

Canutillo Independent School District
Canutillo High School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

Canutillo Ethics

STUDENT CENTERED FOCUS

TRUSTWORTHINESS IN STEWARDSHIP

COMMITMENT TO SERVICE

EQUITY IN ATTITUDE

HONOR IN CONDUCT

INTEGRITY OF CHARACTER

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The student population is 0.71% African-American, 2.82% White/Anglo, 0.19 Asian, 95.77% Hispanic/Latino, 0.45% Two or more races. 53.9% Male to 46.06% Female ratio and economically disadvantaged students are 70.24%. The staff population 0% African-American, 27% White, 0.9% Asian, 70.1% Hispanic, 1.9% Other.	4
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

The drop-out rate of 1% and the average daily attendance rate for students is 94.8%. Graduation rate is 91.5%. TSI criteria (annual graduates) for both subjects are 29%. Completion of either nine or more hours of dual credit in any subject or three or more hours of ELA or Math is 26.9%. There were 10 discipline referrals this year due to the COVID 19 pandemic.

Canutillo High School serves 362 English Language Learner students, 114 students in the Gifted and Talented program, 87 students identified for 504 services, 138 students served through special education services. It has not been determined the percentage of special education students testing the STAAR EOC.

Demographic Analysis

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

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

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

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

College and Career Readiness Funds

Go Center Person

Technology- Computers

Materials for Project Based Learning projects

Demographics Strengths

- Staff population coincides with student population.
- Discipline referrals have dropped
- Higher graduation rate compared to state graduation rate Economically Disadvantaged EOC
- Scores in Biology are higher than the state percentage at 85%
- STEM Academy is in its 5th year, now including 9th -12th graders.
- Canutillo High School offers five different career endorsements. Science, Technology, Engineering and Mathematics (STEM); Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies.
- CHS offers Advanced Placement and Dual Credit classes alongside P-AP Course sections,
- 33 Advanced Placement Course sections,
- 20 Dual Credit Sections

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPED, ESL, Migrant, and struggling students and economically disadvantaged population struggle academically **Root Cause:** Language barriers, cognitive and academic levels and high rate of mobility, income limitations and lack of or spotty connectivity to the internet to access core academic programs.

Problem Statement 2: Less than 10 parents have participated in Parent, Daily, and community engagement programs/presentations offered to support Parent University. **Root Cause:** Parents do not consider presentations to be important. Presentations during work day, communication with parents, frequency

Problem Statement 3: Data indicates all students, but especially the 9th grade have a high number of failure rates in all courses. **Root Cause:** 9th graders do not understand the high school requirements and struggle with transitioning from earning credits per semester vs whole year average to pass. Students have underdeveloped student skills and organizational skills. COVID restrictions.

Problem Statement 4 (Prioritized): General education population students underperform compared to state results in ELAR. Passing rate for CHS is 62% compared to 75% ELAR Masters is 5% compared to state at 21% **Root Cause:** Answer choices on STAAR exam require higher comprehensive levels. The reading section is above reading level. ELS students vocabulary level is low.

Problem Statement 5: General education populations are to maintain or increase STAAR passing score by 3%. They are to increase Masters level by 5% in Algebra 1, Biology and Social Studies. **Root Cause:** Low attendance and/or no attendance in tutorials. Lack of success in Biology and Algebra intervention tutorials. Lack of parent involvement.

Problem Statement 6 (Prioritized): Students lack the technology comprehension/knowledge for academic purposes. **Root Cause:** Quarantine.

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

Dual Credit completion rate is above the state rate.

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

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

Drop out rate is below state average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students and teachers need increased and improved access to a variety of technology tools and resources, such as hardware and software, to improve learning and teaching practices. All state mandated assessments are going digital and it is an urgent need that will require an up to date infrastructure. **Root Cause:** Lack of infrastructure and available technology to satisfy the on demand needs of a 21st century education. Students lack of knowledge on how to use APPS/programs.

Problem Statement 2: General populations are below state average in passing for ENG 1 and ENG 2, ALG 1 and BIO. **Root Cause:** Our advanced courses do not lead to a degree, as the Early College offers. Therefore, we lose some of our top performers to them. We have difficulty maintaining the continuity of teachers in tested subject areas.

Problem Statement 3: All students are tested for TSI as a measure for college readiness. Therefore, a greater emphasis needs to be placed on an increased passing rate. **Root Cause:** Lack of tutoring/learning preparation before the TSI administration by a designated teacher and/or college and career readiness coordinator. Students are not exposed to material and not taking the TSI seriously.

Problem Statement 4: CHS needs to increase the number of students, including those identified as GT and placed in Advanced Academic courses (eg. PAP/Advanced Placement/Dual Credit), while increasing their success in these courses. **Root Cause:** Lack of identification of students with potential for advanced courses and coaching towards that end. Lack of rigor in middle school to provide pipeline to high school. Training and time management in order to obtain credit and ensure success in these courses. (pass AP exam and earn C or better DC course.)

Problem Statement 5 (Prioritized): At risk students to include SPED, EL and Migrant populations often struggle with EOC and common assessments. **Root Cause:** Students cannot read and write at grade level, test modifications do not meet students needs, due to not having the STAAR ALT and M. Lack of continuity of teachers in tested subject areas. Teachers are not sufficiently trained in EL/SPED strategies and the identification of students and their needs. Lack of SPED certified personnel. Students lack of test taking skills.

Problem Statement 6 (Prioritized): Data indicates that 9th grade students have a high number of failure rates in core subject areas. **Root Cause:** Students are not advocating for themselves and do not know time management or organizational skills that AVID foundation can provide. Students coming to high school lacking academic skills & unprepared.

School Processes & Programs

School Processes & Programs Summary

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

Canutillo High School HB 5 Graduation Programs Endorsements:

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

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

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

CHS Campus and District Guarantees:

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

TEKS RS Common Assessments & Eduphoria Common Assessments.

Vocabulary Development and Proficiency Scales.

Eduphoria Aware Data - going deeper and PLC best practice.

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication and awareness for teachers and staff during emergency situations. **Root Cause:** The procedures are not clearly communicated or refreshed among the staff on a frequent basis nor are consistent.

Problem Statement 2: Student tardiness/absences continue to increase. **Root Cause:** Program needs to be advertised, enforced and improved upon.

Problem Statement 3 (Prioritized): Outdated technology for students and staff, such as, hardware and software. **Root Cause:** Allocation of funding.

Problem Statement 4 (Prioritized): Storage capability issues for both teacher and student Macbooks. **Root Cause:** Lack of communication.

Problem Statement 5 (Prioritized): In order to enrich and extend learning, access to reliable internet and invernness sources is required. **Root Cause:** CISD internet structure is unreliable and students are unable to access wifi. Too many limits on students and teachers with inability to accommodate personal devices.

Problem Statement 6: CHS needs to retain highly qualified personnel such as teachers and administrators. **Root Cause:** There is no definitive plan to bring highly qualified staff. There is no data driven staff development with follow up support to retain teachers.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CHS does not utilize a cohesive system to promote a positive image into the community. **Root Cause:** School does not have a system in place to market to the community. (Web system to cumbersome, contact for new outlets and businesses, use of social media, inequitable representation of academic programs and/or female sports).

Problem Statement 2 (Prioritized): Teachers struggle to effectively master new technology into the classroom (software). **Root Cause:** The technology environment (infrastructure, amount of laptops, access, and training) does not meet the needs of the school community.

Problem Statement 3 (Prioritized): CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. **Root Cause:** Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college center, software programs, etc.)

Problem Statement 4: Student tardiness continues to occur. **Root Cause:** Students perceive that tardiness is not the problem.

Priority Problem Statements

Problem Statement 1: SPED, ESL, Migrant, and struggling students and economically disadvantaged population struggle academically

Root Cause 1: Language barriers, cognitive and academic levels and high rate of mobility, income limitations and lack of or spotty connectivity to the internet to access core academic programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students and teachers need increased and improved access to a variety of technology tools and resources, such as hardware and software, to improve learning and teaching practices. All state mandated assessments are going digital and it is an urgent need that will require an up to date infrastructure.

Root Cause 2: Lack of infrastructure and available technology to satisfy the on demand needs of a 21st century education. Students lack of knowledge on how to use APPS/programs.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Teachers struggle to effectively master new technology into the classroom (software).

Root Cause 7: The technology environment (infrastructure, amount of laptops, access, and training) does not meet the needs of the school community.

Problem Statement 7 Areas: Perceptions

Problem Statement 4: Outdated technology for students and staff, such as, hardware and software.

Root Cause 4: Allocation of funding.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 8: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap.

Root Cause 8: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college center, software programs, etc.)

Problem Statement 8 Areas: Perceptions

Problem Statement 9: General education population students underperform compared to state results in ELAR. Passing rate for CHS is 62% compared to 75% ELAR Masters is 5% compared to state at 21%

Root Cause 9: Answer choices on STAAR exam require higher comprehensive levels. The reading section is above reading level. ELS students vocabulary level is low.

Problem Statement 9 Areas: Demographics

Problem Statement 5: Storage capability issues for both teacher and student Macbooks.

Root Cause 5: Lack of communication.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: At risk students to include SPED, EL and Migrant populations often struggle with EOC and common assessments.

Root Cause 3: Students cannot read and write at grade level, test modifications do not meet students needs, due to not having the STAAR ALT and M. Lack of continuity of teachers in tested subject areas. Teachers are not sufficiently trained in EL/SPED strategies and the identification of students and their needs. Lack of SPED certified personnel. Students lack of test taking skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: In order to enrich and extend learning, access to reliable internet and invernness sources is required.

Root Cause 6: CISD internet structure is unreliable and students are unable to access wifi. Too many limits on students and teachers with inability to accommodate personal devices.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 10: Students lack the technology comprehension/knowledge for academic purposes.

Root Cause 10: Quarantine.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Data indicates that 9th grade students have a high number of failure rates in core subject areas.

Root Cause 11: Students are not advocating for themselves and do not know time management or organizational skills that AVID foundation can provide. Students coming to high school lacking academic skills & unprepared.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback





Goals











Revised/Approved: August 23, 2021

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

Performance Objective 1: In 2021-2022, CHS will support and maintain PBIS (positive behavior intervention support) school wide to establish social culture and behavioral supports in an effective, positive learning environment through bi-monthly PBIS team meetings in order to review referrals in reference to the number of referrals and what types of discipline issues are occurring on campus.

Evaluation Data Sources: Campus referrals & ramp; number of team meetings with sign in sheets









Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will implement PBIS strategies to reduce the number of discipline referrals.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals by 5%</p> <p>Staff Responsible for Monitoring: All staff Administration PBIS Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: In 2021-2022 the CHS PBIS Team will hold quarterly meetings to review PBIS referrals to support student and teacher reflection on behavior.</p> <p>Strategy's Expected Result/Impact: PBIS team collaborates analyzing Student reflection forms, &Google Doc database to follow through</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Discretionary DAEP placements will decrease by 2% in 2020-2021 with early interventions to improve behavior such as PBIS, No Place for Hate initiatives, and through First Offenders Program.</p> <p>Strategy's Expected Result/Impact: DAEP placement reports, PBIS Team meeting notes, PBIS Referral Data</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: For 2020-2022, students returning from DAEP will complete a transition interview with an administrator and receive monitoring from an Intervention Specialist (each grading period).</p> <p>Strategy's Expected Result/Impact: to prevent a return to DAEP with a success rate of at least 90% DEAP counselor will follow up with returning student from DAEP every 4 weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Intervention Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Will continue to implement Coordinated Health Strategies (SHAC) for 2020-2021</p> <p>Strategy's Expected Result/Impact: Increase good choices for wellness and health among faculty and students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals Student Support Services</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, CHS will create a safe and drug free environment as evidenced by positive feedback received on an end-of-year student survey in Spring 2022 and a 10% reduction of drug related DAEP placements.







Evaluation Data Sources: Survey and DAEP report

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will conduct a safe and drug free environment student survey during the Spring 2022 semester. Strategy's Expected Result/Impact: The student survey will show CHS is a safe and drug free environment. Staff Responsible for Monitoring: Principal, Assistant principal(s) ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will conduct grade level assemblies with students to explain behavior expectations for a safe & drug free campus. Strategy's Expected Result/Impact: Students will follow campus behavior expectations. Staff Responsible for Monitoring: Principal, assistant principal, teachers, counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: By May 2022, CHS will implement set campus wide emergency procedures with continued re-training to ensure the success of all situations while utilizing updated technology such as two-way radios, erected vehicle barriers, surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts.







Evaluation Data Sources: Canutillo PD
Security
Nurse
Administration



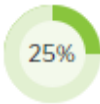





Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will provide Evacuation Chair training to teachers who may be assisting with emergency evacuations from the 2nd floor.</p> <p>Strategy's Expected Result/Impact: To be well prepared for an evacuation from 2nd floor</p> <p>Staff Responsible for Monitoring: Nurse Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: In the 2021-2022 school year, CHS will increase overall student achievement on state assessments by 2% in Approaches, Meets and Masters in English 1, in Algebra 1 increase Approaches to 85% and increase in Meets and Masters by 3%, in Biology maintain 90% Approaches, maintain Meets 62% and increase Masters by 2%, U.S. History will increase Approaches by 1%, increase Meets by 3%, and Masters by 5% , and English 2 will increase Approaches by 2% increase Meets by 3% and Masters by 3%.

Evaluation Data Sources: EOC final scores

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will provide tutorial sessions targeting all sub populations in need of assistance before, during, and after school for STAAR prep, in class support, homework support and credit recovery facilitated by highly qualified teachers and/or tutors.</p> <p>Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Principal, Assistant Principals, IC's</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 5: Effective Instruction Funding Sources: CHS Sirius - 185-State Compensatory Education - \$12,800</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will offer Credit by Exam (CBE) testing a minimum of three times per year, as requested by students to recover or accelerate credit in areas of proficiency. CBE testing will be administered February 2021 and April 2021.</p> <p>Strategy's Expected Result/Impact: Increase passing scores Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will incorporate 2 monthly in-house (total 20) and 2 yearly outside opportunities for staff and faculty development in areas of SPED, ELL, AP, DC, STEM, Energy Bus, Strength Finder, Admin conference, Project Base Learning (PBL), and Fundamental 5 throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR score, AP scores, Advanced level performance Staff Responsible for Monitoring: IC, ADMIN</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will provide our incoming 9th graders, who have failed the 8th grade Math, Science and/or Reading STAAR test, instructional support through IPC and/or math & English intervention classes using software programs such as Shmoop, instructional lab equipment, workbooks, any and all supplies and/or software needed to support student achievement.</p> <p>Strategy's Expected Result/Impact: Increase STAAR biology scores, Advanced level performance prepare them for Biology STAAR test in 10th grade. through intervention courses for English and Math to support EOC testing and instruction.</p> <p>Staff Responsible for Monitoring: Admin, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: In 2021-2022 CHS will provide effective intervention strategies and programs to increase student academic achievement in all core subjects.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement and for all struggling students.</p> <p>Staff Responsible for Monitoring: IC's and admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Rosetta Stone supplemental - 185-State Compensatory Education - \$6,750, Turn it in - 185-State Compensatory Education - \$5,234.35</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: SPED, ESL, Migrant, and struggling students and economically disadvantaged population struggle academically Root Cause: Language barriers, cognitive and academic levels and high rate of mobility, income limitations and lack of or spotty connectivity to the internet to access core academic programs.</p>

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

Performance Objective 2: In 2021-2022 school year, CHS will support the academic achievement of SPED students by providing 100% of teachers with instructional training in order to increase student performance on Approaches scores on STAAR EOC by 5% on: English I, Algebra I, Biology, English II, and US History.









Evaluation Data Sources: EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: SPED students, specifically those that are struggling, will be supported through a daily intervention program..</p> <p>Strategy's Expected Result/Impact: Increase student performance using test prep materials, study skills tutoring, classroom tutors, manipulatives, Achieve 3000, and technology.</p> <p>Staff Responsible for Monitoring: CHS Admin Instructional Coaches Testing Coordinator SPED Monitor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: In the 2021-2022, CHS will increase AP qualifying scores by 5% for each course, and the number of AP Scholars(AP Scholars and AP scholars with Distinctions) by 5%.







Evaluation Data Sources: Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Highly qualified teachers will instruct AP and Dual Credit courses and will be provided with opportunities to attend training at the AP Summer Institute, various AP conferences, quarterly vertical alignment meetings, curriculum writing, teacher mentor-ships, & other applicable training for working with Gifted and Talented students</p> <p>Strategy's Expected Result/Impact: Increasing scores at mastery level</p> <p>Staff Responsible for Monitoring: Principal, AP Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: registration fees - 211-Title I-Part A - \$570</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will provide specific tutoring, to include at least two Saturday mock test sessions, for AP students in preparation for AP exams in all areas where AP courses are offered.</p> <p>Strategy's Expected Result/Impact: Increase scores at mastery level</p> <p>Staff Responsible for Monitoring: AP Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: In 2021-2022 school year, CHS will increase student enrollment and course offerings in Dual Credit, Advanced Placement (AP), and Pre-AP by 5%.










Evaluation Data Sources: Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: AP and Dual Credit courses will have required textbooks for each student enrolled (to include prep books and study guides), course materials, and practice exams in order to prepare students for the AP course exams through rigorous instruction, hands-on learning experiences, and exposure to test practice opportunities.</p> <p>Strategy's Expected Result/Impact: Master Schedule; enrollment of students in AP/DC courses; practice exams, AP exam results, campus passing rates for DC</p> <p>Staff Responsible for Monitoring: Principal, AP's, AP Coordinator, DC Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: CHS will increase the student average daily attendance (ADA) rate to 95.5% during the 2021-2022 school year; up from 95% during the school year 2019-2020(year all students were on campus/preCOVID pandemic).







Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will create and promote an incentive program to reward students who achieve perfect attendance per grading period.</p> <p>Strategy's Expected Result/Impact: Increase attendance</p> <p>Staff Responsible for Monitoring: Principal Administration Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who violate the attendance law will be sent letters, home visits will be conducted by At-Risk Intervention Specialist and truancy court filings will be submitted.</p> <p>Strategy's Expected Result/Impact: Decrease absences.</p> <p>Staff Responsible for Monitoring: AP's, At-Risk Intervention Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: CHS will ensure 70% of students, per grade level, will take the TSI, apply to at least one college/university/technical school, and apply for scholarships/financial aid before graduating in June of 2022.







Evaluation Data Sources: Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will sponsor informational college readiness sessions for seniors pertaining to college process, timelines, admissions, and financing.</p> <p>Strategy's Expected Result/Impact: Increase participation in college readiness.</p> <p>Staff Responsible for Monitoring: College Readiness Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 7: CHS will maintain the overall student 4-year graduation rate above 90% by providing increased student structure and specialized support for all students, especially those at-risk, during the 2021-2022 school year.

Evaluation Data Sources: Report

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

Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will continue to implement the AVID program in grades 9-12 to provide and teach college and career readiness skills, close achievement gaps, provide support an guidance for college and career applications in order to increase graduation rate.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate. Increase student post secondary achievement.</p> <p>Staff Responsible for Monitoring: AVID teacher(s) Counselors Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: avid - 185-State Compensatory Education - \$4,099</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Perceptions
<p>Problem Statement 3: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. Root Cause: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college center, software programs, etc.)</p>

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

Performance Objective 8: CHS will increase the number of students who take CTE examinations and obtain certification in their field of study by 6% for the 2021-2022 school year


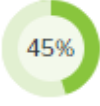




Evaluation Data Sources: CTE reports

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS administration will ensure that adequate CTE courses are offered throughout the school day to maximize opportunities for students to enroll in and complete CTE pathways. Strategy's Expected Result/Impact: CTE course rosters, CHS master schedule Staff Responsible for Monitoring: Principal, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CTE will assist and support student for certification testing and ensure that students are prepared for examinations. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: CTE Director, CTE Coordinator, Counselor Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 9: CHS teachers will increase their attendance rate to 91% from 89% during the 2021-2022 school year.





Evaluation Data Sources: Staff Attendance Report









Strategy 1 Details	Reviews			
<p>Strategy 1: Individual teachers will meet with administration if a pattern of absenteeism is noticed from reviewing the staff attendance report.</p> <p>Strategy's Expected Result/Impact: Teachers will decrease the number of days they are absent.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 10: CHS will continue to promote student learning in STEM and advance academics through summer camps and summer bridge program of 2021-2022 in a cooperation with the UTEP MaST Academy, UTEP Engineering dept and other STEM related industries.



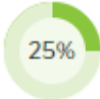





Evaluation Data Sources: Number of Participants

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEM students.</p> <p>Strategy's Expected Result/Impact: Increase community participation Staff Responsible for Monitoring: STEM Assistant Principal CTE Director CTE Assistant Director Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Representatives from the STEM Academy will visit feeder middle schools and present STEM opportunities to students, teachers, parents, administrators and counselors.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enrolled in STEM Academy Staff Responsible for Monitoring: STEM Coordinator, Admin, CTE Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will provide a summer bridge program through our Business and Industry Partners such as UTEP, EPCC, The Hospital of Providence Transmountain and other business partners within El Paso.</p> <p>Strategy's Expected Result/Impact: Understanding the methods of Project Base Learning and to increase the number of students enrolled in STEM Academy</p> <p>Staff Responsible for Monitoring: STEM Assistant Principal CTE Director CTE Assistant Director Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will use Project Lead the Way to enhance the STEM endorsement.</p> <p>Strategy's Expected Result/Impact: Increase program and participation</p> <p>Staff Responsible for Monitoring: Principal, STEM AP, CTE Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 1: In 2021-2022 school year, CHS will inform students and parents on all five endorsements offered leading to 98% of students completing their endorsement academy.

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE will create advisory boards to support each endorsement academy at CHS in STEM, Public Service, Business and Industry, Arts and Humanities including Fine Arts, and Multidisciplinary.</p> <p>Strategy's Expected Result/Impact: Increase participation.</p> <p>Staff Responsible for Monitoring: Principal, CTE Director, Counselors, Fine Arts Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will provide informational meetings on all 5 endorsement pathways-- 1 in the Fall, 1 in the Spring.</p> <p>Strategy's Expected Result/Impact: Increase in endorsement completion rate</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselors, CTE coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: In order to facilitate a smooth 9th grade student transition from middle to high school, CHS will host the Eagle Legacy camp during the summer of 2021-2022 school year and increase participation by 5%.

Evaluation Data Sources: Number and lists of participants

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS , 9th grade counselor will support all students when transitioning from middle and other outside middle schools to our high school.</p> <p>Strategy's Expected Result/Impact: To ensure a successful student transition from middle to high school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will sponsor a Freshman Eagle Legacy camp for incoming 9th graders during their transitional summer.</p> <p>Strategy's Expected Result/Impact: To help acclimate them with campus culture, teachers, student mentors, and counselors in order to foster a sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal, AP's</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will hold transition visits for all incoming 9th grade students during their 8th grade year to familiarize students with campus and programs of study.</p> <p>Strategy's Expected Result/Impact: To provide smooth transitioning from middle to high school environment.</p> <p>Staff Responsible for Monitoring: Counselors, AP's, Principal, CTE teachers, Fine Arts Director, CTE coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 3: In 2021-2022 SY, CHS will maintain a student leadership component to increase student involvement and build social skills through the development of stronger ties with all stakeholders through Student Leadership Programs, ROTC, and CTSO's as evidenced by a 10% increase in student enrollment in these programs.

Evaluation Data Sources: Number of enrollments as compared to 18-19 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Student Leadership course will be offered, students enrolled in course will plan/organize/execute various events on campus as determined by campus administration in conjunction with leadership facilitator.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in leadership course.</p> <p>Staff Responsible for Monitoring: Principal, Student Leadership Teacher, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Members of the student leadership program will attend training's, workshops, and other events such as the TASC conference.</p> <p>Strategy's Expected Result/Impact: To learn new strategies, improve student leadership on campus, participate in competitions with other campuses, and network with other schools across the city and state.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Student Leadership Sponsor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS students will be provided with study materials and two opportunities to take the ASVAB exam .</p> <p>Strategy's Expected Result/Impact: Increase student participation.</p> <p>Staff Responsible for Monitoring: ROTC Teachers and IC's</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: In 2021-2022 school year, CHS will host 1 monthly parent meeting in order to support parental involvement in campus activities through parent meetings also open to the public community members .



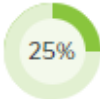





Evaluation Data Sources: Lists of Programs/ Schedules/ Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs using flexible times.</p> <p>Strategy's Expected Result/Impact: Increase parent participation.</p> <p>Staff Responsible for Monitoring: Principal, College Readiness Coordinator, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will host parent/community events in relation to special programs on campus for 8th, 9th, 10th, 11th, 12th.</p> <p>Strategy's Expected Result/Impact: Increase parent participation.</p> <p>Staff Responsible for Monitoring: Principal, AP's, DC & AP Coordinator</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent liaison will assist with parental communication and build a positive bridge with school and home.</p> <p>Strategy's Expected Result/Impact: Increase parent participation in their child's learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: resources for parent engagement - 211-Title I-Part A - \$632.39, technology- laptop - 211-Title I-Part A - \$872, projector/scanner for parent presentations - 211-Title I-Part A - \$818.99, speakers for parents - 211-Title I-Part A - \$36.99</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: CHS will work to develop stronger ties with stakeholders and identify a minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during the 2021-2022 school year.









Evaluation Data Sources: Identified 5 Partners in Education for 18-19

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will work in conjunction with CTE to coordinate and execute an annual "CHS Career Fair" to include motivational speakers, military, business, and higher education participants from within and around the community.</p> <p>Strategy's Expected Result/Impact: Increase career awareness for all students.</p> <p>Staff Responsible for Monitoring: CTE Department, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will seek to increase sponsorship opportunities with area businesses to support our students.</p> <p>Strategy's Expected Result/Impact: Increase business participation with our campus.</p> <p>Staff Responsible for Monitoring: Principal, AP's</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: By May 2022, CHS will have a fully operational and updated web page and other social media avenues that shares valuable information to all CISD internal and external stakeholders.

Evaluation Data Sources: Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Collect relevant and current campus information and post on a consistent basis.</p> <p>Strategy's Expected Result/Impact: A positive image of CHS information and activities will be portrayed to the community.</p> <p>Staff Responsible for Monitoring: Principal AP IT</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will work closely with district office personnel (PIO) to highlight and promote academic school programs, CTE, STEM Academy and campus organization events.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in advanced academic programs.</p> <p>Promote College and Career Readiness.</p> <p>Staff Responsible for Monitoring: Public Information Office</p> <p>Administration</p> <p>Journalism Teacher</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

State Compensatory

Budget for Canutillo High School

Total SCE Funds:

Total FTEs Funded by SCE: 67.75

Brief Description of SCE Services and/or Programs

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Personnel for Canutillo High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Blake	At Risk Counselor	1
Christina Anguiano	Teacher	0.5
Cristina Aniles Escobedo	Paraprofessional	1
Gary DeLeon	Teacher	0.5
Jaime Campo	Teacher	1
Michael Bumgardner	Teacher	0.25
Rebecca Fuentes	Intervention Specialist	1
Vincente Enriquez Jr.	Teacher	62.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Focus for CHS are as follows:

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dixie Lee	Teacher	Instructional	1
Elsie Moore	Instructional Coach	Instructional	1
Maria Soliz	Parent Liaison	Parent Engagement	1
Michelle Carrasco	Paraprofessional	Library	1
Michelle Smith	Instructional Coach	Instructional	1
Norma Arellano	Paraprofessional	Instructional	1