Canutillo Independent School District

District Improvement Plan

2021-2022

Mission Statement

Canutillo ISD supports and embraces diversity in a multi-cultural society. Our school community thrives in a safe, engaging, inclusive learning environment. We provide equitable opportunities to ensure our future-ready students are inspired to explore, learn, grow and excel.

Vision

Canutillo ISD is the premier district. We lead today to positively impact tomorrow.

Canutillo Ethics

STUDENT CENTERED FOCUS

TRUSTWORTHINESS IN STEWARDSHIP

COMMITMENT TO SERVICE

EQUITY IN ATTITUDE

HONOR IN CONDUCT

INTEGRITY OF CHARACTER

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Canutillo Indpendent School Districts demographics for 20-21 are the following:

School Population (2020 - 2021 Fall PEIMS file loaded 01/28/2021)	Count	Percent
Student Total	6,035	100%
Early Education Grade	16	0.27%
Pre-Kindergarten Grade	173	2.87%
Kindergarten Grade	407	6.74%
1st Grade	414	6.86%
2nd Grade	440	7.29%
3rd Grade	441	7.31%
4th Grade	468	7.75%
5th Grade	468	7.75%
6th Grade	414	6.86%
7th Grade	480	7.95%
8th Grade	458	7.59%
9th Grade	510	8.45%
10th Grade	457	7.57%
11th Grade	469	7.77%
12th Grade	420	6.96%

Not Enrolled on Snapshot (*Notes*) 42

Students by programs: 1/28/21

Limited English Proficient (LEP)	**1,916**	**31.75%**
Bilingual	1,252	20.75%
English as a Second Language (ESL)	771	12.78%
Alternative Bilingual Language Program	22	0.36%
Alternative ESL Language Program	66	1.09%
Gifted and Talented	663	10.99%
Special Education (SPED)	598	9.91%
Title I Participation	6,035	100.00%
Dyslexia	93	1.54%
Economic Disadvantage		
Economic Disadvantage Total	3,805	63.05%
Free Meals	3,016	49.98%
Reduced-Price Meals	789	13.07%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	108	1.79%
Shelter	2	0.03%
Doubled Up	106	1.76%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/28/2021)	Count	Percent
At-Risk	3,817	63.25%
Title I Homeless	0	0.00%
Immigrant	53	0.88%
Migrant	81	1.34%
Military Connected	508	8.42%
Foster Care	5	0.08%
Section 504	359	5.95%
Intervention Indicator	0	0.00%
IEP Continuer	0	0.00%
Transfer In Students		

Canutillo ISD has been transitioning from Agriculture to suburban. There has been some growing pains that include increase of student enrollment at certain campuses, the poverty

levels have decreased on a Title 1 campus. Social Economic status and At Risk percentages are listed below. Data also indicates that there has been an increase on more non-hispanics students however, it does remain a majority within our community. Military families are steadily increasing for the past 3 years, the increase of military student enrollment will be addressed for effective processes to ensure smooth transition of all military families.

Teachers and support personnel serve district's 10 campuses. Students from Canutillo attend classes at 6 elementary schools (PK-6), 2 middle schools (7-8), 1 high school (9-12), and 1 Early College High School.

Student Demographics in accordance to the 1/28/21 snap shot are as follows:

Gender: Female- 2,898 at 48.02%   Male- 3,137 at 51.98%

Staff Information

Administrative Support	**144**	**15.24%**
Teacher	422	44.66%
Educational Aide	93	9.84%
Auxiliary	286	30.26%

School Population as of 1/28/21- 20-21 school year

SCHOOL	**student total**	**SCHOOL**	**student total**
CHS	1468	BCE	391
AMS	656	JDE	540
RES	598	CES	521
NWECHS	388	GES	494
CMS	696	DDE	283

Instructions by highly qualified teachers is a requirement that must be provided to all students in Canutillo Independent School District. Our high poverty campuses are staffed with Highly Qualified teachers to ensure student success. CISD provides the following to support all teachers and paraprofessionals:

- provide time for professional development

- provides a mentoring system to ensure support for new teachers throughout the district

- Opportunities for collaboration is provide by assessing and digging for data in testing results during benchmarks. This occurs regularly throughout the year as they collaborate through grade level or by departments.

- Analyzing through PLC's on the effectiveness of instructional strategies and implementing methods that are proven successful.

- Provide feedback through regular walk throughs

- Professional development and support of "in place" programs with ongoing evaluations of effectiveness utilizing TTESS for teachers.

- Canutillo has our own police force to meet our student needs and safety for all campuses by taking a proactive role in assuring a positive culture, climate and safety.

Demographics Strengths

Through Comprehensive Needs assessment representing all campuses, took several steps in order to reach out to our community and parents- Meetings that took place are as follows:

- Campus Comprehensive Needs Assessments
- Campus Leadership Needs Assessments
- District Leadership Needs Assessments
- Parent Leadership Needs Assessments
- District Advisory Council Needs Assessments that included community members, business partners and parents.

A District Advisory Council (DAC) with Leadership reviewed, analyzed data and determined the following to be identified as strengths for the district:

- The District has a high teacher retention rate and a lower rate of inexperienced teachers at the high poverty schools.
- CISD demographics are continuously changing and are adjusting to community needs.
- Drop out rate has decreased below the state and region.
- District Support Services assist our students and families during a crisis and follows up throughout the year to ensure success and support.
- Discipline referrals, DAEP referrals has descreased.
- There has been an increase in student enrollment from 16-17 to 17-18 by about 300 students. However, for 21-22 there has been a decrease of enrollment for the beginning of the year.
- Canutillo has effectively leveraged all resources with the available funds.
- There was an increase where multiple campuses have acquired multiple distinctions for 17-18 school year.

- Canutillo has a system in place to help student with challenging behavior to remain focus on their needs to be successful in the District Alternative Education Placement facilities, with highly qualified instructional personnel that addresses academics, behavioral and social emotional of our students.
- There has been an increase of support groups and community partners that work with our district and campuses.
- Scholarships for our studnet have increased every year.
- Canutillo is inclusive and have equal access to our students in helping students /families in need during crisis.
- Graduation rate is above 90%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance and understanding of technology impacted effective instruction. In addition, decrease of enrollment causes challenges to meet student needs. **Root Cause:** The impact of COVID was significant enough showing types of fear with parent and community concerns on utilizing technology as the main strand of instruction. The international border was closed and many of our students were not able to cross back into the U.S. In addition, decreasing enrollment results in decrease of funding which becomes challenging if funds are not available.

Problem Statement 2 (Prioritized): Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause:** The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Problem Statement 3 (Prioritized): The older legacy network infrastructure caused issues affecting students and teachers by showing a slide of performance. **Root Cause:** Covid revolutionized tech industry causing newer technology to provide a better experience, mixing legacy and new causes with unforeseen issues (hot spots for all students, access points limited, needing techs at all campuses). Many Emergent Bilingual (EB) students did not have access to wifi thus were not able to connect for instruction.

Problem Statement 4 (Prioritized): Continue teaching our stakeholders on utilizing devices and applications. **Root Cause:** Decisions by District was made quickly based on TEA requests so time was limited to communicate information quickly. Training of all stakeholders on use of technology is important for student success, need to find time and a way to ensure training and support

Student Learning

Student Learning Summary

Canutillo is on its way! We are seeing results in student achievement. Outcomes in grades 5th, 8th and EOC illustrates an increase in Mastery scores, with particular recognition in Science and Algebra 1 at Middle Schools. However, there is still work to do to reach the next level of performance. The district has initiaited the need for a literacy framework and vertical alignmemnt that is specific strategically planned to meet districts goals. Professional Develolpment that is purposeful to truly support special populations. We continue to work on identifying, placing and serving special pops to include Advanced Academics. With ongoing collaborative support from Business /Services and Human Resources an equitable solution can be found by keeping the end in mind for student success.

The pandemic has impacted student learning and various aspects of social emotional concerns

Accountablility Rating for 2021 are as follows:

Accountability status: Not Rated: Declared State of Disaster

Special Education Determination Status:

Needs Assistance - Results Driven Accountability (Improvement needed in STAAR 3-8/ EOC performance & location of services)

Distinction Designations were not issued for 20-21

20-21 Accredition status was not issued due to declared state of disaster

20-21 STAAR Participation

STAAR PARTICIPATION	CANUTILLO	REGION 19	STATE
ASSESSMENT PARTICIPATION	82%	67%	8%
ABSENT	0%	3%	2%
OTHER-Not assessed due to illness &/or quarantine or parent opt-out at the time of the exam	18%	30%	10%

2021 District Academic Performance: Grades 3-8 STAAR

PERFORMANCE	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE			SOCIAL STUDIES			WRITING		
	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE
CANUTILLO															

PERFORMANCE	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE			SOCIAL STUDIES			WRITING		
APPROACHES GRADE LEVEL (PASSING)	66%	63%	68%	60%	56%	66%	73%	66%	71%	78%	73%	73%	54%	48%	58%
MEETS GRADE LEVEL	41%	39%	45%	28%	25%	37%	44%	36%	44%	54%	49%	49%	22%	21%	30%
MASTERS GRADE LEVEL	14%	12%	18%	12%	10%	18%	17%	20%	12%	27%	27%	29%	3%	5%	9%

PERFORMANCE	ALGEBRA			BIOLOGY			ENGLISH I			ENGLISH II			US HISTORY		
CANUTILLO	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE	DISTRICT	REG 19	STATE
APPROACHES GRADE LEVEL (PASSING)	81%	68%	73%	82%	79%	82%	66%	63%	67%	71%	69%	71%	91%	88%	88%
MEETS GRADE LEVEL	44%	31%	41%	51%	47%	55%	47%	44%	50%	54%	53%	57%	70%	64%	69%
MASTERS GRADE LEVEL	24%	15%	23%	15%	14%	22%	9%	8%	12%	7%	7%	11%	36%	36%	43%

DISTRICT GRADUATION PROFILE -TAPR

GRADUATES (ANNUAL 2019-2020 GRADUATES)	DISTRICT COUNTS	DISTRICT PERCENT	STATE COUNT	STATE PERCENT
TOTAL GRADUATES BY GRADUATION TYPE:	450	100%	360,220	100%
MINIMUM HS PROGRAM	1	0.2%	1,512	0.4%
RECOMMENDED HS PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM	0	0.0%	952	0.3%
FOUNDATION HS PROGRAM (NO ENDORESEMENT, 22 CREDITS)	11	2.4%	49,535	13.8%
FOUNDATION HS PROGRAM (ENDORSEMENT, 22 CREDITS)	16	3.6%	15,689	4.4%
FOUNDATION HS PROGRAM (DLA- DISTINGUISHED LEVEL OF ACHIEVEMENT, 26 CREDITS PLUS ENDORSEMENT)	422	93.8%	292,639	81.2%
SPECIAL EDUCATION GRADUATES	36	8.0%	29,018	8.1%
ECONOMICALLY DISADVANTAGED GRADUATES	276	61.3%	187,187	52%
EMERGENT BILINGUAL (EB)/ ENGLISH LEARNER (EI) GRADUATES	69	15.3%	29,639	8.2%
AT- RISK GRADUATES	174	38.7%	148,836	41.3%

DISTRICT GRADUATION RATE

GRADUATION RATE	CANUTILLO	REGION 19	STATE PERCENT
4 YEAR LONGITUDINAL RATE (GR 9-12)			
CLASS OF 2020 GRADUATED	92.1%	88.4%	90.3%
CLASS OF 2019 GRADUATED	93.8%	87.9%	90.0%
5 YEAR LONGITUDINAL RATE (GR 9-12)			
CLASS OF 2019 GRADUATED	96.2%	90.9%	92.0%
CLASS OF 2018 GRADUATED	95.0%	90.7%	92.2%
6 YEAR LONGITUDINAL RATE (GR 9-12)			
CLASS OF 2018 GRADUATED	95.5%	91.5%	92.6%
CLASS OF 2017 GRADUATED	95.3%	90.8%	92.4%

LAST ACCOUNTABILITY RATING

3 year- Reading Approaches-

Garcia Elementary on 2017 -75% --2018- 77% increasing in 2019 -86%--Celebration*

Bill Childress Elementary on 2017-94% ---- 2018-74% increasung in 2019- 82%

Canutillo Elementary on 2017-85%----2018-75% increasing in 2019-82%

Deanna Davenport on 2017-82%----2018-84% decreasing in 2019- 74%

Jose Damian on 2017-82%---2018-84% decreasing in 2019- 70%

Reyes Elementary on 2017-86%---2018-84% increasing in 2019-88% Celebration*

Canutillo Middle on 2017-74%---2018-83% decreasing in 2019-78%

Jose Aldrete Middle on 2017-71%---2018-78% increasing in 2019-80% Celebration*

Student Learning Strengths

Using Student Learning data for 20-21 and through various reports from leadership and District Advisory Council (DAC) members we have determined strengths for the district are as follows:

- Professional Learning Communities have flourished in strength and are focused on analyzing data and progression of student learning.
- Academic Tutoring / interventions/ What I Need Now- (WINN) are strong throughout the district and is gaining momentum with a focus.
  There are advanced and/or extended programs that are available and successful (ex: Science, Technology, Engineering and Math (STEM), Science,

Technology, Engineering, the Arts and Mathematics (STEAM), Project Based Learning (PBL) etc..)

- Science is now a stronger focus for Elementary campuses as indicated through their increase of performance.
- Canutillo 5th and 8th grade levels have demonstrated through some advancement in all subject areas
- Overall, our district meets and mastery scores have been rising.
- There has been gains at NorthWest Early College High School (NWECHS) that has strengthen district End of Course (EOC) scores, furthermore, EOC scores at the High School have been improving.
- Algebra 1 at both middle schools are rock solid.
- Career and Technical Education (CTE) and State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) has increased and will continue to work on increasing the scores.
- Discipline referrals and DAEP referrals have decreased keeping our students in their homeroom classrooms for consistency.
- SPED made a sustained effort to over-communicate with parents through all medium of communication. We utilized ZOOM- which parents found more convenient to attend ARD's.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a tremendous amount of teacher & substitute shortage during the pandemic, which was difficult to continue instruction, consistency, fidelity to the Dual Language program and provide support without any flexibility. **Root Cause:** COVID has presented teacher & substitute shortage where principals needs more flexibility to ensure instructional continuity. We need to address the gap that increased due to COVID.

Problem Statement 2 (Prioritized): CISD becoming a 1:1 ratio with technology has been great, however it does have its challenges. **Root Cause:** There is a need for increased professional development in the areas of instruction and technology. New technology implementation on legacy infrastructure causes issues.

Problem Statement 3 (Prioritized): Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause:** COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

Problem Statement 4 (Prioritized): Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause:** The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Problem Statement 5 (Prioritized): Parent and family engagement were not at the forefront during the covid pandemic school year which stifled the partnership crucial to the success of student achievement and the whole child. **Root Cause:** Due to multiple factors to include physical, communication and social distancing changes in operations processes pre-covid, has created barriers which hindered the development of a strong partnership.

Problem Statement 6 (Prioritized): Covid 19 pandemic continues to be the result in PK-12 learning losses in core areas- math, reading, science and social studies causing a need for intensive intervention as mandated by HB 4545. **Root Cause:** Decreased Pre-K and Kinder enrollment, increase in student and staff absences and various challenges presented by remote instruction impeded the normal processes of teaching and learning.

District Processes & Programs

District Processes & Programs Summary

The Canutillo ISD recieves state, local and federal funding including Title I, II, III. Carl Perkins, IDEA Formula and Preschool. Canutillo ISD has recieved the state's highest financial integrity rating.

To ensure teacher success through our districts processes all teachers that are new to the profession are supported through a district wide program and within their campuses that cross collaborate with district and campus liaison for effective support and mentoring. District level and campus liaison continuously support our new teachers throughout the year

Curriculum, Instruction and Assessment processes for CISD are as follows

- TEKS Resources is utilized throughout the district consistently, professional development has been part of the process to monitor and ensure effective use of the TEKS reorurce system.
- Use of Eduphoria and the programs located within the program.
- Use of Istation for Elementary campuses

Staff quality, recruitment and retention utllilize processes and procedures to ensure that the district hires highly qualified employees to meet CISD expectations.

Canutilllo ISD continues to embrace technology to ensure that our students and staff have all the digital resources that are necessary to provide the hightest quality instruction available. Canutillo provides an infrastructure which supports the daily functions of instruction and business giving a high quality digital enviornment for learning.

It is important that our district provides and implements relevant current technologies with best practices through effective professional development and support. Student safety and cyber-security is a key component to the desgn of Canutillo ISD technology. During the 19-20 school year there has been a major teaching and learning shift with COVID 19 making its presence. Virtual and remote learning with data analytics are key elements to providing learning opportunities that continues to prepare our studentor for the future. Canutillo ISD is taking the next step by purchasing one to one computers for all our students in the district. Continuous and high quality instruction proceeds with the best interest of our students and teachers. Professional Development is prioritzed for students and teachers on effective use of techology and programs as we continue to move forward with Virtual and remote teaching.

Technology department collaborates with campuses reviewing and updating their plans as necessary to meet campus needs.

District Processes & Programs Strengths

Canutillo Independent School District has easy access to the TEKS resource system that is a systematic K-12 curriculum model which is designed to maintain and continously developed. This provides opportunities to develop common language, structure and process for curriculum development. All CISD teachers have been trained and supported through the utilization of this system. The following tools and resources are also available to our teachers:

- Eduphoria
- Istation
- Supplemental work books have been successful in variuos campuses: like Mentoring Minds, measuring up...

Following up with Professional Development and supported through PLC's which has increased and targeted at specific tasks on hand. Professional Learning Communities has increased its effectiveness as the campuses strategically schedule their collaboration and is now part of the expcectations and processes. Progress monitoring with assessments is practiced throughout the year.

- Data illustrates that Parental Involvement has been increasing throughout the district.
- Effective tutoring schedules are continuously monitored and adjusted based on students needs

District Technology department are knowledgeable and supportive to campus needs- Processes are in place to ensure that all work orders and ordering processes are addressed.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Processes and procedures to establish learning environments in different areas were not in place to adapt a home learning setting that considered student's demographics, parental support and social capital causing a major loss of instruction time. **Root Cause:** Quick responses as it was, we did not have the time to think through solutions which rushed actions. Instructional support did not have the resources or time to provide comprehensive solutions. Time and trainings are key components that are in need. In addition, CTE required in-class instruction to fulfill certification requirements & work-based learning.

Problem Statement 2 (Prioritized): We question the use of strategies, support and use of technology for instruction that impacts home learning and lack of adequate systems to target Emergent Bilingual & struggling learners amplified the problem having no face to face and lack of accommodations contact with our students **Root Cause:** Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. We went to a contingency plan and provided services the best we could under the circumstances. Parent training is needed to maintain support throughout the home learning environment.

Problem Statement 3 (Prioritized): Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause:** The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

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Problem Statement 5 (Prioritized): Parent and family engagement were not at the forefront during the covid pandemic school year which stifled the partnership crucial to the success of student achievement and the whole child. **Root Cause:** Due to multiple factors to include physical, communication and social distancing changes in operations processes pre-covid, has created barriers which hindered the development of a strong partnership.

Problem Statement 6 (Prioritized): Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** With the stressors caused by the covid pandemic increased the numbers of behavioral and mental health concerns need to address students and families to prevent truancy, failures &/or drop outs.

Problem Statement 7 (Prioritized): Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates. **Root Cause:** Lack of training, follow ups, communication, written processes and procedures.

Problem Statement 8: CTE facility is required to expand, improve programs of study and increase industry-based certifications. **Root Cause:** CHS classrooms are insufficiently equipped and sized an additional building is required to meet target.

Perceptions

Perceptions Summary

Student Support Services and PIO has been providig surveys regarding school businesses and valuable input for decision making process.

CISD works through trainings, collaborations and plans on providing a positive climate throughout the district.

Increase of parent involvement and engagement for their child's learning has soared with Parent Teacher Organizations increasing throughout the district.

Parent Leadership Team has gained momementum to creating a positive partnership with the school district.

Canutillo ISD provides surveys to all campus teachers and their alignment to Principal and Assistant principal

The Organizational Health Index goes beyon the typical survey for all teachers. This approach of the OHI can prescribe interventions to improve those key elements of campus health that is directly linked to performance. This allows our administration on knowing where to focus in efforts to delver the districts mission. The nine elements that are identified within the OHI will assist the schools to change underlying mindsets and behaviors that will move all campuses to a positive health envioronent that will in turn raise academic performance.

OHI is not a "one-size-fits-all" approach, it identifies patterns of behaviors, that can help a school identify its optimal path forward. Canutillo ISD works closely campus administratosr through regular meetings focussing on their campus goals and needs to ensure success.

Perceptions Strengths

Through the TASB survey high morale has been identified throughout the district.

District continues to share and in an effort to grow towards interdependence for CISD, the following has been recognized:

- We are high goal focused
- we are high in communications
- we have high for optimal power equalization
- Students and staff feel safe in their environment
- Positive Behavior Intervention Support (PBIS) is active in all campuses

Family and Community Engagement has grown throughout the years

- Number of Parent Teacher Organization (PTO) has increased
- Increase of parents responses to surveys have increased providing the district with reliable data
- The number of out of school suspension has decreased and the District Alternative Educational Program (DAEP) number of students have been decreasing consistently from Fall 2015 to Spring 2017.
- Parent Leadership Team has been established and has strengthened as parent participation increases.
- Community Partnership has increased steadily throughout the past few years

- Student and teacher recognitions have been a success during the monthly board meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Computers allowed opportunities for students to login and complete assignments, however it did not enforce students to be highly engaged in all classes causing learning gaps across the contents and other subject areas. **Root Cause:** Monitoring students and controlling the learning environment is difficult which caused challenges in their academic performance and social emotional skills. In addition, getting students and parents to engage independently to instruction was very difficult particular for students with special needs.

Problem Statement 2 (Prioritized): The pandemic caused our school system to quickly shift into a virtual learning setting causing a slide in social and academic performance. **Root Cause:** Because it was unexpected a lack of preparation, inexperience use of technology was a challenge. The school system was set up to ensure success in the social/academic platform however, learning in isolation removed that from our teachers and students causing a slide in both social and academic performance.

Problem Statement 3 (Prioritized): Due to the covid pandemic school stakeholders have dealt with trauma to include infection, loss of a loved one, loss of a job, social status or home. Recognizing & addressing behavioral and mental health are a key component to support our students, families & staff. **Root Cause:** Covid pandemic enhanced & increased trauma, crisis and tragedy for our school community. Lack of training and life's skills have not equipped or stakeholders to support resiliency, coping skills and well being.

Priority Problem Statements

Problem Statement 4: Student attendance and understanding of technology impacted effective instruction. In addition, decrease of enrollment causes challenges to meet student needs.

Root Cause 4: The impact of COVID was significant enough showing types of fear with parent and community concerns on utilizing technology as the main strand of instruction. The international border was closed and many of our students were not able to cross back into the U.S. In addition, decreasing enrollment results in decrease of funding which becomes challenging if funds are not available.

Problem Statement 4 Areas: Demographics

Problem Statement 1: There was a tremendous amount of teacher & substitute shortage during the pandemic, which was difficult to continue instruction, consistency, fidelity to the Dual Language program and provide support without any flexibility.

Root Cause 1: COVID has presented teacher & substitute shortage where principals needs more flexibility to ensure instructional continuity. We need to address the gap that increased due to COVID.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: Processes and procedures to establish learning environments in different areas were not in place to adapt a home learning setting that considered student's demographics, parental support and social capital causing a major loss of instruction time.

Root Cause 8: Quick responses as it was, we did not have the time to think through solutions which rushed actions. Instructional support did not have the resources or time to provide comprehensive solutions. Time and trainings are key components that are in need. In addition, CTE required in-class instruction to fulfill certification requirements & work-based learning.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 11: Computers allowed opportunities for students to login and complete assignments, however it did not enforce students to be highly engaged in all classes causing learning gaps across the contents and other subject areas.

Root Cause 11: Monitoring students and controlling the learning environment is difficult which caused challenges in their academic performance and social emotional skills. In addition, getting students and parents to engage independently to instruction was very difficult particular for students with special needs.

Problem Statement 11 Areas: Perceptions

Problem Statement 5: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year.

Root Cause 5: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Problem Statement 5 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 2: CISD becoming a 1:1 ratio with technology has been great, however it does have its challenges.

Root Cause 2: There is a need for increased professional development in the areas of instruction and technology. New technology implementation on legacy infrastructure causes issues.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: We question the use of strategies, support and use of technology for instruction that impacts home learning and lack of adequate systems to target Emergent Bilingual & struggling learners amplified the problem having no face to face and lack of accommodations contact with our students

Root Cause 7: Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. We went to a contingency plan and provided services the best we could under the circumstances. Parent training is needed to maintain support throughout the home learning environment.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 10: The pandemic caused our school system to quickly shift into a virtual learning setting causing a slide in social and academic performance.

Root Cause 10: Because it was unexpected a lack of preparation, inexperience use of technology was a challenge. The school system was set up to ensure success in the social/academic platform however, learning in isolation removed that from our teachers and students causing a slide in both social and academic performance.

Problem Statement 10 Areas: Perceptions

Problem Statement 14: The older legacy network infrastructure caused issues affecting students and teachers by showing a slide of performance.

Root Cause 14: Covid revolutionized tech industry causing newer technology to provide a better experience, mixing legacy and new causes with unforeseen issues (hot spots for all students, access points limited, needing techs at all campuses). Many Emergent Bilingual (EB) students did not have access to wifi thus were not able to connect for instruction.

Problem Statement 14 Areas: Demographics

Problem Statement 3: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning.

Root Cause 3: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

Problem Statement 3 Areas: Student Learning - District Processes & Programs

Problem Statement 9: Due to the covid pandemic school stakeholders have dealt with trauma to include infection, loss of a loved one, loss of a job, social status or home. Recognizing & addressing behavioral and mental health are a key component to support our students, families & staff.

Root Cause 9: Covid pandemic enhanced & increased trauma, crisis and tragedy for our school community. Lack of training and life's skills have not equipped or stakeholders to support resiliency, coping skills and well being.

Problem Statement 9 Areas: Perceptions

Problem Statement 6: Continue teaching our stakeholders on utilizing devices and applications.

Root Cause 6: Decisions by District was made quickly based on TEA requests so time was limited to communicate information quickly. Training of all stakeholders on use of technology is important for student success, need to find time and a way to ensure training and support

Problem Statement 6 Areas: Demographics

Problem Statement 15: Parent and family engagement were not at the forefront during the covid pandemic school year which stifled the partnership crucial to the success of student achievement and the whole child.

Root Cause 15: Due to multiple factors to include physical, communication and social distancing changes in operations processes pre-covid, has created barriers which hindered the development of a strong partnership.

Problem Statement 15 Areas: Student Learning - District Processes & Programs

Problem Statement 16: Covid 19 pandemic continues to be the result in PK-12 learning losses in core areas- math, reading, science and social studies causing a need for intensive intervention as mandated by HB 4545.

Root Cause 16: Decreased Pre-K and Kinder enrollment, increase in student and staff absences and various challenges presented by remote instruction impeded the normal processes of teaching and learning.

Problem Statement 16 Areas: Student Learning

Problem Statement 12: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals.

Root Cause 12: With the stressors caused by the covid pandemic increased the numbers of behavioral and mental health concerns need to address students and families to prevent truancy, failures &/or drop outs.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates.

Root Cause 13: Lack of training, follow ups, communication, written processes and procedures.

Problem Statement 13 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Goals

Revised/Approved: December 10, 2021

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: Throughout the year of 21-22 the district will implement at least 3 key components by building a physical infrastructure to ensure safety, security and a positive learning environment that will effectively utilize technology.

Evaluation Data Sources: Completion of security cameras throughout the district.
Technology available for all students
PBIS reports on a positive intervention support
Systemic Communication system in place

Strategy 1 Details	Reviews			
Strategy 1: Student Support Services: Coordinate and monitor the implementation of the Anonymous Alerts violence and drugs reporting system.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase safety and security within all our campuses **Staff Responsible for Monitoring:** Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Problem Statements:** District Processes & Programs 6 **Funding Sources:** Anonymous Alerts- system to report for assistance - 211-Title I-Part A - $2,912	50%	75%		
Strategy 2 Details	Reviews			
Strategy 2: Complete the camera security system throughout the district by identifying and prioritizing safety needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure safety for all students and staff. **Staff Responsible for Monitoring:** Executive Director of Technology and Safety Security dept	Nov	Jan	Mar	June
	25%	30%		

Strategy 3 Details	Reviews			
Strategy 3: PBIS coaches and Assistant Principals will revise TIER 1 to build a strong foundation. Trainings will be provided to administrators and PBIS teams will be transferred to faculty and staff for implementation. **Strategy's Expected Result/Impact:** Campus will take ownership to PBIS approach by providing effective support to our students and within a timely manner. **Staff Responsible for Monitoring:** Prevention specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	30%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 6: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause**: With the stressors caused by the covid pandemic increased the numbers of behavioral and mental health concerns need to address students and families to prevent truancy, failures &/or drop outs.

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: By May of 2022, the district will create and develop a plan to promote a positive culture through training in character building & collaboration for all employees utilizing Positive Behavior Intervention Support (PBIS) and other instruments to measure culture ensuring safety for all students.

   Evaluation Data Sources: surveys, agendas, sign-in

Strategy 1 Details	Reviews			
Strategy 1: PBIS Campus Teams will meet at least once a month to analyze student discipline data, select a problem area, look for best practices and create an action plan to be presented to all campus staff and other major stake holders to improve school culture.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: T-PESS 4E: PBIS teams meeting on a regular basis(minimum of once a month) to monitor school student discipline will promote timely interventions for students' miss-behaviors and other situations affecting school culture. **Staff Responsible for Monitoring:** School Principal Assistant Principal PBIS Campus Coach Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.6	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: PBIS campus teams will assess school's climate through surveying students, teachers and parents at least twice a year (beginning and ending of school year).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: T-PESS 4B: By obtaining timely information on school culture the PBIS team can look for research based strategies to address areas of concern related to student, teacher and parents' perceptions on school climate. **Staff Responsible for Monitoring:** School Principal Assistant Principal Teacher Campus Coach Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6	20%	50%		

Strategy 3 Details	Reviews			
Strategy 3: PBIS coaches and Assistant Principals will revise TIER 1 to build a strong foundation. Trainings will be provided to administrators and PBIS teams will be transferred to faculty and staff for implementation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: T-PESS 4D: All campus stake holders will understand PBIS campus' initiatives, including: reasons based on data, research based practices to be implemented, their role on the implementation process and evaluation of the initiatives promoting staff ownership and participation on the selected action plan. **Staff Responsible for Monitoring:** School Principal Assistant Principal PBIS Teacher Campus Coach Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6, 3.2	25%	30%		

Strategy 4 Details	Reviews			
Strategy 4: The campus administrator will state frequent and public support for the campus PBIS team through regular communication with staff, students, families, and community (e.g., In service days, conversations, letters, newsletters, website).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: T_PESS 4A: All stakeholders will understand the importance of creating a school wide PBIS framework that will promote a positive, proactive and instructional school culture where students can attain emotional and academic success. **Staff Responsible for Monitoring:** Campus administrator Assistant Principal PBIS Campus Coach Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.6, 3.2	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.
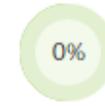
Performance Objective 3: By June 2022 CISD will develop a safety plan that encompasses protocols, personnel, trainings, compliance and progress monitoring to ensure safety and security.

> **Evaluation Data Sources:** A comprehensive safety plan that is rigorous to meet all locations within Canutillo district addressing key components.
> Completion of state mandated trainings related to health and safety for all staff

Strategy 1 Details		Reviews			
Strategy 1: Review and revise protocols of Chapter 37 by informing administrators of all changes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide effective support to all students **Staff Responsible for Monitoring:** Prevention Specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.6		Nov	Jan	Mar	June
		25%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Student Support Services: Coordinate state mandated training of district staff for preventative, and emergency health services to ensure the safety of the school community.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will be in compliance with all state mandated training for staff. **Staff Responsible for Monitoring:** Campus principals, directors and nurse coordinator		Nov	Jan	Mar	June
		0%	30%	✗	

Strategy 3 Details		Reviews			
Strategy 3: Student Support Services: Coordinate the purchase of educational materials, supplies and fixed assets district wide for response to the health and safety needs of students and staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campuses and auxiliary buildings will have staff that are prepared and equipped to respond to any health needs or health emergencies of staff and students. **Staff Responsible for Monitoring:** Campus principals, directors and nurse coordinator		Nov	Jan	Mar	June
		30%	45%		

Strategy 4 Details		Reviews			
Strategy 4: Student Support Services: Coordinate the purchase of educational materials, supplies and fixed assets district wide for the completion of state mandated health screenings for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Mandatory screening for vision, hearing and other health problems will		Nov	Jan	Mar	June

| identify students that need to be referred for further evaluation, resulting in the elimination or lessening of their impact on student learning.
Staff Responsible for Monitoring: Nurse coordinator and campus nurses | 0% | 30% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: By June 2022, students in grade levels 3-10 will improve reading master level by 2%.

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: State Assessments results-or Benchmarks , common assessments

Strategy 1 Details	Reviews			
Strategy 1: C&I and SPED : Support the district initiatives through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction SPED Director **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199-Local Funds - 199.11.6299.00.918.23	55%	65%	75%	

Strategy 2 Details	Reviews			
Strategy 2: C&I: All K-3 teachers and principals will demonstrate a comprehensive understanding of the Science of teaching Reading by completing the Reading Academies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure all teachers and principals implement the reading academies effectively for student learning **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Curriculum Coordinators **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	50%	55%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day to enhance English and Spanish academic vocabulary necessary for all students to succeed in school.	Formative			Summative
	Nov	Jan	Mar	June
ALS Academic tutors will provide support in Reading and Mathematics at all English learners at all grade levels targeting students identified as per grades and teacher recommendations. Migrant Mentors will coordinate with campus staff to ensure Migrant students benefit from tutorials in core content areas/ or in State Assessments and enhance English and Spanish academic vocabulary necessary for students to succeed in school. Migrant Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences. Focus will be in improving Language Arts skills (Reading and Writing) and Mathematics. **Strategy's Expected Result/Impact:** Closing the gap Improved reading and math scores on state assessments Improved TELPAS scores by a minimum of one performance level in each domain (listening, speaking, reading and writing) **Staff Responsible for Monitoring:** Migrant Coordinator ALS Director **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 3.2	50%	60%	80%	

Strategy 4 Details	Reviews			
Strategy 4: C&I: Phonics curriculum using systematic direct instruction for K-3 and , integrated assessments with Reading academies will be practiced for K-2.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase reading performance for K-2 **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: C&I: Horizontally align early childhood grades with common benchmarks and assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Guarantee the continuity of state curriculum is written, taught, and tested. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	0%	60%	60%	

Strategy 6 Details	Reviews			
Strategy 6: C&I: Hold and plan district-wide grade level PLCs to review BOY, MOY, EOY data and develop plans for early intervention. **Strategy's Expected Result/Impact:** Decrease Tier 3 students beginning 3rd grade. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	25%	50%	60%	

Strategy 7 Details	Reviews			
Strategy 7: C&I: Ongoing process of curriculum alignment and development through curriculum writing and Professional Development focused on critical content, standardizing a model for Balanced Literacy, centers. **Strategy's Expected Result/Impact:** Guarantee the state curriculum is written, taught, and tested. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	20%	55%		

Strategy 8 Details	Reviews			
Strategy 8: Programs-Will review and collaborate with campuses to target their school-wide plan so interventions and support are implemented for all at risk students. **Strategy's Expected Result/Impact:** Each campus and district will have a plan to monitor and complete by June 2020 **Staff Responsible for Monitoring:** Program Compliance Director/ Campus Administrators **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	75%	80%		

Strategy 9 Details	Reviews			
Strategy 9: Programs: Will support all campuses through training and visits, to ensure that students will be appropriately identified using the 14 At Risk criteria in order to provide continuous, timely and interventive assistance to increase student performance. **Strategy's Expected Result/Impact:** To ensure continuous improvement for all campuses **Staff Responsible for Monitoring:** Program Compliance Director **Schoolwide and Targeted Assisted Title I Elements:** 2.6 **Problem Statements:** Student Learning 3 - District Processes & Programs 4 - Perceptions 2 **Funding Sources:** Resources for AT Risk process - 185-State Compensatory Education - $558.05, AT Risk folders for campuses 1367.35 & 936.77 - 185-State Compensatory Education - $2,304.12	Formative			Summative
	Nov	Jan	Mar	June
	90%	90%		

Strategy 10 Details	Reviews			
Strategy 10: Programs: Will coordinate and plan with Intervention Specialist to establish and implement a SCE handbook and prepare "At Risk" training to all campuses.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All campuses are updated with process and procedures to ensure student success **Staff Responsible for Monitoring:** Program Compliance Director **Schoolwide and Targeted Assisted Title I Elements:** 2.6	90%	100%	100%	

Strategy 11 Details	Reviews			
Strategy 11: ALS: Provide opportunities for students to participate in authentic literacy that adapts to their reading level . Participate in a Reader's Theater group reading authentic stories, novels and genres to see play related story at the University. Newcomer students to participate in the summer newcomer program using interactive thematic units in the morning and summer campus at UTEP.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased EL student participation in reading, increase exposure to English vocabulary use and support reading comprehension. Expand word knowledge, meaning and use in complete sentences. To improve literacy to newcomers and kinder students. Increase student participation. **Staff Responsible for Monitoring:** ALS Director, English teachers at middle and high school campuses and Elementary and middle school language arts teachers. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 2 **Funding Sources:** Reader's Theater - 263-Title III-Part A LEP - $1,500	40%	60%	80%	

Strategy 12 Details	Reviews			
Strategy 12: ALS: Will support teachers by providing professional development opportunities in the integration of the English Language Proficiency Standards, Sheltered Instruction, Dual Language and Reading Comprehension. Teachers will also be able to attend conferences to improve the teaching of English language learners. Will conduct the Dual Language Study group to read and discuss research on best practices to both teachers and administrators.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase teacher's pedagogy and knowledge of research regarding services for English learners and the implementation of Dual Language programs. **Staff Responsible for Monitoring:** ALS Director and Title III Lead Teacher **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6 **Problem Statements:** Perceptions 2 **Funding Sources:** Professional Development - 263-Title III-Part A LEP - $10,000	40%	55%	90%	

Strategy 13 Details	Reviews			
Strategy 13: C&I- Will provide Reading/Math/Science intervention for students that are struggling that includes students that slid due to pandemic raising student performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased all student performance including students that fell behind due to the pandemic **Staff Responsible for Monitoring:** C&I staff **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 3 - District Processes & Programs 4 - Perceptions 2 **Funding Sources:** Lead4ward intervention training - 185-State Compensatory Education - $470, Lead4ward - 185-State Compensatory Education - $235, DAEP reading resources - 185-State Compensatory Education - $391.36	75%	80%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

District Processes & Programs
Problem Statement 4: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

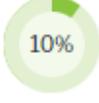| Perceptions |
|---|
| **Problem Statement 2**: The pandemic caused our school system to quickly shift into a virtual learning setting causing a slide in social and academic performance. **Root Cause**: Because it was unexpected a lack of preparation, inexperience use of technology was a challenge. The school system was set up to ensure success in the social/academic platform however, learning in isolation removed that from our teachers and students causing a slide in both social and academic performance. |

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: By June 2022, 4th and 7th grade students will improve writing master level by 2%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results or Benchmarks and Common Assessments
Writing (4-7)

Strategy 1 Details	Reviews			
Strategy 1: C&I: Continue with adding rigorous coursework into the regular curriculum with Curriculum Writing for Advanced Academics teachers and subjects. Work towards vertical alignment from 6-12 in all core content. Continue work to assist teachers in differentiation and rigor. Continue open enrollment while providing support for students to be successful in the AP program.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of passing scores in AP courses and limit student drops from AP program. **Staff Responsible for Monitoring:** Executive Director of C&I Advanced Academic Curriculum Coordinator	55%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: C&I and SPED: Support campus RTI process by providing heat maps, instructional resources, time, and materials to support struggling students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Closing the gaps for struggling students. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Campus Principal Curriculum Coordinators Instructional Coaches **Schoolwide and Targeted Assisted Title I Elements:** 2.6	55%	75%		

Strategy 3 Details	Reviews			
Strategy 3: C&I: Support campuses with RTI training's that deal with intervention strategies, teacher/coaching model, and monitoring. Focused on getting student back on grade level for the next year to include summer school.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To increase best practices for instruction utilizing resources effectively for success. **Staff Responsible for Monitoring:** Curriculum and Instruction Depart **Schoolwide and Targeted Assisted Title I Elements:** 2.6	50%	50%		

Strategy 4 Details		Reviews			
Strategy 4: C&I: Provide ongoing support for Gifted and Talented/Advanced Academic program - to include identification, student testing, professional development updates on differentiation and materials.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		70%	90%	100%	

Strategy 5 Details		Reviews			
Strategy 5: C&I: Monitor Student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluation forms the basis for modification of interventions and assessing the quality of activities being conducted. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Curriculum Coordinators		50%	65%		

Strategy 6 Details		Reviews			
Strategy 6: C&I: Support campuses by providing financial assistance for student participation in regional and state events (registration fees for contests, travel costs for contests, subs. etc...) Support campuses for Science and STEM Fairs and for the district Science Fair.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		10%	50%		

Strategy 7 Details		Reviews			
Strategy 7: ALS will: Provide support to all campuses with academic tutors to improve reading, math, social studies and science scores, Support middle and high school students in reading by implementing the Reader's Theater where students read play and go to UTEP to see performance. Provide support to CHS, CMS, AMS, CE and DD with reading software to improve reading skills of ELs. Provide reading kits and training on Estrellita Spanish Reading for Pre-K to 1st.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve reading and writing skills in English and Spanish to improve scores on state exams. **Staff Responsible for Monitoring:** ALS Director and Title III Lead Teacher **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 2 **Funding Sources:** ALS Academic tutors - 263-Title III-Part A LEP - $55,000		40%	65%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: The pandemic caused our school system to quickly shift into a virtual learning setting causing a slide in social and academic performance. **Root Cause**: Because it was unexpected a lack of preparation, inexperience use of technology was a challenge. The school system was set up to ensure success in the social/academic platform however, learning in isolation removed that from our teachers and students causing a slide in both social and academic performance.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: By June 2022, students in grade levels 3-9 will improve math and algebra master level by 2%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR results or Benchmarks and common assessments

Strategy 1 Details		Reviews			
Strategy 1: 1) C&I:ALS/Sped/RtI/At RIsk: Support campus initiatives to increase student performance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement- Teachers are utilizing and implementing all strategies acquired from training.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director and Math Coordinator		25%	50%		
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6					

Strategy 2 Details		Reviews			
Strategy 2: ALS: Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level, including Programming & STEM opportunities for students 9-11 during the summer.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance.		0%	0%	45%	
Staff Responsible for Monitoring: Migrant Coordinator					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6					

Strategy 3 Details		Reviews			
Strategy 3: C&I: Will provide math intervention for struggling students to include students that slid due to COVID-19 pandemic.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase Math scores and performance from k-12		55%	75%		
Staff Responsible for Monitoring: Executive Director and Math Coordinator					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6					

Strategy 4 Details	Reviews			
Strategy 4: C&I: Increase Algebra readiness for students in grade 2-4 as measured through ESTAR	Formative			Summative
Strategy's Expected Result/Impact: Increase students performance utilizing ESTAR consistently. **Staff Responsible for Monitoring:** Executive Director and Math coordinator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	Nov	Jan	Mar	June
	20%	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: By June 2022, seniors will be graduating College, Career, and Military Ready increasing the component score from 63 to 67.

   Targeted or ESF High Priority

   Evaluation Data Sources: Lists/Numbers of certifications received.

Strategy 1 Details	Reviews			
Strategy 1: CTE: Will increase the number of students receiving certifications in Career & Technical Education by 15% and increase the diversity of industry certifications by 1%. CTE: Will provide necessary equipment, supplies and materials to all CTE classrooms to assist in the improvement, expansion and quality of CTE programs. CTE: Will provide opportunities for CTE teachers to attend professional development	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase industry-based certifications earned, increased enrollment #s in CTE programs and CTE completers/concentrators, travel packets (teachers) **Staff Responsible for Monitoring:** CTE Director/CTE Coordinator **Schoolwide and Targeted Assisted Title I Elements:** 2.5 **Funding Sources:** 3D printer, Taser/canister, tactical vests, drunk buster supplies, BioMedical supplies, Engineering/Robotics, warranty, iPad, PLTW Fees, PD - 244-Carl Perkins Voc-Ed Grant	75%	90%		

Strategy 2 Details	Reviews			
Strategy 2: CTE: Will provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and ELL students. Provide training on the integration of ELPS into daily activities and support to monitor progress of ELS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EOC results, PBMAS, PD sign-in sheets & meeting agendas **Staff Responsible for Monitoring:** CTE Director, SPED Director, ALS Director, Executive Director of C&I **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 2 **Funding Sources:** PLTW Professional Development - 263-Title III-Part A LEP - $10,000	95%	95%	95%	

Strategy 3 Details	Reviews			
Strategy 3: CTE: Provide current and updated CTE program information, House Bill 5 Endorsements, and showcase CTE student participation to parents and community through digital, interactive monitors.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Central Office Interactive Monitors, CTE Website, Counseling website **Staff Responsible for Monitoring:** CTE Director **Schoolwide and Targeted Assisted Title I Elements:** 2.5	50%	50%		

Strategy 4 Details	Reviews			
Strategy 4: ALS: Coordinate/provide migrant student graduation support and advocacy. Priority for Services students will be served first. A Migrant Mentor will coordinate with high school counselors to provide support services to students 9-12. Provide transportation to and from any migrant education events. Priority for Services students will be served first.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase on-time graduation for migrant students. **Staff Responsible for Monitoring:** Migrant Coordinator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6	35%	45%	85%	

Strategy 5 Details	Reviews			
Strategy 5: DAEP: Will provide necessary equipment, supplies and materials to all students to assist in the improvement, expansion and quality of College, Career, and Military Readiness.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase industry-based certifications earned, increased enrollment #s in CTE programs after exiting the DAEP program. **Staff Responsible for Monitoring:** DAEP Coordinator/Admin **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** DAEP technology resources - 185-State Compensatory Education - $4,250, Technology DAEP - 185-State Compensatory Education - $4,679.32, Resources for DAEP - 185-State Compensatory Education - $362.50	15%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance and understanding of technology impacted effective instruction. In addition, decrease of enrollment causes challenges to meet student needs. **Root Cause**: The impact of COVID was significant enough showing types of fear with parent and community concerns on utilizing technology as the main strand of instruction. The international border was closed and many of our students were not able to cross back into the U.S. In addition, decreasing enrollment results in decrease of funding which becomes challenging if funds are not available.

Perceptions
Problem Statement 1: Computers allowed opportunities for students to login and complete assignments, however it did not enforce students to be highly engaged in all classes causing learning gaps across the contents and other subject areas. **Root Cause**: Monitoring students and controlling the learning environment is difficult which caused challenges in their academic performance and social emotional skills. In addition, getting students and parents to engage independently to instruction was very difficult particular for students with special needs.
Problem Statement 2: The pandemic caused our school system to quickly shift into a virtual learning setting causing a slide in social and academic performance. **Root Cause**: Because it was unexpected a lack of preparation, inexperience use of technology was a challenge. The school system was set up to ensure success in the social/academic platform however, learning in isolation removed that from our teachers and students causing a slide in both social and academic performance.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By June 2022, all campuses will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development.

    Targeted or ESF High Priority

    Evaluation Data Sources: TTESS & SLO's report in Eduphoria, Teachers lists of Professional Development. Walkthroughs for follow ups

Strategy 1 Details	Reviews			
Strategy 1: HR- District SLO teams will be trained when requested at the beginning of the year to present at their campus on the steps of creating SLO's	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Understand the purpose of Student Learning Objectives to support teacher growth. **Staff Responsible for Monitoring:** HR- Program Director/ C & I Executive Director	60%	80%		

Strategy 2 Details	Reviews			
Strategy 2: HR- District will provide training's to all new teachers on the Texas Teacher Evaluation Support System (TTESS) and embed process with the Student Learning Objectives (SLO's)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To provide teachers the resources and understanding of the Texas Teacher Evaluation Support System **Staff Responsible for Monitoring:** Chief of Human Resources / Program Compliance Director	50%	85%		

Strategy 3 Details	Reviews			
Strategy 3: HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase teacher attendance rate ensuring growth on student performance. **Staff Responsible for Monitoring:** Human Resources/ Program Compliance Director	30%	75%		

Strategy 4 Details	Reviews			
Strategy 4: C&I: In addition to providing Professional Development opportunities, new teachers will participate in the New Teacher Induction Program with assigned mentors and differentiated PD.	Formative			Summative
Strategy's Expected Result/Impact: Increase quality of new classroom teachers and increase retainment. PD Calendar, Mentor Agendas	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood/New Teacher Coordinator	65%	75%		

Strategy 5 Details	Reviews			
Strategy 5: C&I:Provide professional development for Assistant Principals and aspiring lead teachers and campus or central office administrators.	Formative			Summative
Strategy's Expected Result/Impact: Increase efficacy and capacity of teachers and administrators to effectively lead campuses in achieving student outcome goals.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Executive Director of Curriculum &Instruction	35%	75%		

Strategy 6 Details	Reviews			
Strategy 6: C&I/ALS/SPED/GT: Provide Professional Development opportunities to tutors, aides, teachers and campus/district administrators, to increase students performance based on their needs.	Formative			Summative
	Nov	Jan	Mar	June
	70%	80%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: By May 2022, CISD will provide professional development for all district employees on teaching and learning with technology, using effective social emotional skills and customer service to all our students and teachers.

    Targeted or ESF High Priority

    Evaluation Data Sources: Lists of professional development, sign in sheets, agendas

Strategy 1 Details	Reviews			
Strategy 1: ALS: Coordinate/ provide professional development for MEP staff/mentors on the specific needs of migrant students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Migrant coordinator and paraprofessionals will attend migrant conference/staff development.
 	
    Strategy's Expected Result/Impact: Stay current on Migrant Program guidelines and to better meet the specific needs of migrant students.
 	
    Conference and professional development agendas.
    Surveys
    Staff Responsible for Monitoring: Migrant Coordinators
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6
	40%	60%	90%	

	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 7: SSS: Graduation rate will increase from 93% in 2020-21 to 95% for school year 2021-2022

HB3 Goal

Evaluation Data Sources: Graduation rate per cohort, failure rate, at risk count,
DAEP enrollment, TLC and TOA credit recovery.

Strategy 1 Details	Reviews			
Strategy 1: DAEP- Provide effective tutoring and small group support to ensure student growth and retain to attend school.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance and academic growth	Nov	Jan	Mar	June
Staff Responsible for Monitoring: DAEP Coordinator/ Admin **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Problem Statements:** Perceptions 1 **Funding Sources:** DAEP resources for at risk students - 185-State Compensatory Education - $447, DAEP resources for instruction - 185-State Compensatory Education - $726.78	50%	65%		→

Strategy 2 Details	Reviews			
Strategy 2: DAEP- Staff will protect and ensure the quality care for digital devices in order to maintain adequate and creative lessons, along with any other duties related to the success of students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Maintain engagement and academic growth **Staff Responsible for Monitoring:** DAEP Coordinator/ Admin **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 **Funding Sources:** Resources for technology support - 185-State Compensatory Education - $286.11	50%	75%		→

Strategy 3 Details		Reviews		
Strategy 3: Student Support Services: Will extend The Opportunity Academy hours to coincide with high school credit recovery to include summer session.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The Opportunity Academy will assist students deficient in credits and states assessments to ensure successful and timely completion of all graduation requirements with integrity and fidelity. **Staff Responsible for Monitoring:** At Risk Case Manager **Schoolwide and Targeted Assisted Title I Elements:** 2.6 **Funding Sources:** - 185-State Compensatory Education		0%	0%		

Strategy 4 Details		Reviews		
Strategy 4: Student Support Services: The Opportunity Academy (TOA) will purchase supplies, materials, equipment, and software for the operation of the program to increase the students academic success.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The Opportunity Academy will assist students deficient in credits and states assessments to ensure successful and timely completion of all graduation requirements with integrity and fidelity. **Staff Responsible for Monitoring:** At Risk Case Manager **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** District Processes & Programs 7 **Funding Sources:** Interactive board TOA - 185-State Compensatory Education - $4,094, Monitors/ TOA - 185-State Compensatory Education - $1,153, Technology laptops TOA - 185-State Compensatory Education - $1,522		0%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 2: CISD becoming a 1:1 ratio with technology has been great, however it does have its challenges. **Root Cause**: There is a need for increased professional development in the areas of instruction and technology. New technology implementation on legacy infrastructure causes issues.
District Processes & Programs
Problem Statement 7: Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates. **Root Cause**: Lack of training, follow ups, communication, written processes and procedures.

Perceptions

Problem Statement 1: Computers allowed opportunities for students to login and complete assignments, however it did not enforce students to be highly engaged in all classes causing learning gaps across the contents and other subject areas. **Root Cause**: Monitoring students and controlling the learning environment is difficult which caused challenges in their academic performance and social emotional skills. In addition, getting students and parents to engage independently to instruction was very difficult particular for students with special needs.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: By June 2022, Overall, CISD will increase and monitor all student attendance rate from 94.9% to 97%.

    Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Student Support Services: will educate students and parents on grades Pre K, 5th, 7th and 9th on the Texas Attendance Law.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness on the consequences of not attending school. Students will be educated the Texas Attendance Law including handouts were parents have to discuss this topic with their children and write a summary on their conversation. **Staff Responsible for Monitoring:** Prevention Specialist	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Student Support: Provide ongoing parenting classes to improve attendance, students' behaviors and academic success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase parental educational strategies to assist with students' emotional and physiological needs.
    Staff Responsible for Monitoring: Prevention Specialist
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.6
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: SSS: Assist teen parents and pregnant students with academic (to include Compensatory Education Home Instruction (CEHI) for Pregnancy Related Service students) emotional and medical needs to include home visits as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will receive interventions and supplemental services according to their individual needs and to keep students in school. Provide healthy snacks and drinks to pregnant students as needed while on campus.
    Staff Responsible for Monitoring: At Risk Case Mangaer and Supplemental Services Educator
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6
    Funding Sources: - 185-State Compensatory Education
	25%	55%		

Strategy 4 Details	Reviews			
Strategy 4: SSS: Provide healthy snacks and drinks for pregnant students as needed while on campus to enruse a	Formative			Summative
	Nov	Jan	Mar	June
	25%	55%		

Strategy 5 Details	Reviews			
Strategy 5: DAEP will continue constant communication with parents/guardians on the student's attendance, academic, and social emotional growth. **Staff Responsible for Monitoring:** DAEP **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** communication sys - 185-State Compensatory Education - 185.11.6398 - $125	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance and understanding of technology impacted effective instruction. In addition, decrease of enrollment causes challenges to meet student needs. **Root Cause**: The impact of COVID was significant enough showing types of fear with parent and community concerns on utilizing technology as the main strand of instruction. The international border was closed and many of our students were not able to cross back into the U.S. In addition, decreasing enrollment results in decrease of funding which becomes challenging if funds are not available.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: By June 2022, CISD will provide at least five professional development opportunities on implementing and supporting Social Emotional Learning standards, strategies and other methods of approach to support all classroom teachers that focus on building relationships and effective classroom management strategies.

HB3 Goal

Evaluation Data Sources: Trainings, # of case loads, Lesson Plans, surveys and needs assessments, number of interventions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: SSS: Provide staff training to all campuses on trauma and inform care, suicide awareness and CPS reporting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff to have better understanding what students face specifically under this pandemic period. Its a way for our teachers and staff of responding and understanding specifically to trauma that emphasize physical, psychological and emotional safety of the student. **Staff Responsible for Monitoring:** Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.6	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: SSS: We will enter partnership with outside mental health agencies for psychological and social emotional support services to our students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Direct service to students mental health concerns. **Staff Responsible for Monitoring:** Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3 - District Processes & Programs 4 **Funding Sources:** contract services - 185-State Compensatory Education - $0.18	**Nov**	**Jan**	**Mar**	**June**
	50%	55%		

Strategy 3 Details			Reviews			
Strategy 3: SSS: School Counselors will follow up with monitoring and training to support our staff on trauma informed care, suicide awareness and CPS reporting to ensure that all students are being supported and served to meet their needs.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Our campus staff will take a proactive role to responding and understanding specifically to trauma that emphasize physical, psychological and emotional safety of the student. **Staff Responsible for Monitoring:** Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Funding Sources:** SSS-Counselors- Conference - 185-State Compensatory Education			100%	100%	100%	

Strategy 4 Details			Reviews			
Strategy 4: Student Support Services will provide targeted support to all students and staff addressing health, wellness, physical activity, counseling and behavioral health to ensure a positive impact on our students and staff well being.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase students and staff participation for student learning by supporting their behavioral health , wellness and health needs **Staff Responsible for Monitoring:** SSS Exec Director **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6 **Problem Statements:** Student Learning 3 - District Processes & Programs 4 **Funding Sources:** TASCAP teen conference- - 185-State Compensatory Education - $220			40%	45%		

Strategy 5 Details			Reviews			
Strategy 5: Student Support Services/ Social Worker/ School Counseling: Will utilize outside community resources to address social and personal development to include coping techniques, decision making skills, handling crisis, problem solving, social emotional learning, etc			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase students and staff participation for student learning by supporting behavior health, wellness and health needs. **Staff Responsible for Monitoring:** District Social Workers, Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6			40%	60%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

District Processes & Programs

Problem Statement 4: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 3: By June of 2022, 100% of campuses will provide the opportunity for students to participate in programs and events supporting character education, social skills development and behavior management.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Flyers, sign-in sheets, agendas, counselor SEL lessons

Strategy 1 Details	Reviews			
Strategy 1: Student Support ServiceS: Purchase the necessary items (ie. supplies, materials, equipment) for the Mother Daughter (MD) and Father Son (FS) program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To raise expectation of students and encourage parents to prepare their children to attend college. **Staff Responsible for Monitoring:** At Risk Case Manager	20%	55%		

Strategy 2 Details	Reviews			
Strategy 2: DAEP: Will provide opportunities for students to grow in the areas of behavior management, social skills development, and character education by registering students in conferences and/or providing other necessary activities and items.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student impact will be to reduce recidivism, promote healthy relationships, and positive behaviors. **Staff Responsible for Monitoring:** DAEP **Schoolwide and Targeted Assisted Title I Elements:** 2.6 **Problem Statements:** Student Learning 3 - District Processes & Programs 4 **Funding Sources:** TASCAP teen conference - 185-State Compensatory Education - $80, Instructional technology - 185-State Compensatory Education - $446.20	50%	75%		→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

District Processes & Programs

Problem Statement 4: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 4: By June of 2022, 100% of district administrators will participate in professional development activities to improve leadership capabilities toward improving student outcomes.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** Sign in sheets, agendas

Strategy 1 Details	Reviews			
Strategy 1: District administrators will attend professional development sessions at Region 19, at Central Office, virtual conferences, or out of town sessions as deemed feasible and safe and aligned to district goals, outcomes, and funding program intent requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Keep administrators updated on all new laws and best practices for our students **Staff Responsible for Monitoring:** Executive Directors **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 4 - District Processes & Programs 3 **Funding Sources:** ACET conferences - 185-State Compensatory Education - $375	40%	80%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Student Learning
Problem Statement 4: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

District Processes & Programs

Problem Statement 3: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 5: By June of 2022, 100% of DAEP teachers will participate in professional development activities to improve student capabilities toward improving student outcomes.

Evaluation Data Sources: Professional development logs and certificates.

Strategy 1 Details		Reviews		
Strategy 1: DAEP teachers will attend professional development sessions at Region 19, at Central Office, virtual conferences, or out of town sessions as deemed feasible and safe and aligned to district goals, outcomes, and funding program intent requirements.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Keep our educators updated on best practices for our students. **Staff Responsible for Monitoring:** DAEP Coordinator/Admin **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 1 **Funding Sources:** - 185-State Compensatory Education		40%	70%		→
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Computers allowed opportunities for students to login and complete assignments, however it did not enforce students to be highly engaged in all classes causing learning gaps across the contents and other subject areas. **Root Cause**: Monitoring students and controlling the learning environment is difficult which caused challenges in their academic performance and social emotional skills. In addition, getting students and parents to engage independently to instruction was very difficult particular for students with special needs.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1:
By June 2022, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

Targeted or ESF High Priority

Evaluation Data Sources: flyers/ agendas/ sign in sheets, post-secondary presentations, military connections

Strategy 1 Details	Reviews			
Strategy 1: (CTE) The CTE Department will provide students with career academy options that meet the National Standards of Practice for Career Academies as developed by the National Career Academy Coalition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Academy blueprints, visible marketing campaigns, academy declarations on 4yr plans **Staff Responsible for Monitoring:** CTE Director, Middle and High School Principals and Counselors, Academy Teams **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 3.1	50%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Student Support Services: Conduct district level professional learning community sessions (PLCs) with all counselors with the focus on college and career readiness topics. (CTE) Provide support, updates, training to all district counselors concerning CTE programs & graduation endorsements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District has a developed standardized procedure, family events, family projects to engage parents . **Staff Responsible for Monitoring:** Ex. Director of Student Support Services CTE Director Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5	65%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Student Support Services: Provide professional development in the areas of House Bill 5, graduation requirements, college and career readiness. (CTE) Coordinate/attend parent meetings to inform and disseminate HB5 & CTE information at middle & elem levels	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All counselors cross-trained and provide correct and current information to parents at all levels. **Staff Responsible for Monitoring:** Ex. Director of Student Support Services and C & I Director of Student and Community Services and CTE **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6, 3.1	50%	60%		

Strategy 4 Details	Reviews			
Strategy 4: SSS: Conduct district level professional learning community sessions (PLC) with all counselors.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: District has a developed standardized procedure, family events, revised YAG, and creating ASCA curriculum for district wide comprehensive guidance program. **Staff Responsible for Monitoring:** Director of Student and Community Services **Schoolwide and Targeted Assisted Title I Elements:** 2.6	30%	65%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 2: By May 2022, CISD will provide district-wide professional development, on how to engage parents as partners in their children's learning.

    Evaluation Data Sources: Agendas/ Number of participants/ sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Lone Star Academy (DAEP): Our campus will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build a positive school connection with parents by increasing the number of contacts between the families and teachers. -Intakes -Counselor meetings -Morning breakfast/coffee -Monthly DAEP Newsletter Trainings offered through: -Aliviane- Adrian Tovar -Prevention Specialist- Jesus Juarez **Staff Responsible for Monitoring:** DAEP Coordinator DAEP Counselor **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Student Support Services: Parent liaisons, other district staff and Ex. Director of SSS will attend trainings and statewide parental conference to address strategies and compliance on parent and family engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ex. Director and Parent liaisons are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning. **Staff Responsible for Monitoring:** Ex. Director of Student Support Services and parent liaisons **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2	30%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Student Support Services: Recruit district parents and community members to attend Adult Literacy classes.	Formative			Summative
Strategy's Expected Result/Impact: To increase participation numbers and provide opportunities for the CISD community. **Staff Responsible for Monitoring:** Family Literacy Coordinator	Nov	Jan	Mar	June
	50%	65%		→

Strategy 4 Details	Reviews			
Strategy 4: Student Support Services: Provide Early Childhood Education to children whose parents participate in the Adult Literacy Program.	Formative			Summative
Strategy's Expected Result/Impact: Increase parental involvement. Prepare children for the transition into Pre-K. **Staff Responsible for Monitoring:** Family Literacy Coordinator	Nov	Jan	Mar	June
	50%	60%		→

Strategy 5 Details	Reviews			
Strategy 5: Student Support Services/Social Worker: Provide parents with community educational presentations provided by community agencies such as Emergence Health Network, El Paso Behavioral Health Center, Federal Bureau of Investigations, etc.	Formative			Summative
Strategy's Expected Result/Impact: Sign-in sheets, presentation handouts **Staff Responsible for Monitoring:** District Social Worker **Funding Sources:** - 185-State Compensatory Education	Nov	Jan	Mar	June
	20%	50%		

Strategy 6 Details	Reviews			
Strategy 6: Student Support Services/Social Worker: Develop and maintain the Family Resource Center to assist all families and community members with personal, familial, emotional, social and psychological stressors that are struggling.	Formative			Summative
Strategy's Expected Result/Impact: Families are being supported, which will impact student learning and success. **Staff Responsible for Monitoring:** District Social Worker **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Problem Statements:** District Processes & Programs 6 - Perceptions 3 **Funding Sources:** Social work - Hawthorne books for families - 185-State Compensatory Education - $75, Intervention documentation - 185-State Compensatory Education - $42.99, technology social wker - 185-State Compensatory Education - $889	Nov	Jan	Mar	June
	40%	60%		

Strategy 7 Details	Reviews			
Strategy 7: Student Support Services -Executive Director of SSS and staff will attend professional development addressing strategies and services for students that are in need of intervention and support.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Executive Director and Staff are informed on current updates and requirements for program compliance. Provide quality services to parents based on new learning **Staff Responsible for Monitoring:** SS Executive Director **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Problem Statements:** Demographics 2 - Student Learning 4, 5 - District Processes & Programs 3, 5 **Funding Sources:** parent involvement virtual training - 211-Title I-Part A - $200, Region trg -Autism120 & Understanding Child 100-Social Worker - 185-State Compensatory Education - 185.32 - $220, Supporting families with resources - food handlers PD - 211-Title I-Part A - 211.61 - $239.85, trg-Partnership ELP fighting hunger - 211-Title I-Part A - $239.85, Texas Social Worker Conference - 185-State Compensatory Education - $480, social worker conference - 185-State Compensatory Education - $275	30%	50%		

Strategy 8 Details	Reviews			
Strategy 8: Student Support Services will provide targeted support to all students and parents that are struggling to ensure student and family support that will impact learning positively.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase students, and parents participation for student learning by supporting families in reaching family targeted goals **Staff Responsible for Monitoring:** SS Executive Director **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6, 3.2 **Problem Statements:** Student Learning 5 - District Processes & Programs 2, 5 - Perceptions 3 **Funding Sources:** support resources for social worker for effective program to support student - 185-State Compensatory Education - $155.93, Resources- parents (3 resources)180-139-71.88 - 211-Title I-Part A - $390.88, Communication resources w/family-Social Wk - 185-State Compensatory Education - $911.76, Parent resources- sp SSS - 211-Title I-Part A - $685.90	35%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Student Learning

Problem Statement 4: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Problem Statement 5: Parent and family engagement were not at the forefront during the covid pandemic school year which stifled the partnership crucial to the success of student achievement and the whole child. **Root Cause**: Due to multiple factors to include physical, communication and social distancing changes in operations processes pre-covid, has created barriers which hindered the development of a strong partnership.

District Processes & Programs

Problem Statement 2: We question the use of strategies, support and use of technology for instruction that impacts home learning and lack of adequate systems to target Emergent Bilingual & struggling learners amplified the problem having no face to face and lack of accommodations contact with our students **Root Cause**: Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. We went to a contingency plan and provided services the best we could under the circumstances. Parent training is needed to maintain support throughout the home learning environment.

Problem Statement 3: Addressing the social emotional needs of our teachers and implementing the whole child approach for students was difficult this year. **Root Cause**: The impact of covid made it difficult for interaction face to face and the implementation of accommodations for EB students. In addition, facilities dept. responded to various requests for the new devices/solutions that were untested and unproven in real-world conditions. Use of some of these solutions was discontinued after a few weeks.

Problem Statement 5: Parent and family engagement were not at the forefront during the covid pandemic school year which stifled the partnership crucial to the success of student achievement and the whole child. **Root Cause**: Due to multiple factors to include physical, communication and social distancing changes in operations processes pre-covid, has created barriers which hindered the development of a strong partnership.

Problem Statement 6: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause**: With the stressors caused by the covid pandemic increased the numbers of behavioral and mental health concerns need to address students and families to prevent truancy, failures &/or drop outs.

Perceptions

Problem Statement 3: Due to the covid pandemic school stakeholders have dealt with trauma to include infection, loss of a loved one, loss of a job, social status or home. Recognizing & addressing behavioral and mental health are a key component to support our students, families & staff. **Root Cause**: Covid pandemic enhanced & increased trauma, crisis and tragedy for our school community. Lack of training and life's skills have not equipped or stakeholders to support resiliency, coping skills and well being.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 3: By May 2022, CISD will increase parent participation to expand parent engagement opportunities through monthly parental classes and trainings linked to learning.

> **Evaluation Data Sources:** Agendas, sign in sheets, utilized resources.

Strategy 1 Details		Reviews		
Strategy 1: ALS: Provide migrant parents with training/ resources on reading and math strategies; development-appropriate school readiness resources and strategies; graduation requirements and college/ career opportunities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parental involvement in Migrant Parental Advisory Council (PAC) Meetings and in their kids schools Parental Advisory Council PAC meeting agendas Contact logs Surveys **Staff Responsible for Monitoring:** Migrant Coordinator **Schoolwide and Targeted Assisted Title I Elements:** 2.5		20%	35%		

Strategy 2 Details		Reviews		
Strategy 2: ALS: A minimum of four Migrant PAC meetings will be conducted throughout the school year. Light snacks and materials will be available to encourage parent participation. Registration fees for parents to attend virtual conferences and parenting sessions. Transportation will be available as requested.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase migrant parental involvement in their children's education. **Staff Responsible for Monitoring:** Migrant Coordinator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6		25%	30%		

Strategy 3 Details	Reviews			
Strategy 3: ALS: Provide Parent Forums and PreK Orientation meetings to inform parents of the benefits of bilingual services via Dual Language Programs, Recruitment and training on LPAC to ensure a parent representative is part of the LPAC Committee, Home visits and calls made monthly to a minimum of two students per campus to encourage parental involvement. **Strategy's Expected Result/Impact:** Improve parental communication with teachers and administrators and increased student performance and attendance. **Staff Responsible for Monitoring:** ALS Director, Lead Teacher, EL Facilitators and LPAC aides. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6, 3.2	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: By May 2022, 100% of all campuses and departments will maintain individual websites with current and relevant information for all internal and external CISD stakeholders.

    Evaluation Data Sources: Training sessions, sign in sheets, Agendas

Strategy 1 Details	Reviews			
Strategy 1: (PIO): The Public Information Office communicates important information about student, parent and staff initiatives and accomplishments with the District stakeholders on a daily, weekly, and monthly basis through regular social media posts, Website updates, and printed publications.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased viewership. Additional publications and growth in our social media channels.
    Staff Responsible for Monitoring: Public Information Officer
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.5
	15%	20%		

Strategy 2 Details	Reviews			
Strategy 2: (PIO) A web manager is assigned from all campuses, PIO will review processes and procedures through training on updating new information on campus websites. Campus will be responsible to update new information on a regular basis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All campuses and district website will be updated continuously for all viewers. **Staff Responsible for Monitoring:** PIO and campus Web managers	10%	25%		

Strategy 3 Details	Reviews			
Strategy 3: (PIO)Campuses will communicate with PIO to work on any banners that campuses may requests to support a positive & promotional banner.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To showcase the great work that all campuses are doing through advertisement. **Staff Responsible for Monitoring:** PIO	20%	25%		

Strategy 4 Details	Reviews			
Strategy 4: (PIO) Campuses will be utilizing a calendar events that will be advertised to the community and specific shareholders to encourage participation in all events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To share all campus events with community and encourage participation in all occasions. **Staff Responsible for Monitoring:** PIO & Administrators **Schoolwide and Targeted Assisted Title I Elements:** 2.5	**Nov**	**Jan**	**Mar**	**June**
	10%	20%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By May 2022, CISD will reduce the administration ratio from 10.53 to 10.0, communicating to stakeholders the support administration provides to campuses.

    Evaluation Data Sources: Reports, Sign in sheets, agendas

Strategy 1 Details	Reviews			

Strategy 1: FINANCE: Finance will review personnel and operating budgets for the necessity of reclassification and/or budget cuts to reduce administrative ratio.
 	
    Strategy's Expected Result/Impact: Finance will stay within the parameters of the set administrative ratio, that will result in higher ratings in the Financial Integrity Rating System of Texas (FIRST) report.
    Staff Responsible for Monitoring: Chief Financial Officer, Director of Finance and Staff Accountant
	Formative			**Summative**

	Nov	Jan	Mar	June
	30%	40%		

Strategy 2 Details	Reviews			

Strategy 2: FINANCE: Finance Department will monitor all budget amendments to stay within the parameters of the administrative ratio.
 	
    Strategy's Expected Result/Impact: Finance will stay within the parameters of the set administrative ratio, that will result in higher ratings in the Financial Integrity Rating System of Texas (FIRST) report.
    Staff Responsible for Monitoring: Chief Financial Officer, Director of Finance and Staff Accountant
	Formative			**Summative**

	Nov	Jan	Mar	June
	30%	50%		

Strategy 3 Details	Reviews			

Strategy 3: FINANCE/COMPLIANCE- Provide opportunities for district personnel to attend trainings and receive resources on compliance requirements of Every Student Succeeds Act (ESSA), other Federal Entitlements and State Mandated Programs to provide effective support to our campuses and students.
 	
    Strategy's Expected Result/Impact: Ensure that all updated changes at State and Federal level are implemented to ensure student success in their growth of learning to meet academic achievement. Promote a motivated, skilled and effective workforce through which organizational goals could be achieved.
    Staff Responsible for Monitoring: Director of Financial Services, External Funding Coordinator, and Director of Program Compliance
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6
    Problem Statements: Student Learning 3 - District Processes & Programs 4
    Funding Sources: Training-ACET-C&I - 185-State Compensatory Education - $375, ACET - Programs fall 375 &spring - 185-State Compensatory Education - $1,614.52
	Formative			**Summative**

	Nov	Jan	Mar	June
	45%	70%		

Strategy 4 Details	Reviews			
Strategy 4: FINANCE/COMPLIANCE- Provide opportunities for district/ campus personnel to access resources needed to effectively support student, parent and community growth ensuring student success.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure that access to resources is implemented for student success in their growth of learning & meet academic achievement. Promote a motivated, skilled and effective workforce through which organizational goals could be achieved. **Staff Responsible for Monitoring:** Director of Financial Services, External Funding Coordinator, and Director of Program Compliance **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2	35%	65%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

District Processes & Programs
Problem Statement 4: Covid has presented challenges in both Academic & Social Emotional Learning (SEL) therefore causing more students to be at risk. Social Emotional health became a challenge thus impacting student learning. **Root Cause**: COVID has presented SEL challenges in addition Emergent Bilinguals need to speak to their peers to improve their listening and speaking skills in English. There is an increase need to address social emotional health for our school stakeholders and to utilize the whole child approach for students to address trauma, informed care, prevent crisis and decrease negatively impacting student learning.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 13.38
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Adriana Galvan	Response to Intervention Teacher	1
Antoinette Knerl	Teacher	1
Barbara Salais	Teacher	1
Deborah Garcia	At Risk Case Manager	1
Gabriela Corral	Supplemental Services Educator	1
Guadalupe Leyva	Paraprofessional	1
Lorenzo Melchor	Teacher	1
Lydia Hernandez Morera	Social Worker	1
Margarita Abrego	Counselor	1
Michael Press	Paraprofessional	1
Natalie Spalloni	ELA/R Instructional Intervention Coordin	1
Robert Estala	Paraprofessional	1
Sarah Pugh	Teacher	1
Vacancy	TOA teacher/ ending para 10-25	0.38

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive needs assessments is a continuous improvement process so the district can monitor progress and collaborate as we meet quarterly to review all challenges and progress as we continue through the year. As we collaborate and work through the process our first thought goes straight to our vision and mission of our district remaining focused on our targets. Our distirct centers around our core values that drives us towards our vision and mission as we prepare tomorrows best today with innovative, future-focused learning opportunities for every student. CISD is valuing Equity Results on how all studnets have access to resources, curriculum, support and every student is addressed through their individual needs to ensure positive results through the equity approach moving each student forward. Our district outcomes demonstrates BACK TO BACK A'S achieved through several key components a few to mention are on; Reflection, weekly collaboration through Professional Learning Communities (PLC's), monthly workshops for parents that are linking to educatonal strategies and resources available to students and family.

Equity Results is a shared vision through the lens of every student having access to resources that will positively impact student growth.

Canutillo is in the business where students, parents and teachers matter. Customer service to our students, parents, faculty and staff provides a positive culture that is surrounded through a rigorous, student-centered classrooms that create future ready students to compete in a global economy and thrive in a multicultural world as we reflect on our districts mission.

The process that determines our strengths and weaknesses are analyzed through the use of data and stregegically determine the top priorities of our streghts and problem statements that determines a root cause. It is very important to attain variuos feedback through effective collaboration to recieve different perspectives and out of the box thinking to positively impact our students and family that will move everyone forward and ensuring that no student goes backwards.

Below is the continuous improvement model for Canutillo ISD which is consistently monitored and adjusted throughout the entire year.

Continuous Improvement Plan Cycle

1.
•Comprehensive Needs Assessment:
Demographics
•Student Achievement
•Perceptions
•Processes and Programs

2.
•Analyze Data with team- determine areas of strength, priority and problem statements with root causes- creating school profile

3.
Determine target through objectives & measurement

4.
•Implement Plan and share with all stakeholders

5.
•Monitor and Adjust-
• update quarterly and progress monitor

6.
•Plan Evaluation-with stakeholders- measurement

Committees had the opportunity to analyze, collaobrate and dive into data which includes but not limited to:

- Professional development provided by District and campuses
- Enrollment numbers that include all sub-populations
- Demographics information at a district level
- Index summaries of overall score, Domain 1(Student Achievement), Domain 2A (Academic growth), Domain 2B CCMR) and Domain 3 (closing the gap)
- Texas Academic Performance Reports (TAPR)
- Texas English Language Proficiency Assessment System (TELPAS)
- Performance Based Monitoring Analysis System (PBMAS)now known as the Results Driven Accountability (RDA)
- District /Campus Accountability Ratings
- Positive Behavior Intervention Support (PBIS) data- Student attendance, referrals, DAEP(District Alternative Educational Placement)
- Funding sources utilized to supplement programs to ensure success for all at risk students.
- Texas Teacher Educational Support System (TTESS) results
- Parent / Student Surveys
- Teacher surveys regarding the organizational health index- determining the alignment between teachers and campus adminsitrators
- Technology data
- completion of workorders for Facilities/ technology
- Number of Qualified teachers and paraprofessionals
- Student and teacher ratios and more.

Comprehensive Needs Assessments is based on several steps to ensure that all stakeholders have the opportunity to review, analyze and collaborate using district data.

As a district we involved various committees to review some of the major district improvement related needs assessments. The following committees followed the same 6 step process as we move from one committee to the next by sharing results from each committee group. Sequence of committees began with;

1. Campuses Comprehensive Needs Assessments

2. Parent Leadership Needs Assessments

3. Leadership Needs Assessments

4. District Advisory Council (DAC) Needs Assessments

Thereafter, results goes to cabinet.

Parent leadership was effective in reviewing and discussing data on the following topics:

- Effectiveness of parent engagement throughout the district
- Perceptions from parents in working towards district and campus goals.
- Partnership in their child's student academic achievement
- Providing Professional development to all teachers and administrators to ensure that we are addressing the whole child that includes the social emotional aspect of our students.

The processes that the district or campuses adhere to, are to ensure theat we meet student needs and we always welcome any feedback that parents would like to share.

Campus and District leadership followed a similar process in reviewing data and collaborating on problem statements and what may be the underlying factor or condition that creates these problems.

District Advisory Council (DAC) reviewed all data that was provided by various committees and through collaboration determined the strengths, Problem Statements with the underlying root cause.

Stakeholders involved in the DAC meetings are the following:

Teachers/Paraprofessionals

District Staff

Parents

Community members

District Personnel

Leadership

The following has been determined through the needs assessment process on targeting:

- Teacher growth by utilizing Texas Teacher Evaluation Support System(TTESS) and Student Learning Objectives (SLO's) effectively embedding to their every day teaching.
- Professional Development that supports district initiatives: The Writing Academy, Guided Math and Guided Reading, STEM and Project Lead the Way.
- Professional Development that increases teachers pedagogy in all core content areas and well rounded opportunities.
- Utilizing the Professional Learning Communities (PLC's) to address targeted data and collaboration to include vertical alignment discussions.
- Finding avenues to service our changing of demographics for about the past 2 years. Which includes boundary changes involving number of transfers.
- Ensuring that we are servicing Subpopulation (ELL, SPED) effectively and adequately
- Find approaches to meeting the student attendance rate of 98%.
- Having consistency with updating technology to ensure access for students
- Safety and Security is a priority for campuses and at district level. In addition addressing behavior expectations with Positive Behavior Intervention Support (PBIS) or other programs that benefits students.

- Find different avenues to increase parent support for their child's academic achievement, opportunities are provided however, we need to explore on other avenues to increase engagement.
- Communication for hard to reach parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Canutillo ISD researches and collaborates our processes for our district improvement and continuous improvement planning to address our Pre-K through 12 education. District committees identfiies essential components according to best practices that have been successful within our district.

District Advisory Council (DAC) reviewed all data that was provided by various committees that includes the following:

- Parent Leadership Team
- District and campus leadership team
- Campus teachers and staff

District Advisory committee determines our strengths, and problem statements with the underlying of root causes.

Stakeholders involved in DAC meeting are the following:

Teachers/Paraprofessionals

District Staff

Parents

Community members

District Personnel

Leadership

2.2: Regular monitoring and revision

Once we have developed our plan and our actions, various members are designated to being accountable for specific objectives and activities that need to occur throughout the year. In order for oversight to occur, quarterly updates are required to be documented in the districts improvement plan.

Meetings at district level take place quarterly providing updates to monitor our strategies and looking at any revisions that may need to be addressed to ensure student success.

Comprehensive Needs Assessments are initialized in March of 2022, after its completion of the process the objectives and strategies are placed in the District improvement plan with input from District Advisory Counsel (DAC), Parent Leadership, and District Leadership which includes teachers, administrators, parents and community members.

The District revisits the plan through monitoring and provides revisions on a regular basis. Updates are provided on a minumum for the following months:

November, 2021 - January 2022 - March, 2022 - June, 2022

Improvement plan is monitored quarterly at a minimum.

Improvement plan is provided to all members at the district level for monitoroing and revisions, changes recommended by stakeholders are presented to improvement teams.

CISD district review systems and processes regularly for alignment to our district goals and objectives.

Synergy and teamwork =

Vision and Goals where we set student outcome goals

Values where we identify non-negotiables

Progress and Accountability where we monitor pregress

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

District Improvement plan is available through our website and is shared during our District Advisory Committee meetings.

Location of the Improvement Plan are strategically placed where there may be a high traffic of parent and/or community members. The District Improvement Plan (DIP) is available in the following areas:

- Student Support Services located at the Lone Star Building- English & Spanish
- Central Office front desk- English & Spanish
- District Alternative Education Program
- District Advisory Council meetings
- On the district website

2.4: Opportunities for all children to meet State standards

Curriculum and Instruction department provides many opportunities for professional development and resources to all campuses to ensure high performance for academic achievement.

Monitor student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.

Work with all campuses to achieve state passing standards. We will continue to follow the district YAG and curriculum in all core subjects 6-12, and participate in all district and state assessments.

Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day, after school, or before school to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences by participating in the English and Spanish spelling be at the district level and at the national level.

(DAEP): Support secondary campuses, by enforcing daily attendance, and reaching out to our families to ensure students are present everyday.

2.5: Increased learning time and well-rounded education

District supports all campuses based on campus needs assessments that are aligned to districts and campuses missions.

Support campuses by providing financial assistance for student participation in regional and state events (registration fees for contests, travel costs for contests, subs, etc). Support campuses for Science and STEM Fairs and for the district Science Fair.

Provide opportunities for students to participate in authentic literacy by providing software that adapts to their reading level and challenges them to improve their vocabulary. Provide opportunities to participate in a Reader's Theater group reading authentic stories, novels and genres and provide opportunity to see play related to story at the University. Opportunity for students grades 4-8 to participate in the National Spanish Spelling BEE. This will expand their knowledge of words, word meaning and use of new words in complete sentences while reinforcing their literacy skills.

Professional development

Coordinate the District Wide Positive Behavior Interventions Support Initiative.Kids Excel

ELL students will be provided with opportunities to participate in events held at UTEP to promote character building skills.

Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day, after school, or before school to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences by participating in the English and Spanish spelling be at the district level and at the national level.

Academic Language Services (ALS) will promote parental involvement to improve communication with campuses, promote reading at home, increase knowledge of bilingual services and encourage higher education for their children. New initiative to improve communication and team building strategies to improve services for the bilingual students and among parents and campuses.

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

- Professional development and support to all campuses are provided through communication and meetings held at the campus level.
- Support campus initiatives by providing resources (materials, robots, labware, instructional materials, software and hardware, etc.) and professional development (registration fees, travel, airfare, subs) for campuses
- Support campuses with RTI trainings that deal with intervention strategies, teacher/coaching model, and monitoring. Provide instructional resources focused on getting student back on grade level for the next year to include summer school and summer school materials. Providing support with personnel focused on At-Risk students.
- Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.
- Academic Language Services (ALS) will target on promoting parental involvement to improve communication with campuses, promoting reading at home and increase parent awareness of bilingual services to encourage higher education for their children. A new initiative is to improve communication and team building strategies to increase effective services for the bilingual students and among parents and campuses.

The Disciplinary Alternative Education Program (DAEP) conforming with the Texas Education Code (TEC), 37.008 which is defined in this section as an educational and self-discipline alternative instructional program, for students that have been removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in DAEP. It

is important that this programs provides a safe, structured and nurturing learning environment that supports our students in the development of social emotional, responsibilities, knowledge and skills that are key for success in school and home. DAEP focus are as follows:

- Implementing the data information system by effectively monitoring student intakes by identifying and obtaining all past and recent information involving infractions for anyone entering or attending our DAEP program.
- We will work with all campuses to achieve state passing standards and continue to follow the district YAG and curriculum in all core subjects 6-12, and participate in all district and state assessments.
- Assist faculty and staff to develop a common language by providing professional development to help them gain responsive classroom teaching practices.
- Develop and implement positive behavior interventions and instructional support to address the academic and affective needs of at risk students through the use of Restorative Practices, Character Education Curriculum, and guest speakers.
- We will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.
- We will increase number of quality notifications sent via newsletters, brochures, handouts, etc. to parents, businesses, and community members.
- Our DAEP Counselor will attend Professional Development, in the aforementioned, and train our staff and students.

To address all students, particularly those at risk of dropping out, takes processes and programs that are aligned to meet every students needs. CISD particularly are focused on:

- Enhancing school learning and social experiences by providing the opportunity to participate in field trips that focus on leadership, community service, probation, and post secondary.
- Counselors, PLC's at campuses play an important role so students can be provided with guidance lessons that include social, emotional, behavioral and academic needs.
- Pregnancy Related Services (PRS) that include Compensatory Education Home Instruction (CEHI) will be provide to all pregnant teens according to their individual need.
- Implementation of the Coordinated School Health (CSH) program to develop faculty and student mental, emotional, physical, and social aspects. Providing information/presentations to secondary campuses about healthy relationships, respect, empowerment, etc. to address the health, counseling and wellness components of CSH.
- Student Support /Social Worker services will utilize outside community resources to address social and personal development to include coping techniques, decision making skill, handling crisis, problem solving, etc.
- Social Worker will attend a minimum of one conference to effectively assist in addressing the above needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Student Support Services takes lead in coordinating meetings at campus level and have utilized a Parent Leadership team to address parent and family engagement at the district level.

Meetings are held monthly with specific topics to address district needs. Parent and Family engagement policy are created at campus level and are distributed to all parents before the month of October.

Canutillo collaborate with parents and families to participate and engage in a wide variety ways and illustrate that all contributions are valuable.

Our focus and target are based on the following:

Developing a positive relationship with parents through effective partnerships and ehancing home school communication.

Building trust through continuous communication, listening to concerns, handling information confidentiality

 foster a welcoming environment with positive and empowering messages and decor throughout the Lone Star Building and in the parent meeting rooms

Provide resources and support to campuses to increase parent and family engagement.

Being approachable is crucial

Creating positivity relationships through parent participation

3.2: Offer flexible number of parent involvement meetings

Parent Involvement meetings at a district level are offered in the morning and evening to ensure the opportunities for all parents to participate.

Provide supplies, informational materials, and snacks/refreshments to recruit and increase parental engagement of district parents while attending Title I District and Regional Parent scheduled meetings and Conferences.

 (DAEP): Our campus will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.

Academic Language Services (ALS) will promote parental involvement to improve communication with campuses, promote reading at home, increase knowledge of bilingual services and encourage higher education for their children. New initiative to improve communication and team building strategies to improve services for the bilingual students and among parents and campuses.

Provide resources and support to campuses to increase parent and family engagement.

District priorities and best practices are focused to provide opportunities to parents and families to be involved in their child's campuses for learning and academic achievement. It is important that parents to gain knowledge of What it means to be a Title 1 Part A school and become part of family engagement that will build a positive bridge between district and their child's home campus. Student Support Services ensures that all meetings, trainings and/or workshops are provided with flexible times to so parents can have opportunities to partake in their childs learning and well being in the school environment through district support.

Parent Leadership meetings are held at the Lone Star building with Student Support Services leading the way. Leadership meetings and/or workshops always take place in the mornings at 9:00 and evenings at 6:00pm. All meetings are conducted in English and Spanish having a positive environment for all parents. Parent Liaison's are crucial to the success in building a positive bridge between campuses, district and parents.

Parent engagement priorities are as follows:

- Provide Parent Leadership meetings on a monthly basis- times are provided in A.M and P.M to ensure parent participation. Meetings are held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families. This informational session is provided during the day and evening.
- Support our campuses with events or activities to increase opportunities for parent participation.
- Following up with campuses to ensure that we have parent participation in various school committees to include the campus improvement team (CIT).
- Utilize parent liaisons to assist parent and teachers by facilitating parent workshops at their perspective campuses during the day and evening. Academic nights are one of the priorities 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

Name	Position	Program	FTE
Elvia Moreno	Program Compliance Director	Compliance- Human Resources	.60
Jesus Juarez	Prevention Specialist / Facilitator	Student Support Services	1
Maria Patino	Academic Tutor	Student Support Services	1
Veronica Mendoza-Miramontes	Academic Tutor	Student Support Services	1

Plan Notes

 DISTRICT BUDGET PRIORITIES BASED CAMPUSES AND DAC

DISTRICT IMPROVEMENT GOALS 2021-

ESSR funds were reviewed with a mini needs assessment based on the increased learning gaps that has occurred throughout the district.

ESSR is provide support and resources for the following areas of needs:

- Academics
- Social Emotional Learning
- Special Populations
- Programs
- Professional development

Detailed plans are uploaded to plan.

Meeting was held with District Administrators to review and address our districts problem statements.December 10, 2021

Changes have occured throughout the year and our district needs assessments has been updated to ensure focus on our goals.

Areas addressed are as follows:

sign in sheet has been uploaded.