisition for ELL students, and Spanish-English Dictionaries to support their needs during the year. Students will be provided access to online resources and technology to promote increase in TELPAS and STAAR scores.	2.4, 2.4, 2.5, 2.6	EL Facilitator, AP's, Principal	Increase students second language.				
	Funding Sources: 185-State Compensatory Education - 0.00						
2) To support our economically disadvantaged students, emotional and academic support personnel will be used to support specific programs: ex: Parent Liaison, At-risk Coordinator, 9th Grade Counselors, EL Facilitator, and LEP tutors.	2.4, 2.5, 2.6	Administration	To increase and monitor student progress from all aspects.				
= Accomplished = Continue/Modify = No Progress = Discontinue							


Goal 2: Increase Student Academic Achievement

Performance Objective 3: CHS will promote, develop, and incorporate in-house and outside staff development with a minimum of 3 opportunities for staff and faculty development in areas that specifically address and improve instruction throughout 19-20 school year.

Evaluation Data Source(s) 3: Training Certificates

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Teachers, staff, and admin will be encouraged to attend outside training as applicable to their content area of instruction. Fundamental 5, PLC, CAST, Writing Academy, Google Classroom, TEKS Resource, Kagan, STEM, Advanced Academics, ESL Certification, TELPAS, and Admin Conferences.	2.5, 2.5	Principal, AP's, IC's, Dept Chairs	To increase classroom effectiveness and to provide teachers with continuing education hours for their certification--				
	Funding Sources: 255-Title II-Part A Teacher/Principal - 390.00, 225-IDEA-Part B Preschool - 1314.00						
2) CHS Administration will provide professional development for all teachers on Planning, Instruction, Student Outcomes TTESS, Discipline and other Professional areas .	2.5, 2.5, 2.6	Principal, AP's, IC's, District C&I	Increase teacher's instructional strategies.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue





Goal 2: Increase Student Academic Achievement

Performance Objective 4: In 2019-2020 school year, CHS will support the academic achievement of SPED students by providing 100% of teachers with instructional training in order to increase student performance on Approaches scores on STAAR EOC by 5% on: English I, Algebra I, Biology, English II, and US History.

Evaluation Data Source(s) 4: EOC results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Teachers will receive inclusion & ELL training by Region 19 to address their academic needs	2.4, 2.5, 2.5, 2.6	Principal, AP's	Increase student performance				
2) SPED students and specifically those that are struggling will be supported through a daily intervention program..	2.4, 2.6, 2.6	CHS Admin Instructional Coaches Testing Coordinator SPED Monitor	Increase student performance using test prep materials, study skills tutoring, classroom tutors, manipulatives, Achieve 3000, and technology including Ipads, COWs, laptops, and calculators.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 5: CHS will ensure that 100% of students have access to appropriate instructional classroom resources, calculators, materials, and support in order to be successful in all content areas during the 2019-2020 school year.

Evaluation Data Source(s) 5: Textbook and Electronic Inventory (Book Room)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each core classroom will have adequate consumable materials for the creation of an engaging lesson including but not limited to class notebooks, journals, facilitation of hands-on projects, batteries for calculators, highlighters, pencils, dry-erase markers, erasers, paper for classroom resources, etc	2.4, 2.5, 2.6	Department Chairs	PO's and evidence of consumable use during classroom walk-throughs				
Funding Sources: 185-State Compensatory Education - 18008.20, 199-Local Funds - 668.06							
2) CHS will purchase necessary laboratory equipment, chemicals, and necessary software for all science courses to facilitate the performance of lab experiments.	2.4, 2.5, 2.5, 2.6	Science Department Chair, AP's					
3) The CHS library will house an adequate number of at-risk reading titles and upper level reading titles to ensure students identified as at-risk with below grade level and advanced reading ability.	2.5, 2.5, 2.6	Librarian, AP's	Students to have access to appropriate materials for academic success.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college	2.5, 2.5, 2.6	Principal, AP's, Textbook Clerk	For easy student access on materials.				
4) Canutillo High School will supply textbooks and novels for all students in all courses and replace old textbooks as needed in Dual Credit and AP courses.	Problem Statements: Demographics 7 - Student Academic Achievement 3 - School Processes & Programs 11 Funding Sources: 196- High School Allotment - 7671.38						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Each Core content program will supplement materials for all struggling students within their class.(ELA, MATH, SCI, and Social Studies)	2.5, 2.5, 2.6	Department Chairs, AP's, Principal, Business Agent	Have accessibility to materials in support of struggling students and increasing scores.				
							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 7: General populations are below state average in passing and commended rates on EOC scores. Root Cause 7: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.
Student Academic Achievement
Problem Statement 3: General populations are below state average in passing and commended rates on EOC scores. Root Cause 3: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.
School Processes & Programs
Problem Statement 11: General populations are below state average in passing and commended rates on EOC scores. Root Cause 11: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: In the 2019-2020, CHS will increase AP qualifying scores by 5% for each course, and the number of AP Scholars(AP Scholars and AP scholars with Distinctions) by 5%.

Evaluation Data Source(s) 6: Results

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Highly qualified teachers will instruct AP and Dual Credit courses and will be provided with opportunities to attend training at the AP Summer Institute, various AP conferences, quarterly vertical alignment meetings, curriculum writing, teacher mentor-ships, & other applicable training for working with Gifted and Talented students	2.4	Principal, AP Coordinator	Increasing scores at mastery level				
2) CHS will provide specific tutoring, to include at least two Saturday mock test sessions, for AP students in preparation for AP exams in all areas where AP courses are offered.	2.4, 2.6	AP Coordinator	Increase scores at mastery level				
3) CHS will allocate time (during critical time) for AP and Dual Credit Coordinators to manage their respective departments in the organization of testing, communication with college entities including, College Board and EPCC, working with students, counselors, colleagues, and administration on registration of courses and/or exams, acquire materials, and maintain accurate records.	2.4, 2.5	Dual Credit Coordinator AP Coordinator	To ensure proper procedures regarding placement and adherence to current advanced academic contract in place.				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In 2019-2020 school year, CHS will increase student enrollment and course offerings in Dual Credit, Advanced Placement (AP), and Pre-AP by 5%; in addition, adequate supplies and materials at the advanced level of instruction will be provided that are specifically tailored to each course.

Evaluation Data Source(s) 7: Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AP and Dual Credit courses will have required textbooks for each student enrolled (to include prep books and study guides), course materials, and practice exams in order to prepare students for the AP course exams through rigorous instruction, hands-on learning experiences, and exposure to test practice opportunities.	2.4, 2.4, 2.5, 2.6	Principal, AP's, AP Coordinator, DC Coordinator	Master Schedule; enrollment of students in AP/DC courses; practice exams, AP exam results, campus passing rates for DC				
	Funding Sources: 196- High School Allotment - 3464.49						
2) CHS will offer AP exams for all interested students who have completed AP course on our campus for regular exams dates at a minimal cost to the student.	2.4	AP Coordinator	Increase passing scores and participation				
	Funding Sources: 196- High School Allotment - 16789.00						
3) CHS will TSI test students to determine eligibility for taking Dual Credit courses in Summer and during the school year. Time lines of the examinations will be set in place once school begins for all exams.	2.4, 2.5, 2.6	School Counselors	Increase enrollment in Dual Credit				
							


Goal 2: Increase Student Academic Achievement

Performance Objective 8: CHS will increase the student average daily attendance (ADA) rate to 95.5% during the 19-20 school year; up from 94.8% during the school year 2018-2019.


Evaluation Data Source(s) 8: Attendance reports

Summative Evaluation 8:

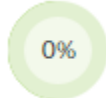
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students who violate the attendance law will be sent letters and home visits will be conducted by At-Risk Intervention Specialist	3.1	AP's, At-Risk Intervention Specialist	Decrease absences.				
2) Campus will create and promote an incentive program to reward students who achieve perfect attendance per grading period.	2.4, 2.5, 3.1	Principal Administration Attendance Clerk	Increase attendance				




= Accomplished



= Continue/Modify



= No Progress










= Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 9: CHS will ensure that all students will take the TSI, apply to at least one college/university/technical school, and apply for scholarships/financial aid before graduating in June of 2020.

Evaluation Data Source(s) 9: Reports

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will offer PSAT exams to all juniors at no cost to them regardless of financial qualifications.	2.4, 2.5, 2.5, 2.6	Testing Coordinator	Increase participation				
2) CHS will sponsor informational college readiness sessions for seniors pertaining to college process, timelines, admissions, and financing.	2.4, 3.1, 3.1, 3.2	College Readiness Coordinator, Counselors	Increase participation in college readiness.				
3) The TSI exam will be offered to students	2.4, 2.5	Testing Coordinator	Increase participation				
Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 9 Funding Sources: 196- High School Allotment - 18810.00							
4) In the 2019-2020 school year, financial support will be set aside for a Go Center representative to support student achievement and career and college readiness in TSI, ACT, and SAT testing information.	2.4, 2.5, 2.6	Administration Counselors	Increase in students applying to Colleges and University. Testing results in TSI, ACT, and SAT testing.				
Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 9 Funding Sources: 196- High School Allotment - 40300.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 5: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing. Root Cause 5: Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness coordinator.

Student Academic Achievement

Problem Statement 8: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing. **Root Cause 8:** Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness coordinator.

School Processes & Programs

Problem Statement 9: Data shows we are testing students in TSI and some students are taking their AP exams; therefore there needs to be an increase in TSI and AP scores of the students testing. **Root Cause 9:** Tutoring/ Learning preparation should be provided before the TSI and AP tests, by a designated teacher or a college and career readiness coordinator.

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By May 2020, CHS will increase overall ACT from 18 to 21 for college and career readiness.

Evaluation Data Source(s) 10: reports

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will contract with Princeton Review who will instruct a college prep course specifically targeted towards student success on the ACT exam; primarily for 11th and 12th grade students.	2.4, 2.4, 2.5, 2.5	Principal	Increase scores				


Goal 2: Increase Student Academic Achievement

Performance Objective 11: CHS will maintain the overall student 4-year graduation rate above 90% by providing increased student structure and specialized support for all students, especially those at-risk, during the 2019-20 school year.


Evaluation Data Source(s) 11: Report

Summative Evaluation 11:

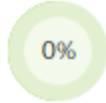
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Intervention Specialist will monitor and meet with at-risk students to support and assist them by working on solutions to problems, gain outside supports when necessary.	2.4, 2.5, 2.6	Intervention Specialist, Principal	To help students make connections with other entities on campus that will lead to student success.				
2) CHS will utilize strategies, such as principal plans for attendance, mentoring plans, homework center, and credit recovery to support student success on a 4-year graduation plan.	2.4, 2.6	AP's, counselors	Increase student attendance and performance				
3) CHS will monitor and support Seniors that need to pass 2 or more STAAR test so they can obtain IGC eligibility.	2.4, 2.6, 2.6	Admin IC Intervention Specialist Counselors	Increase student performance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 12: CHS will increase the number of students who take CTE examinations and obtain certification in their field of study by 6% for the 2019-2020 school year as reported to the CTE coordinator.


Evaluation Data Source(s) 12: CTE reports

Summative Evaluation 12:

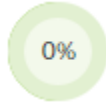
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS administration will ensure that adequate CTE courses are offered throughout the school day to maximize opportunities for students to enroll in and complete CTE pathways.		Principal, Counselors	CTE course rosters, CHS master schedule				
2) CTE will assist and support student for certification testing and ensure that students are prepared for examinations.	2.5	CTE Director, CTE Coordinator, Counselor	Increase student performance				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 13: CHS teachers will increase their attendance rate to 91% from 89% during the 2019-2020 school year.

Evaluation Data Source(s) 13: Staff Attendance Report

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will improve staff morale through a variety of positive, motivational, appreciation and team building activities.		Principal, Assistant Principals	Increase team building and spirit at the campus				
Problem Statements: Demographics 7, 8 - Student Academic Achievement 3, 4 - School Processes & Programs 11, 12 Funding Sources: 211-Title I-Part A - 427.80, 255-Title II-Part A Teacher/Principal - 1262.00, 199-Local Funds - 1564.00							
							

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 7: General populations are below state average in passing and commended rates on EOC scores. Root Cause 7: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.
Problem Statement 8: SPED, EL and Migrant populations often struggle with EOC and common assessments. Root Cause 8: Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.
Student Academic Achievement
Problem Statement 3: General populations are below state average in passing and commended rates on EOC scores. Root Cause 3: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.
Problem Statement 4: SPED, EL and Migrant populations often struggle with EOC and common assessments. Root Cause 4: Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.
School Processes & Programs
Problem Statement 11: General populations are below state average in passing and commended rates on EOC scores. Root Cause 11: Our advanced courses do not lead to a degree, as the early college offers. Therefore, we lose our top performers to the Early College.

School Processes & Programs

Problem Statement 12: SPED, EL and Migrant populations often struggle with EOC and common assessments. **Root Cause 12:** Student cannot read and write at grade level, test modifications do not meet student's needs, due to not having the STAAR ALT and M.

Goal 2: Increase Student Academic Achievement

Performance Objective 14: CHS will continue to promote student learning in STEM and advance academics through summer camps and summer bridge program of 19-20 in a cooperation with the UTEP MaST Academy, UTEP Engineering dept and other STEM related industries.

Evaluation Data Source(s) 14: Number of Participants

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEM students.	2.5, 3.1	STEM Assistant Principal CTE Director CTE Assistant Director Principal	Increase community participation				
2) CHS will send students to STEM related camps and programs in the summer, and throughout the school year.	2.5, 2.6	Assistant Principal STEM Coordinator Principal	Increase student exposure and participation to programs				
3) CHS will support the efforts of all teachers needing to improve the rigor of their content, through PBL Curriculum Writing over the summer.	2.6	Assistant Principal STEM Coordinator Principal	Increase teacher strategies utilizing PBL				
4) Representatives from the STEM Academy will visit feeder middle schools and present STEM opportunities to students, teachers, parents, administrators and counselors.	2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1	STEM Coordinator, Admin, CTE Director	Increase the number of students enrolled in STEM Academy				
5) CHS will provide a summer bridge program through our Business and Industry Partners such as UTEP, EPCC, The Hospital of Providence Transmountain and other business partners within El Paso.	2.5, 2.5, 2.6	STEM Assistant Principal CTE Director CTE Assistant Director Principal	Understanding the methods of Project Base Learning and to increase the number of students enrolled in STEM Academy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) CHS will improve STEM students access to technology by providing one to one devices such as student laptops/Chromebooks and accompanying software.	2.4, 2.5, 2.6	Principal Administration STEM Coordinator	Improvement of study skills "Future Ready" expectations				
Comprehensive Support Strategy Additional Targeted Support Strategy 7) CHS will seek out opportunities to improve the success of each STEM student by improving the classroom setting.	2.4, 2.5, 2.6	Principal Administration STEM Coordinator	STEM cohesiveness improves.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 15: In the 2019-2020 school year, CHS will provide updated technology for staff, will work to ensure student's increased access to technology, will explore methods of procurement to update/upgrade all servers, including, but not limited to, hardware, software, wifi strength and accessibility to the community

Evaluation Data Source(s) 15: Internet Technology Consistency Chart

Summative Evaluation 15:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will have access to necessary technology such as COWS (computers on wheels), laptops, iPads, graphing calculators, and other identified technology in order to facilitate the use of online software programs in class and to enhance student use of technology as a tool for learning.	2.6	Assistant Principals IC's, IT Department	To provide support through IT professionals and access to instructional websites for integration of technology in the classroom.				
2) CHS students will be provided with increased bandwidth, access points and internet access for education websites	2.6	CISD IT Dept Principal	To improve student/teacher engagement & increase student success.				
3) CHS will provide access and training for students and teachers on programs such as Google Suites, its add-ons, and Rapid Identity. (ie.: Symbaloo, Canva, Kahoot, Turn-it-in, etc.)	2.5, 2.6	CISD IT Dept Teachers Administration	To update and improve technology & increase student access to technology in and out of school.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 16: By May 2020, all CHS teachers will receive AVID professional development on a monthly basis in order to implement high rigor AVID strategies in the general classroom to increase college and career readiness.

Evaluation Data Source(s) 16: Training Certificates
Lesson plans

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will provide access and training to AVID print and digital resources.	2.5	Principal Assistant Principal Instructional Coach(es)	Increase student performance through implementation in the classroom.				
Funding Sources: 185-State Compensatory Education - 3999.00							
2) AVID strategies to be implemented in classrooms.	2.5, 2.6	Principal Assistant Principal Instructional Coach(es)	Increase student performance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: In 2019-2020 school year, CHS will continue to implement and monitor CISD's "No Place For Hate" Anti-bullying Program to prevent school related bullying by hosting a minimum of 3 activities for the year.

Evaluation Data Source(s) 1: Lists of activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will hold a minimum of 3 "No Place For Hate" activities	2.5, 3.1, 3.1, 3.2	Administration	Promote awareness, and tolerance in support of anti-bullying and acceptance of a diverse population.				
2) CHS will decrease in reported incidents by 10% with the use of interventions such as peer mediation, no contact contracts, PBIS student reflections, and library cyber-bullying training.	2.4, 3.1	Principal, Intervention Specialist, Counselors, AP's	Improve bullying prevention				
3) By June 2020, 100% of CHS teachers will complete training and prevention strategy training to accurately identify and report bullying in accordance with David's Law-- SB 179.	2.4	Principal, Assistant Principals					

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: In 2019-2020 school year, the CHS learning environment will improve as character education and bullying prevention are embraced by all stakeholders as evidenced in a 10% reduction of bullying referrals.


Evaluation Data Source(s) 2: Number of referrals

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS, in coordination with the Student Leadership Program, will hold motivational assemblies, pep rallies, and other opportunities for students to participate in activities outside of the classroom that build character and school pride.	2.6	Principal, Assistant Principals, Instructional Coaches, Student Leadership teacher	School calendar of events, Documentation regarding guest speakers, Pep rally agendas				
2) CHS will provide methods for addressing needs of students: accessibility to student support services such as mental health, pregnancy related services, homeless status, grief counseling, etc.	2.4, 2.5, 2.6, 2.6	Principal, Assistant Principals Student Support Services	Schedules of classes/ number of Pregnancy related cases with documentation supporting students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: In 2019-2020 school year, CHS will continue to promote student volunteering within the Canutillo community by participating in 5 volunteer activities, such as Food Drive, Clothing Drive, Blanket Drive, Jean Collection, Animal Shelter, through various clubs and organizations as measured by records of volunteer service.

Evaluation Data Source(s) 3: Records of Volunteer Service for 19-20

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS students will have ample opportunities to perform a wide variety of community service/volunteer hours.	3.1, 3.2	club/organization sponsors, counselors	Increase student participation to ensure success and becoming nationally ranked students.				


Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.


Performance Objective 4: In 2019-2020 school year, CHS will inform students and parents on all five endorsements offered leading to 98% of students completing their endorsement academy.


Evaluation Data Source(s) 4:


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will use of Project Lead the Way to enhance the STEM endorsement.	2.4, 2.5, 2.6	Principal, STEM AP, CTE Director	Increase program and participation				
2) CTE will create advisory boards to support each endorsement academy at CHS in STEM, Public Service, Business and Industry, Arts and Humanities including Fine Arts, and Multidisciplinary.	3.1, 3.2	Principal, CTE Director, Counselors, Fine Arts Director	Increase participation.				
3) CHS will provide informational meetings on all 5 endorsement pathways-- 1 in the Fall, 1 in the Spring.	3.1, 3.2	Principal, AP, Counselors, CTE coordinator	Increase in endorsement completion rate				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 5: In order to facilitate a smooth 9th grade student transition from middle to high school, CHS will hire staff, develop, and host the Eagle Legacy camp during the summer of 2019-2020 school year and increase participation by 5% each year.

Evaluation Data Source(s) 5: Number and lists of participants

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) CHS , 9th grade counselor will support all students when transitioning from middle and other outside middle schools to our high school.	2.4, 2.6	Principal	To ensure a successful student transition from middle to high school.				
2) CHS will sponsor a Freshman Eagle Legacy camp for incoming 9th graders during their transitional summer.	3.2	Principal, AP's	To help acclimate them with campus culture, teachers, student mentors, and counselors in order to foster a sense of belonging.				
3) CHS will hold transition visits for all incoming 9th grade students during their 8th grade year to familiarize students with campus and programs of study.		Counselors, AP's, Principal, CTE teachers, Fine Arts Director, CTE coordinator	To provide smooth transitioning from middle to high school environment.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 6: In 2019-20 SY, CHS will maintain a student leadership component to increase student involvement and build social skills through the development of stronger ties with all stakeholders through Student Leadership Programs, ROTC, and CTSO's as evidenced by a 10% increase in student enrollment in these programs.

Evaluation Data Source(s) 6: Number of enrollments as compared to 18-19 school year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Student Leadership course will be offered, students enrolled in course will plan/organize/execute various events on campus as determined by campus administration in conjunction with leadership facilitator.	2.4, 2.5, 2.6	Principal, Student Leadership Teacher, Counselors	Increase student enrollment in leadership course.				
2) Members of the student leadership program will attend training's, workshops, and other events such as the TASC conference.	2.4, 2.6	Principal, AP's, Student Leadership Sponsor	To learn new strategies, improve student leadership on campus, participate in competitions with other campuses, and network with other schools across the city and state.				
3) CHS students will be provided with study materials and two opportunities to take the ASVAB exam .		ROTC Teachers and IC's	Increase student participation.				



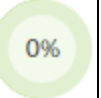




 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 1: In 2019-2020 school year, CHS will host 1 monthly parent meeting in order to support parental involvement in campus activities through parent meetings also open to the public community members to discuss college readiness, academic challenges, graduation expectations, state of the campus, tutoring intervention, AVID, AP Parent Night, FAFSA night, College Night, Dual Credit, Curriculum Fair Night, breakfast/dinner with the principal, Meet the Teacher night, and entitlement programs.

Evaluation Data Source(s) 1: Lists of Programs/ Schedules/ Sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs using flexible times.		Principal, College Readiness Coordinator, Counselors	Increase parent participation.				
2) CHS will host parent/community events in relation to special programs on campus, including, but not limited to: AVID, AP Parent Night, Dual Credit, Entitlement Programs, ESL, STEM, and Class Night (8th, 9th, 10th, 11th, 12th).	3.2	Principal, AP's, DC & AP Coordinator	Increase parent participation.				
3) CHS will increase information , using pamphlets, district/high school website, available teachers, and counselors to parents about AP, Dual Credit, and career pathway courses in orientation, parent information meeting.	3.1, 3.2	AP's Principal	Provide information to parents effectively.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: By June 2020, CHS will hold a minimum of 10 events showcasing students' work and celebrating all students for their successes.

Evaluation Data Source(s) 2: Lists of Events and number of student participants

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will host Fine Arts events to display student talent to include art shows, dance recitals, band concerts, choir concerts, drama performances, and other Fine Arts events.		Fine Arts Director, Principal, AP's	Increase student participation.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 3: By the end of 2019-20, all staff and teachers will be provided with Professional Development on the value of working with parents and families as partners with the goal of improving student achievement and school culture.


Evaluation Data Source(s) 3: Sign in sheets

Summative Evaluation 3:

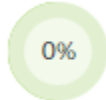
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work with staff and administrators on the importance of having positive customer service between the school and the community/parents.		Administration	Increase customer service				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: CHS will publish an online student newspaper at least four times in 2019-2020 school year that promotes healthy choices, addresses current campus concerns, celebrates campus successes, and supports a positive learning environment.

Evaluation Data Source(s) 1: Scheduled times of online newspaper releases and samples

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) CHS will utilize appropriate technology and materials for the successful education of students centered around the activities of publishing a school newspaper and yearbook.	3.1, 3.2	Principal	To ensure student success through a newspaper and development of the yearbook.				

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: CHS will work to develop stronger ties with stakeholders and identify a minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during the 2019-2020 school year.

Evaluation Data Source(s) 2: Identified 5 Partners in Education for 18-19

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will work in conjunction with CTE to coordinate and execute an annual "CHS Career Fair" to include motivational speakers, military, business, and higher education participants from within and around the community.	2.4, 2.5, 2.6	CTE Department, Principal	Increase career awareness for all students.				
2) Parent liaison will assist with parental communication and build a positive bridge with school and home.	2.4, 2.5, 2.6	Principal	Increase parent participation in their child's learning.				
3) CHS will seek to increase sponsorship opportunities with area businesses to support our students.	3.1, 3.2	Principal, AP's	Increase business participation with our campus.				
4) CHS will provide an opportunity for training for non-instructional staff (to include the parent liaison and parent volunteers) travel and registration fees for continuous improvement in meeting the needs of the diverse learning community and continuously support high quality instruction on campus.		Principal	Evidence of trainings attended				
Funding Sources: 211-Title I-Part A - 0.00							
							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: CHS will meet 90% expenditure requirements for the Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education programs as listed in the TEA 2018-2019 Summary of Finances in order to meet academic goals and eliminate related audit findings during the 18-19 school year.

Evaluation Data Source(s) 3: Financial Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An EL Facilitator will oversee the placement, instruction, assessment, and progress of all identified ELL students.	2.4, 2.5, 2.6	Principal	Increase student performance.				
2) CHS will employ a Campus Testing & employ a Go Center representative (College Readiness Facilitator) to assist all students in increasing college readiness, career preparation, senior scholarship awards, and participation in college entrance exams.	2.4, 2.5, 2.6	Principal					
3) CHS will employ an Intervention Specialist to utilize the RTI process to identify needs for individual students and create/ensure the use of focused interventions; increase graduation rates for at-risk students, and monitor the needs for all at-risk students.	2.4, 2.5, 2.6	Principal	Staff Report				
4) CHS will employ a paraprofessional in the library to assist with ensuring the availability of appropriate materials, assistance, and supervision in the library at all times to increase library usage.	2.4, 2.5, 2.6	Principal, Librarian	Staff Report				
5) A teacher and paraprofessional will work in The Learning Center (TLC) to aide student assistance, and ensuring student success in TLC learning lab.	2.4, 2.5, 2.6	Principal	To increase student success and awarding of credits.				
6) Tutors will be utilized to support all students in the Go Center and to increase college scholarship applications.	2.4, 2.5, 2.6	Principal, AP's	Increase college applications, & scholarships.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 4: By May 2020, CHS will have a fully operational and updated web page that shares valuable information to all CISD internal and external stakeholders.

Evaluation Data Source(s) 4: Survey

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collect relevant and current campus information and post on a consistent basis.		Principal AP IT	A positive image of CHS information and activities will be portrayed to the community.				
2) CHS will work closely with district office personnel (PIO) to highlight and promote academic school programs, CTE, STEM Academy and campus organization events.	3.1	Public Information Office Administration Journalism Teacher	Increase enrollment in advanced academic programs. Promote College and Career Readiness.				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	5	4	Canutillo High School will supply textbooks and novels for all students in all courses and replace old textbooks as needed in Dual Credit and AP courses.
2	14	7	CHS will seek out opportunities to improve the success of each STEM student by improving the classroom setting.
3	5	1	CHS , 9th grade counselor will support all students when transitioning from middle and other outside middle schools to our high school.

State Compensatory

Budget for Canutillo High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6117.05.001.30	6117 Career Ladder - Locally Defined	\$57,583.00
185.11.6118.00.001.26	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
185.11.6119.00.001.26	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,414.00
185.11.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$172,209.00
185.31.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,377.00
185.32.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,398.00
185.11.6129.00.001.30	6129 Salaries or Wages for Support Personnel	\$38,155.00
185.11.6141.00.001.26	6141 Social Security/Medicare	\$786.00
185.11.6141.00.001.30	6141 Social Security/Medicare	\$3,050.00
185.11.6141.05.001.30	6141 Social Security/Medicare	\$835.00
185.31.6141.00.001.30	6141 Social Security/Medicare	\$919.00
185.32.6141.00.001.30	6141 Social Security/Medicare	\$789.00
185.11.6142.00.001.26	6142 Group Health and Life Insurance	\$6,551.00
185.11.6142.00.001.30	6142 Group Health and Life Insurance	\$37,435.00
185.31.6142.00.001.30	6142 Group Health and Life Insurance	\$7,487.00
185.32.6142.00.001.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.05.001.30	6143 Workers' Compensation	\$334.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.31.6143.00.001.30	6143 Workers' Compensation	\$298.00
185.32.6143.00.001.30	6143 Workers' Compensation	\$256.00
185.11.6143.00.001.26	6143 Workers' Compensation	\$255.00
185.11.6143.00.001.30	6143 Workers' Compensation	\$989.00
185.11.6145.00.001.26	6145 Unemployment Compensation	\$16.00
185.11.6145.00.001.30	6145 Unemployment Compensation	\$166.00
185.11.6145.05.001.30	6145 Unemployment Compensation	\$67.00
185.31.6145.00.001.30	6145 Unemployment Compensation	\$58.00
185.32.6145.00.001.30	6145 Unemployment Compensation	\$50.00
185.11.6146.00.001.26	6146 Teacher Retirement/TRS Care	\$1,178.00
185.11.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$3,109.00
185.11.6146.05.001.30	6146 Teacher Retirement/TRS Care	\$317.00
185.31.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$1,191.00
185.32.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$408.00
185.11.6149.00.001.26	6149 Employee Benefits	\$643.00
185.11.6149.00.001.30	6149 Employee Benefits	\$2,841.00
185.11.6149.05.001.30	6149 Employee Benefits	\$864.00
185.31.6149.00.001.30	6149 Employee Benefits	\$793.00
185.32.6149.00.001.30	6149 Employee Benefits	\$816.00
	6100 Subtotal:	\$519,924.00
6200 Professional and Contracted Services		
185.11.6299.00.001.30	6299 Miscellaneous Contracted Services	\$35,000.00
185.11.6299.11.001.30	6299 Miscellaneous Contracted Services	\$7,200.00
	6200 Subtotal:	\$42,200.00
6300 Supplies and Services		
185.11.6398.00.001.30	6398 Computer Supplies/Software - Locally Defined	\$5,656.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6399.11.001.30	6399 General Supplies	\$2,000.00
185.11.6399.19.001.30	6399 General Supplies	\$3,500.00
185.11.6399.21.001.30	6399 General Supplies	\$3,500.00
185.11.6399.30.001.26	6399 General Supplies	\$500.00
185.11.6399.40.001.30	6399 General Supplies	\$500.00
6300 Subtotal:		\$15,656.00
6400 Other Operating Costs		
185.13.6411.20.001.30	6411 Employee Travel	\$5,000.00
185.11.6494.00.001.30	6494 Reclassified Transportation Expenses	\$13,500.00
6400 Subtotal:		\$18,500.00

Personnel for Canutillo High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Blake	AT Risk Counselor	At Risk Program	1
Dixie Lynn Lee	High School Teacher	Instructional Program	37.5
Ernesto Villanueva	High School Teacher	Instructional Program	12.50
Gary Silva	High School Teacher	Intervention program	62.50
Gary Wayne De Leon	High School Teacher	Instructional Program	.25
Jose Antonio Lopez	At Risk Aide	Intervention Program	1
Monica Michel Parra	High School Teacher	Intervention Instructional Program	1
Rebecca Fuentes	Intervention Specialist	Intervention Program	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Canutillo High School uses the Campus Needs Assessment to build the Campus Improvement Plan compiled by a Campus Improvement Committee. The committee is comprised of a teacher from each content area (core and elective), special program, parents, and non teaching personnel such as Librarian, Counselor, and district representative. The committee meets monthly to review if all the needs of the campus are being met and will collaborate with their PLCs when having to discuss certain decisions that will effect the campus. The CIC also has two representatives that serve on the District Advisory Council and they act as the liasion between the campus and the district in the important decision making that will impact all stakeholders in the district.

Focus for CHS are as follows:

1. Ensuring that the campus is a safe and secure enviornment for all our students and family members.
2. To increase student academic achievement for all students.
3. Professional Development is focused around campus priorities to ensure student growth.
4. To enhance student character through PBIS, NPFH, and student-led organizations.
5. CHS is will build a strong relationship with our parents by creating and maintaining a welcoming atmosphere.

2.2: Regular monitoring and revision

Canutillo High School improvement plan is provided to all members of the campus improvement team for initial approval and changes are recommended by stakeholders which are then presented to the CIC for approval and ratification. The CIC revisits the CIP through monitoring and provides revisions on a regular basis. All members are involved and engaged in the discussions and decision making that occur during the monthly meetings.

2.3: Available to parents and community in an understandable format and language

Canutillo High School CIP will be located in various places, in different formats, and at request of parent will be available in other language(s).

CIP can be accessed in the following ways/formats:

- Visit our website, <http://chs.canutillo-isd.org> and under the tab "About Us", a link for the Campus Improvement Plan exists.
- Visit the campus and request a printed copy (56 pages) from the front office staff or from the campus Parent Liaison.
- Email Mrs. Soliz, parent liaison at msoliz@canutillo-isd.org and request an electronic pdf file to be sent via email.
- Another version, other than English, can be made available upon request and will be accessible within 48 to 72 hours.

2.4: Opportunities for all children to meet State standards

Canutillo High School is to ensure student growth in academic performance by providing various opportunities for all children that includes all sub population to meet the challenging state academic standards. The following indicates targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing data therefore, creating opportunities that target students specific needs.
- Utilization of resources for every classroom.
- Structured tutoring programs across all core subjects that occurs before, during and afterschool sessions.
- Implementing intervention classes to provide additional strategies for students.
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth. Train and implement the instructional methodologies to effectively support all students to include SPED, EL, and migrant students.
- Through research based and best practices selected programs and instructional methods will be used providing differentiate approach for students to meet state standards. (Example: Shmoop University, tutoring programs, Google Classroom and computer assisted programs by utilizing computer lab) effectively
- Guidance from counselors and presentations with opportunities to apply to real world experiences and college readiness.
- Celebration and recognizing students for their academic achievement.
- Attendance initiatives
- Implementation of AVID strategies to entire cohorts and offering AVID classes to improve success in inquiry, collaboration, and organization skills.

2.5: Increased learning time and well-rounded education

Canutillo High School prioritizes increased learning time by streamlining and ensuring highly effective practices are utilized to ensure student success. Therefore, embedding a well rounded education into our campus courses, activities and/or programming is a priority, with the purpose of providing all students access to an enriched curriculum and educational experience.

Our comprehensive plan that is described within our campus improvement plan on utilizing methods and instructional strategies to strengthen the academic programs, which would increase the amount and quality of learning time that is necessary to provide a well-rounded education.

Listed are several of the CHS courses, programs, activities that provide a well-rounded education:

- Fundamental Five
- AVID- strategies and courses
- T- STEM designated program with summer bridge for incoming 9th graders
- CTE programs and certifications
- Fine Arts- band, choir, and theatre
- Foreign language- Spanish, French, and ASL
- Dual Credit courses
- AP courses
- Student-led organizations: Student Council, Chick Fil A Leadership, FCCLA, FBLA, etc.
- The Energy Bus
- Legacy Summer Bridge
- PSAT, ACT, SAT, and ASVAB testing opportunities
- College and Career Days
- Intervention programs and supports- English and Math
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.

2.6: Address needs of all students, particularly at-risk

Canutillo High School students, including all subpopulations, are addressed specifically through the Needs Assessments and within the strategies of the Campus improvement plan. AMS is focused on students priorities based on individual needs particularly for students that are at risk of not meeting the State Academic standards.

To meet student needs CHS is focused on a variety of methods to address support, particularly for students that may be at risk of failing however not limited to only the following methods:

- Effective Professional Learning Communities (PLC's) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.

- Review, analyze and plan a course of action for students specifically that are at risk of failing for sub-populations: SPED, EL, At-Risk.
- Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (RTI).
- Create a plan for students that have already been retained by providing an accelerated intervention plan.
- Counseling for students that may be at risk of failing to provide additional support at school and home.
- Providing specific resources for students and teachers to utilize effectively for intervention at school and/or home.
- Personal graduation plans are to be completed with parental and student input.
- Professional development and follow-up to trainings are detrimental for teacher and student success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Canutillo High School developed and created the Parent and Family Engagement Policy to illustrate how the school will implement the parent and family engagement program. The school parent and family engagement policy was jointly developed and agreed with parents.

The parental involvement policy which is in English and Spanish were distributed to parents, families and our local community through the following methods:

- Parent-Teacher Conferences
- Shared during every parent meeting and copies are provided and available
- Pamphlets are available in the front office
- Pamphlets are available in the Parent Liaison Office
- Policy is also located in the District website

3.2: Offer flexible number of parent involvement meetings

Canutillo High School provide opportunities to parents and families to be involved in their child's learning and achievement. It is important that parents to gain knowledge that will build a positive bridge between the home and campus, especially during these years of transition to college/career. CHS ensures that all meetings, trainings and/or workshops are provided with flexible times to provide parents with opportunities to partake in their child's learning and well-being in the school environment. Monthly Parent Advisory meetings are held with the campus principal during the day and evening on a monthly basis. All meetings are conducted in English and Spanish.

Parent engagement priorities are as follows:

Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held

in English and Spanish.

- Encourage active participation in the Parent-Teacher Organization (PTO) group..
- Ensure that we have parent participation in various school committees to include the Campus Improvement Committee (CIC) and PBIS held monthly in the afternoon.
- Utilize a parent liaison to assist parent and teachers in facilitating parent workshops during the day and evening.
- Academic and fine arts nights are a priority for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.
- Parent workshops and participation with activities.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsie Maria Moore	Campus Instructional Coach	Instructional Program	1
Michelle Smith	Campus Instructional Coach	Instructional Program	1
Norma Arellano	Campus Paraprofessional	Campus Aide	1
Stephanie Rodriguez	Library paraprofessional	Reading Program	1
Veronica Flores Vasquez	Avid Teacher	Instructional Program	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Teresa Clapsaddle	Principal
Administrator	Nidia Avila	Assistant Principal
Counselor	Amanda Blake	Counselor
Instructional Coach	Michelle Smith	Parent/ Instructional Coach
Instructional Coach	Elsie Moore	Instructional Coach
EL Facilitator	Lorena Oropeza	EL Facilitator
At-Risk Coordinator	Rebecca Fuentes	At Risk Coordinator
SPED	Stacie Morgan-Beltran	SPED
Campus Textbook/Technology	Alba Mendiola	Campus Textbook Technology
School Nurse	Amanda Cervantes	School Nurse
Classroom Teacher	Elena Gutierrez	ELA Teacher
Classroom Teacher	Emily Romero	ELA Teacher
Classroom Teacher	Melanie Wierson	ELA Teacher
Classroom Teacher	Raquel Watts	ELA Teacher
Classroom Teacher	Clifford Campbell	Mathematics Teacher
Classroom Teacher	Alejandra Palacios	Mathematics Teacher
Classroom Teacher	Dixie Lee	Mathematics Teacher
Classroom Teacher	Robin Hoeft	Social Studies Teacher
Classroom Teacher	Samuel Heredia	Social Studies Teacher
Classroom Teacher	Christopher Kapuscik	Social Studies Teacher
Classroom Teacher	Ruben Galaviz	Science Teacher
Classroom Teacher	Hevila Ramos	Science Teacher

Committee Role	Name	Position
Classroom Teacher	Geoffrey Focht	Science Teacher
Classroom Teacher	Osvaldo Orozco	CTE Teacher
Classroom Teacher	Andrea Beltran	CTE Teacher
Classroom Teacher	Ron Gil	CTE Teacher
Classroom Teacher	Regino Ramos	Fine Arts Teacher
Classroom Teacher	Elizabeth Leaser	Fine Arts Teacher
Classroom Teacher	Carolina Lopez	Student Leadership
Classroom Teacher	Ana Weaver-Guerra	Parent/Librarian
Student	Montserrat Balderrama	Student 10th Grade
Student	Isabella Latasa	Student 12th Grade
Student	Bethany Gamboa	Student 11th Grade
Supplemental Service Education	Gabriela Corral	Supplemental Service Education
SPED	Saul Valenzuela	SPED
Parent	Anna Ortiz	Parent/ STEM Academy
District-level Professional	Nancy Torres	Director of Health Education
Administrator	Devin Roush	Assistant Principal
Administrator	David Hardison	Assistant Principal
Administrator	Julio Castillo	Assistant Principal

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Christopher Judge	Assistant Principal
Administrator	Teresa Clapsaddle	Principal
Administrator	Neil Novoa	Assistant Principal
Administrator	Anthony Prado	Assistant Principal
Administrator	Nidia Avila	Assistant Principal
Counselor	Amanda Blake	Counselor
Counselor	Monica Granados	Counselor
Instructional Coach	Mischelle Smith	Instructional Coach
Instructional Coach	Elsie Moore	Instructional Coach
EL Facilitator	Lorena Oropeza	EL Facilitator
At-Risk Coordinator	Rebecca Fuentes	At-Risk Coordinator
SPED	Stacie Morgan-Beltran	SPED
Campus Textbook/Technology	Alba Mendiola	Campus Textbook/Technology
School Nurse	Amanda Cervantes	School Nurse
Classroom Teacher	Elena Gutierrez	ELA Teacher
Classroom Teacher	Emily Viramontes	ELA Teacher
Classroom Teacher	Melanie Wierson	ELA Teacher
Classroom Teacher	Clifford Campbell	Mathematics Teacher
Classroom Teacher	Alejandra Palacios	Mathematics Teacher
Classroom Teacher	Dixie Lee	Mathematics Teacher
Classroom Teacher	Robin Hoeft	Social Studies Teacher
Classroom Teacher	Samuel Heredia	Social Studies Teacher

Committee Role	Name	Position
Classroom Teacher	Christopher Kapuscik	Social Studies Teacher
Classroom Teacher	Ruben Galaviz	Science Teacher
Classroom Teacher	Hevila Ramos	Science Teacher
Classroom Teacher	Geoffrey Focht	Science Teacher
Classroom Teacher	Osvaldo Orozco	CTE Teacher
Classroom Teacher	Andrea Beltran	CTE Teacher
Classroom Teacher	Ron Gil	CTE Teacher
Classroom Teacher	Regino Ramos	Fine Arts
Classroom Teacher	Elizabeth Leeser	Fine Arts
Classroom Teacher	Carolina Lopez	Student Leadership/ Social Studies Teacher
Librarian	Ana Weaver Guerra	Librarian
Parent	Ana Ortiz	Parent
Student	Montserrat Balderrama	Student
Student	Isabella Latasa	Student
Supplemental Servies Education	Gabriela Janet Corral	Supplemental Service Education
Coordinate School Health	Nancy Torres	Coordinate School Health
Industry Partner	Johnny Caldwell	UTI Industry Partner