

Canutillo Independent School District
Canutillo High School
2017-2018 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.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Need for interventions for At-Risk students not meeting EOC standards

Incentives to increase attendance rate from 94.6% to 95%

Increase AVID training on AVID strategies to increase college readiness

Continued support for Advance Academic in AP and Dual Credit-- training, books, exams, material

Materials for Project Based projects

Demographics Strengths

Economically Disadvantaged EOC Scores in Biology are high.

Attendance percentage is above state average with Economically disadvantaged and SPED

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers are lacking an official support/mentor program. **Root Cause:** Lack of incentives for mentor teachers.

Problem Statement 2: The campus has had alot of administrative turn over. **Root Cause:** Lack of retention incentives.

Problem Statement 3: Teachers are often used to cover classes during prep periods. **Root Cause:** Substitute pool and services are limited.

Problem Statement 4: Attendance rates are low. **Root Cause:** Attendance incentives for students are lacking.

Student Academic Achievement

Student Academic Achievement Summary

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

Student Academic Achievement Strengths

Making gradual progress

Using data to modify instruction

Common tutoring areas

Informing students of resources

Graduation rate is 90% or above

Below state dropout rate

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: SPED and ELL populations often struggle with EOC and common assessments. **Root Cause:** Master schedule did not include a common PLC for all core subjects.

Problem Statement 2: The technology needs of the campus often inhibit teacher planning and student learning. **Root Cause:** Outdated technology,

Instructional Technology PD needs, student technology needs.

Problem Statement 3: SPED and ELL populations often struggle with EOC and common assessments **Root Cause:** RTI systems are in the development stages to meet the needs of all students.

School Processes & Programs

School Processes & Programs Summary

Provide support for teachers with technology, TEKS resource

TEKS resource training and implementation

Continue to update technology

A device for each student

Continue to support AP and dual credit classes

School Processes & Programs Strengths

PLC meet regularly

Use of TEKS resource

Use of data by PLC- Quarterly meetings

Upgrade in technology to make it accessible to all students in all classes

STEM program is growing

Use of PBLs is increasing

Increased retainment of teachers on campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Each student needs a computer to impact instruction **Root Cause:** Funds need to be acquired to provide technology to all students

Problem Statement 2: In order to enrich and extend learning, access to reliable internet is required **Root Cause:** The CISD internet structure is unreliable and weak. The internet can not always be used on all devices--students with android phones cannot access internet.

Perceptions

Perceptions Summary

Involve teachers in planning, implementing, and re-evaluating programs

Invite technical schools to give information to students not interested in college

Provide incentives for students to attend school

Continue to involve parents- boosters, monthly meetings with Principal, meet the teacher night

Perceptions Strengths

Very supportive of students and staff

Consistency with rules/expectations

Open door policy to administrators

Strong support of families through parent liaison

Student centered climate

Problem Statements Identifying Perceptions Needs

Problem Statement 1: OHI scores are not as high as would be expected in all areas **Root Cause:** Teachers lack trust of admin due to high turn over rates in the past

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: In 2017-2018, CHS will support and maintain PBIS (positive behavior intervention support) school wide to establish social culture and behavioral supports in an effective, positive learning environment through bi-monthly PBIS team meetings in order to reduce campus referrals by 10% from 477 to 430.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will implement PBIS strategies to reduce the number of discipline referrals by 5% by June 2018. (15-17 Referral count - 1,356)	1, 2, 4	All staff Administration PBIS Team	Discipline reports				
2) In 2017-2018 the CHS PBIS Team will hold bi-weekly meetings to review PBIS referrals to support student and teacher reflection on behavior in order to decrease discipline referrals by 5%.	1, 2	Principal, Assistant Principal, PBIS Team members	PBIS team meeting notes, e-mails sent to teachers, Staff meeting agendas, Student reflection forms, Google Doc database on follow through				
Critical Success Factors CSF 6 3) Discretionary DAEP placements will decrease by 5% in 2017-2018 with early interventions to improve behavior such as PBIS and No Place for Hate initiatives.	1	Assistant Principals	DAEP placement reports, PBIS Team meeting notes, PBIS Referral Data				
Critical Success Factors CSF 6 4) For 2017-2018, students returning from DAEP will complete a transition interview with an administrator and receive monitoring from an Intervention Specialist (each grading period) in order to prevent a return to DAEP with a success rate of at least 90%	7	Assistant Principals, Intervention Specialist	Documentation of transition meeting and monitoring notes				
5) Will continue to implement Coordinated Health Strategies (SHAC) for 17-18		Principal, Assistant Principals Student Support Services	Number of Meetings and lists of participation				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: CHS will create a safe and drug free environment as evidenced by positive feedback received on an end-of-year student survey in Spring 2018 and a 10% reduction of drug related DAEP placements.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) No Contact Contracts will be utilized as a means to prevent bullying, harassment, and violence on campus and hold a success rate of 90% within 2017-2018.	1	AP's, Counselors, Principal	Bullying Reports, Anonymous Alerts, Discipline Referrals, No Contact Contracts and follow up on success.				
<p>Critical Success Factors CSF 6</p> 2) The Anonymous Alert system will improve awareness and prevent unsafe incidents around campus within 2017-2018	1	AP's, Principal	Anonymous Alert reports, Discipline Referrals.				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: CHS will increase overall student achievement on state assessments by 5% in English 1, 5% in English 2, 5% in Algebra 1, increase to 93% in Biology, and increase 93% in US History. Advance rates in U.S. History will maintain at 30%, increase Biology to 11%, and English 1 and 2 to 5%.







Evaluation Data Source(s) 1: EOC final scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) CHS will provide tutorial sessions before, during, and after school to target STAAR prep, homework support and credit recovery facilitated by highly qualified teachers and/or tutors.</p>	1, 2, 3, 9	Principal, Assistant Principals, IC's	Tutorial records (sign-in sheets, tutor time cards)				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>PBMAS Critical Success Factors CSF 1</p> <p>2) Various software programs will be used before school, during the school day instruction, and after-school as a component of student academic success, such as: ALEKS, TURN IT IN, PLATO, Google classroom, and SCHMOOP and other online resources as they are identified.</p>	1, 2, 9, 10	IC's, Program Facilitators	Program user reports that include assessment information, mastery, awarding of credit, and increased success in courses related to program use.				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will have access to necessary technology such as COWS (computers on wheels), lap tops, Ipads, graphing calculators, and any other identified technology in order to facilitate the use of on-line software programs in class on a regular basis and to enhance student use of technology as a tool for learning.</p>	1, 2, 3, 5, 9	AP's, IC's, IT Department	Completion of PO's for technology, Observation/documentation of student technology use in classrooms.				
Funding Sources: 185-State Compensatory Education - 0.00, 211-Title I-Part A - 0.00, 196- High School Allotment - 0.00							

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) CHS will provide an after-school tutoring bus Monday through Thursday for student at 5:10 pm, in order to increase the ability for students to stay after-school to receive academic assistance (targeted populations: at-risk, special education, ELL, migrant and 504).</p>	1, 2, 9, 10	AP's, Principal, Business Agent	Bus trip verification/PO				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) CHS will employ two Instructional Coaches to support instruction, assist in increasing student success, and provide support to teachers in their use of a variety of instructional strategies.</p>	1, 2, 9, 10	Principal	Staff Report	✓			
Funding Sources: 211-Title I-Part A - 100000.00							
<p>6) CHS students will be provided with increased bandwidth and access points to improve student/teacher access to necessary technology and internet in order to increase student success.</p>	1	CISD Technology dept Principal	Work orders PO				
<p>7) CHS will offer Credit by Exam (CBE) testing a minimum of three times per year, as requested by students to recover or accelerate credit in areas of proficiency. CBE testing will be administered October 2017, December 2017, February 2018, and April 2018.</p>	1, 9, 10	Counselors	Student sign-in sheets, verification of exam results, CBE PO's				
<p>PBMAS</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>8) Special Education teachers and staff will be trained in the proper test placement for all special education students and placement meetings will be held well in advance of any STAAR test administration; additionally, the test placement of a student will be monitored throughout the year using observation of student in class, testing modifications/accommodations used in accordance with current IEP, and overall student progress/achievement.</p>	1, 2, 3, 4	Principal, Sped Teachers, Diagnostician, AP's	IEP Meetings, Student IEP's-Test Placement, Testing documentation, and student progress data Region 19 training				
Funding Sources: 199-Local Funds - 0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) CHS will promote, develop, and 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, PBL, and Fundamental 5 throughout the 2017-2018 school year.</p>	1	IC, ADMIN	Increase in STAAR score, AP scores, Advanced level performance				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2017-2018 school year, CHS will provide instructional resources and tutors to support English Language Learner (ELL) academic achievement in order to increase STAAR performance by 20%.

Evaluation Data Source(s) 2: EOC scores

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 1) CHS will provide each ELL student with a bilingual dictionary.	1, 2, 9	EL Facilitator, AP's, Principal	Common assessment, mock, and state assessment data.				
System Safeguard Strategy Critical Success Factors CSF 1 2) CHS will purchase Rosetta Stone to support English language acquisition for ELL students, and Spanish-English Dictionaries to support their needs during the year.	1, 2, 9	EL Facilitator, AP's, Principal	Common assessment, mock, and state assessment data.				
Funding Sources: 185-State Compensatory Education - 0.00							
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 3) ALS will hire tutors to support ELL students at CHS.	1, 2, 9	EL Facilitator, AP's, Principal	Progress Report, Six Weeks Grades, Assessment data.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: CHS will promote, develop, and incorporate in-house and outside with a minimum of 3 opportunities for staff and faculty development in areas that specifically address and improve instruction throughout 17-18 school year.

Evaluation Data Source(s) 3: Training Certificates

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Teachers, staff, and admin will be encouraged to attend outside training as applicable to their content area of instruction in order to increase classroom effectiveness and to provide teachers with continuing education hours for their certification-- Fundamental 5, PLC, CAST</p>	4, 5	Principal, AP's, IC's, Dept Chairs	Training Certificates and attendance, Faculty/Staff Evaluations				
Funding Sources: 255-Title II-Part A Teacher/Principal - 0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Additional staff members (to include administrators, IC's, teachers, and counselors) will attend AVID training (professional development) in order to continue the implementation of an AVID program on campus during the 18-19 school year.</p>	1, 2, 3, 4	Principal	Training certificates and attendance, PO's				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) CHS will continue the AVID program on campus fully funded with course supplies, paid membership fees, AVID tutors, CHS AVID library, student fieldtrips/travel, and other necessary materials in order to help students achieve academic success.</p>	1, 2, 3, 4, 9	Principal, AP's, AVID Coordinator	AVID Enrollment, PO's related to AVID purchases, AVID transportation records				
Funding Sources: 185-State Compensatory Education - 0.00, 196- High School Allotment - 0.00							


<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) The Campus C&I Department will provide faculty development for all teachers on Planning, Instruction, Student Outcomes and other Professional areas throughout the year to include SIOp training (ELL), vocabulary strategies, and writing across the curriculum.</p>	1, 4	Principal, AP's, IC's, District C&I	PD Sign In Sheets, Walkthrough forms,				
	Funding Sources: 185-State Compensatory Education - 0.00						

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In 2017- 2018 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 by 20% on STAAR EOC.

Evaluation Data Source(s) 4: EOC results

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) Teachers will receive inclusion training by Region 19 to address the academic needs of their SPED students.	1, 2, 9	Principal, AP's	Progress Reports, Six Weeks Grades, Assessment data.				
Funding Sources: 185-State Compensatory Education - 3000.00							
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 2) Teachers will receive ELLtraining by Region 19 to support the academic needs of their students.	1, 2, 9	Principal, AP's	Progress Reports, Six Weeks Grades, Assessment data.				
Funding Sources: 185-State Compensatory Education - 5000.00							
							

Goal 2: Increase Student Academic Achievement

Performance Objective 5: CHS will ensure that 100% of students have access to appropriate instructional classroom resources, materials, and support in order to be successful in all content areas during the 17-18 school year.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Each classroom will have adequate consumable materials for the creation of class notebooks, journals, facilitation of hands-on projects, batteries for calculators, highlighters, pencils, dry-erase markers, erasers, and so on; in all area courses and for instruction, tutorials, and testing.</p>	1, 2, 9	Department Chairs	PO's and evidence of consumable use during classroom walk-throughs				
<p>Critical Success Factors CSF 1</p> <p>2) CHS will purchase necessary laboratory equipment, chemicals, and Vernier software for all science courses to facilitate the performance of lab experiments.</p>	1, 9	Science Department Chair, AP's	PO's for lab supplies purchased				
<p>3) The CHS library will house an adequate number of at-risk reading titles and reading levels to ensure students identified as at-risk with below grade level reading ability, will have access to appropriate materials for academic success.</p>	1, 9, 10	Librarian, APs	PO's for reading materials, library book inventory				
<p>Critical Success Factors CSF 1</p> <p>4) Canutillo High School will supply textbooks and novels for all students in all courses during the 17-18 school year and replace old textbooks as needed.</p>	1, 2	Principal, AP's, Textbook Clerk	PO's, textbook inventory				
<p>Critical Success Factors CSF 1</p> <p>5) The CHS classrooms and library will have the appropriate, and updated, equipment to support students in the completion of classroom assignments such as printers, ink cartridges, paper, and other necessary materials.</p>	1, 9, 10	Librarian, AP's	PO's, Library usage reports				

<p align="center">Critical Success Factors CSF 1</p> <p>6) CHS will purchase necessary supplemental materials in Social Studies such as technology (projectors and document cameras) primary sources, reading materials, news, maps, batteries, Jarrett books, EOC prep books, and other materials to support struggling students and to increase advanced level scores</p>	1	SS Dept Chair, AP's, Principal, Business Agent	PO's, tech inventory, SS dept inventory				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 6: In the 2017-2018, CHS will increase AP qualifying scores by 5% for each course, and the number of AP Scholars(AP Scholars and AP scholars with Distinctions) by 5%.

Evaluation Data Source(s) 6: Results

Summative Evaluation 6:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>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 (to include within the city as well as outside city), various AP conferences, quarterly vertical alignment meetings, curriculum writing, teacher mentorships, as well as other applicable training for working with Gifted and Talented students (6 hour update and 30 hour Core GT training).</p>	3, 4	Principal, AP Coordinator	Verification of attendance at professional development events, staff report				
Funding Sources: 196- High School Allotment - 0.00							
<p>Critical Success Factors CSF 1</p> <p>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>	1, 3	AP Coordinator	PO's for practice exams, practice exam sign-in sheets, practice exam scores				
<p>3) CHS will allocate time (at least one class period daily) for AP and Dual Credit Coordinators to manage their respective departments in the organization of testing, communication with college entities including, College Board and EPCC, working with students, counselors, colleagues, and administration to ensure proper procedures regarding placement and adherence to current advanced academic contract set in place, registration of courses and/or exams, purchasing of course required materials, and maintain accurate records.</p>		Dual Credit Coordinator AP Coordinator	Spring 2018				

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In 2017-2018 school year, CHS will increase student enrollment and course offerings in Dual Credit, Advanced Placement (AP), and Pre-AP by 5%; in addition, adequate supplies and materials at the advanced level of instruction will be provided that are specifically tailored to each course.

Evaluation Data Source(s) 7: Reports

Summative Evaluation 7:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) AP and Dual Credit courses will have adequate textbooks (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>	1, 2, 9	Principal, AP's, AP Coordinator, DC Coordinator	Master Schedule; enrollment of students in AP/DC courses; PO's for practice exams, AP exam results, campus passing rates for DC				
<p>Critical Success Factors CSF 1</p> <p>2) CHS will continue to offer AP exams for all interested students who have completed AP course on our campus for regular exams dates at a minimal cost to the student. This does not include individually assessed penalties for late testing or returned tests.</p>	1, 2, 5, 6	AP Coordinator	Invoice/AP Exam Results Report				
Funding Sources: 196- High School Allotment - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) In an effort to increase enrollment in Dual Credit courses, CHS will TSI test students throughout the year, to determine eligibility for taking Dual Credit courses in Summer and during the school year. Timelines of the examinations will be set in place once school begins for all exams.</p>	1, 2	School Counselors	PO's for TSI exams, Student TSI results				
Funding Sources: 196- High School Allotment - 0.00							
							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: CHS will increase the student average daily attendance (ADA) rate to 98% during the 17-18 school year; up from 94.6% during the school year 2016-2017.

Evaluation Data Source(s) 8: Attendance reports

Summative Evaluation 8:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students who violate the attendance law will be sent letters and home visits will be conducted by At-Risk Intervention Specialist</p>	1, 2	AP's, At-Risk Intervention Specialist	Attendance records, evidence of home visits				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: CHS will ensure that all students will take the TSI, apply to at least one college/university/technical school, and apply for scholarships/financial aid before graduating of June 2018.

Evaluation Data Source(s) 9: Reports

Summative Evaluation 9:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will offer PSAT exams to all juniors at no cost to them regardless of financial qualifications.	1, 2	Testing Coordinator	Testing results				
2) CHS will hold informational college readiness sessions for seniors pertaining to college process, timelines, admissions, and financing.	1, 2, 6	College Readiness Coordinator, Counselors	Session agendas, sign-in sheets, schedule of events and classroom visits.				
3) The TSI exam will be offered at no cost to all CHS students.	1	Testing Coordinator	Records of exams scores				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By the end of the 17-18 school year, CHS will have a minimum of 10 events to celebrate all students' for their success.

Evaluation Data Source(s) 10: List and dates of events

Summative Evaluation 10:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will hold events during and outside of the school day to celebrate student success; such as dance recitals, art fairs, pep rallies, academic banquets, CTE banquets, honor roll recognitions, attendance recognitions, club honor assemblies, congratulatory announcements, move-up ceremony, and other events as identified.	1, 2	Principal, AP's, IC's	Calendar of student success events, other documentation of events				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2018, CHS will increase overall ACT from 18 to 21 for college and career readiness.

Evaluation Data Source(s) 11: reports

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) CHS will contract with Princeton Review in order to have one Princeton Review teacher on campus who will instruct a college prep course specifically targeted towards student success on the ACT exam; primarily for 11th and 12th grade students.</p>	1, 2, 3	Principal	PO for Princeton Review, CHS master schedule, ACT Exam Scores				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: Increase Student Academic Achievement

Performance Objective 12: CHS will increase the overall student 4-year graduation rate from 88.4% (2015) to 92% by providing increased student structure and specialized support for all students, especially those at-risk, during the 17-18 school year.

Evaluation Data Source(s) 12: Report

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Intervention Specialist will monitor and meet with at-risk students to support and assist them in their success at CHS by helping to develop solutions to problems, gain needed outside supports if necessary, and to help students make connections with other entities on campus that will lead to their success.	1, 2, 9, 10	Intervention Specialist, Principal	Drop-out reports, student intervention records.				
System Safeguard Strategy 2) CHS will utilize various strategies, such as principal plans for attendance, mentoring plans, homework center, and credit recovery to support student success on a 4-year graduation plan.	1, 2, 9	AP's, counselors	Graduation rate, completed plans				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement







Performance Objective 13: CHS will increase the number of students who take CTE examinations and obtain certification in their field of study by 5% for the 17-18 school year as reported to the CTE coordinator.

(During 14-15 school year, 439 Canutillo High School students earned CTE certification in one of the areas of study offered. This objective was met).

Evaluation Data Source(s) 13: CTE reports

Summative Evaluation 13:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS administration will ensure that adequate CTE courses are offered throughout the school day to maximize opportunities for students to enroll in and complete CTE pathways.	1, 10	Principal, Counselors	CTE course rosters, CHS master schedule				
2) CTE will order and pay any fees for certification testing and ensure students are prepared for examinations in order to meet objective 2.12.	1, 10	CTE Coordinator, CTE Counselor	PO's, examination results				







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 14: CHS teachers will increase their attendance rate to 91% from 89% during the 2017-2018 school year.

Evaluation Data Source(s) 14: Staff Attendance Report

Summative Evaluation 14:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) CHS will improve staff morale through a variety of positive, motivational appreciation activities such as: staff luncheons/breakfasts/treats, staff recognition at campus events, employee of the year, and other motivational activities.</p>	1, 2, 5	Principal, Assistant Principals	PO's for activity supplies, campus calendar of events, Staff meetings				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 15: CHS will continue to promote student learning in STEM and advance academics through summer camps and summer bridge program of 17-18 in a cooperation with the UTEP MaST Academy, AVID Institute and UTEP Engineering dept and other STEM related industries. (Cost pending).

Evaluation Data Source(s) 15: Number of Participants

Summative Evaluation 15:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will host summer bridge program through MaST Academy with UTEP.	1, 2	Assistant Principal	Bridge Academy Roster				
Funding Sources: 196- High School Allotment - 0.00							
2) CHS will send students to STEM related camps and programs in the summer.	1, 2	Assistant Principal	Summer Camp Rosters and notes.				
Funding Sources: 196- High School Allotment - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> 3) CHS will support the efforts of all teachers needing to improve the rigor of their content, through Curriculum Writing over the summer.	1, 3, 5, 8	Assistant Principal STEM Coordinator Principal	STEM Teachers completed PBL Curriculum				
Funding Sources: 211-Title I-Part A - 0.00							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 1: In 2017-2018 school year, CHS will continue to implement and monitor CISD's "No Place For Hate" Anti-bullying Program to prevent school related bullying by hosting a minimum of 3 activities for the year.

Evaluation Data Source(s) 1: Lists of activities

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will hold a minimum of 3 "No Place For Hate" activities within 2017-2018 to improve awareness and tolerance in support of anti-bullying and acceptance of a diverse population.	1, 2, 9	Assistant Principal- Nidia Avila	Door decorating contests, friendly student competitions, and other activities that promote anti bullying awareness.				
<p>Critical Success Factors CSF 6</p> 2) CHS will improve bullying prevention with a decrease in reported incidents by 10% with the use of interventions such as peer mediation, no contact contracts, PBIS student reflections, and library cyber-bullying training.	1, 2	Principal, Intervention Specialist, Counselors, APs	Intervention logs, number of repeat referrals for bullying, anonymous alerts, PBIS Referral Database, No Contact Contracts.				
<p>Critical Success Factors CSF 6</p> 3) By June 2018, 100% of CHS teachers will complete training and prevention strategy training to accurately identify and report bullying in accordance with David's Law-- SB 179.	1, 4, 10	Principal, Assistant Principals	Training certificates				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 2: In 2017-2018 school year, the CHS learning environment will improve as character education and bullying prevention are embraced by all stakeholders as evidenced in a 10% reduction of bullying referrals.

Evaluation Data Source(s) 2: Number of referrals

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS, in coordination with the Student Leadership Program, will hold motivational assemblies, pep rallies, and other opportunities for students to participate in activities outside of the classroom that build character and school pride.	1, 2	Principal, Assistant Principals, Instructional Coaches, Student Leadership teacher	School calendar of events, Documentation regarding guest speakers, Pep rally agendas				
2) CHS will provide methods for addressing needs of students for special programs like: pregnancy related services	2, 10	Principal, Assistant Principals, Student Support Services	Schedules of classes/ number of Pregnancy related cases with documentation supporting students				
							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 3: In 2017-2018 school year, CHS will continue to promote student volunteering within the Canutillo community by participating in 5 volunteer activities in the 2017-2018, such as Food Drive, Clothing Drive, Blanket Drive, Jean Collection, Animal Shelter, through various clubs and organizations as measured by records of volunteer service.

Evaluation Data Source(s) 3: Records of Volunteer Service for 17-18

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS students will have ample opportunities to perform a wide variety of community service/volunteer hours as part of becoming nationally ranked students.		club/organization sponsors, counselors	Community Service logs Volunteering verification records				

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 4: In 2017-2018 school year, CHS will inform students and parents on the various endorsements offered leading to 98% of students completing their endorsement academy.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) CHS will continue use of Project Lead the Way during the 2017-2018 school year to enhance the STEM endorsement.</p>	1, 5	Principal, AP's, CTE Director	Project Lead the Way documentation				
<p>Critical Success Factors CSF 6</p> <p>2) CTE will create advisory boards to support each endorsement academy at CHS in STEM, Public Service, Business and Industry, Arts and Humanities, and Multidisciplinary.</p>	1, 2, 10	Principal, CTE Director, Counselors	Advisory board meetings, program evaluations				
<p>3) CHS will provide informational meetings on the endorsement pathways-- 1 in the fall, 1 in the spring.</p>		Principal, AP, Counselors	Increase in endorsement completion rate				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 5: In order to facilitate a smooth 9th grade student transition from middle to high school, CHS will hire staff, develop, and host the Eagle Legacy camp during the summer of 2017-2018 school year and increase participation by 5% each year.

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

Summative Evaluation 5:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 1) CHS will hire a 9th grade counselor to support and ensure a successful student transition from middle to high school.	1, 7	Principal	Staff Report				
	1	Principal, AP's	Legacy camp participant records				
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 3) CHS will pay off-duty teachers and counselors to participate in and facilitate the Eagle Legacy Freshman camp during the summer.	Funding Sources: 199-Local Funds - 0.00						
		AP's, Principal	Extra Duty Pay Requisitions				
4) CHS will hold campus transition visits for all incoming 9th grade students during their 8th grade year to familiarize students with the CHS campus and programs of study.	2, 7	Counselors, AP's, Principal, CTE teachers	Visit dates/agendas/Po's				

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 6: In 2017-2018 school year, CHS will maintain a student leadership component to increase student involvement and success in developing stronger ties with all stakeholders through Student Leadership Programs, ROTC, and CTSO's as evidenced by a 15% increase in student enrollment in these programs.

Evaluation Data Source(s) 6: Number of enrollments as compared to 16-17 school year.

Summative Evaluation 6:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) The Student Leadership course will be offered four periods throughout the day and students enrolled in said course will plan/organize/execute various events on campus as determined by campus administration in conjunction with leadership facilitator.</p>	1, 2, 6	Principal, Student Leadership Teacher, Counselors	Student enrollment in leadership course, schedule of student leadership planned events				
<p>2) Members of the student leadership program will travel as needed within El Paso and the state of Texas in order to attend trainings, workshops, and other events such as the TASC conference in Arlington representing Canutillo High School; learning new strategies to improve student leadership on campus, to participate in competitions with other campuses, and to network with other schools across the city and state in a positive way.</p>	1	Principal, AP's, Student Leadership Sponsor	Evidence of events/travel, PO's, student feedback, new strategies implemented on campus.				
<p>3) CHS will support the efforts of the Student Leadership program by providing supplies needed for projects, food for meetings/events when necessary, a substitute for the Student Leadership teacher when needed, and by helping with dues when necessary.</p>	1	Principal, Stu Le Teacher	Records of events, PO's, documentation from meetings				
<p>4) CHS students will be provided with two opportunities to take the ASVAB exam during the instructional day, students will be provided study material.</p>	1	ROTC Teachers and IC's	Test administration records				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: In 2017-2018 school year, CHS will host 1 monthly parent meeting in order to support parental involvement in campus activities through parent meetings also open to the public community members to discuss college readiness, academic challenges, graduation expectations, state of the campus, tutoring intervention, AVID, AP Parent Night, FAFSA night, College Night, Dual Credit, Curriculum Fair Night, breakfast/dinner with the principal, Meet the Teacher night, and entitlement programs.

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

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs throughout the 17-18 school year.</p>	1, 2, 6	Principal, College Readiness Coordinator, Counselors	Calendar of Events, Sign-in sheets, Agendas				
Funding Sources: 211-Title I-Part A - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) CHS will host parent/community events in relation to special programs on campus, including, but not limited to: AVID, AP Parent Night, Dual Credit, Entitlement Programs, ESL, STEM, and Class Night (9th, 10th, 11th, 12th).</p>	1, 2, 6, 10	Principal, AP's, DC & AP Coordinator	Calendar of Events, Agendas, & Sign-in sheets				
Funding Sources: 211-Title I-Part A - 0.00							
							

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

Performance Objective 2: By June 2018, CHS will hold a minimum of 15 events showcasing students' visual, musical, and performing arts.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) CHS will host Fine Arts events to display student talent to include art shows, dance recitals, band concerts, choir concerts, drama performances, and other Fine Arts events throughout the school year.</p>	1, 2, 10	Fine Arts Director, Principal, APs	Calendar of Events, Programs				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: CHS will publish an on-line student newspaper at least four times in 2017-2018 school year that promotes healthy choices, addresses current campus concerns, celebrates campus successes, and supports a positive learning environment.

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

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will purchase appropriate technology and materials for the successful education of students centered around the activities of publishing a school newspaper and yearbook.	1, 10	Principal	Newspaper Editions PO's Yearbook				

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

Performance Objective 2: CHS will work to develop stronger ties with stakeholders and identify a minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during the 17-18 school year.

Evaluation Data Source(s) 2: Identified 5 Partners in Education for 17-18

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will coordinate and execute an annual "CHS Career Fair" to include motivational speakers, military, business, and higher education participants from within and around the community.	10	CTE Department, Principal	Schedule, layout, and completion of career fair.				
2) CHS will employ a parent liaison to assist with parental communication.	1, 2, 9, 10	Principal	Staff report				
3) Increase sponsorship opportunities for area businesses to support CHS students and activities.	1	Principal, AP's	Donation records, sponsorship documentation				
Critical Success Factors CSF 5	1, 2, 6, 9, 10	Principal	Evidence of trainings attended				
4) Training for non-instructional staff (to include the parent liaison and parent volunteers) travel and registration fees for continuous improvement in meeting the needs of the diverse learning community and continuously support high quality instruction on campus.	Funding Sources: 211-Title I-Part A - 0.00						
							







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

Performance Objective 3: CHS will meet 90% expenditure requirements for the Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education programs as listed in the TEA 2016-2017 Summary of Finances in order to meet academic goals and eliminate related audit findings during the 17-18 school year.

Evaluation Data Source(s) 3: Financial Report

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) CHS will employ an EL Facilitator to oversee the placement, instruction, assessment, and progress of all identified ELL students.</p>	1, 2, 10	Principal	Staff Report				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) CHS will employ a Campus Testing & College Readiness Facilitator to assist all students in increasing college readiness, career preparation, senior scholarship awards, and participation in college entrance exams.</p>	1, 2, 10	Principal	Staff Report				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3</p> <p>3) CHS will employ an Intervention Specialist to utilize the RTI process to identify needs for individual students and create/ensure the use of focused interventions; increase graduation rates for at-risk students, and monitor the needs for all at-risk students.</p>	1, 9	Principal	Staff Report				
<p>4) CHS will employ a paraprofessional in the library to assist with ensuring the availability of appropriate materials, assistance, and supervision in the library at all times to increase library usage.</p>	1	Principal, Librarian	Staff Report				

5) CHS will employ a paraprofessional in The Learning Center (TLC) to aide with student assistance, record keeping, and overseeing the TLC learning lab to increase student success and awarding of credits.	1	Principal	Staff Report				
<p align="center">Critical Success Factors CSF 1</p> 6) CHS will employ tutors to support all students in the Go Center to increase college and scholarship applications.	2	Principal, AP's	Staff report, student sign in sheets, college application data, scholarship data.				
	Funding Sources: 196- High School Allotment - 0.00						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	4	CHS will provide an after-school tutoring bus Monday through Thursday for student at 5:10 pm, in order to increase the ability for students to stay after-school to receive academic assistance (targeted populations: at-risk, special education, ELL, migrant and 504).
2	1	9	CHS will promote, develop, and 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, PBL, and Fundamental 5 throughout the 2017-2018 school year.
2	2	1	CHS will provide each ELL student with a bilingual dictionary.
2	2	2	CHS will purchase Rosetta Stone to support English language acquisition for ELL students, and Spanish-English Dictionaries to support their needs during the year.
2	2	3	ALS will hire tutors to support ELL students at CHS.
2	3	3	CHS will continue the AVID program on campus fully funded with course supplies, paid membership fees, AVID tutors, CHS AVID library, student fieldtrips/travel, and other necessary materials in order to help students achieve academic success.
2	4	1	Teachers will receive inclusion training by Region 19 to address the academic needs of their SPED students.
2	4	2	Teachers will receive ELL training by Region 19 to support the academic needs of their students.
2	12	2	CHS will utilize various strategies, such as principal plans for attendance, mentoring plans, homework center, and credit recovery to support student success on a 4-year graduation plan.
3	5	1	CHS will hire a 9th grade counselor to support and ensure a successful student transition from middle to high school.
5	3	3	CHS will employ an Intervention Specialist to utilize the RTI process to identify needs for individual students and create/ensure the use of focused interventions; increase graduation rates for at-risk students, and monitor the needs for all at-risk students.

State Compensatory

Budget for Canutillo High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6117.40.001.26	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$4,797.00
185.11.6117.40.001.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$28,790.00
185.11.6117.05.001.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$28,802.00
185.11.6118.00.001.26	6118 Extra Duty Stipend - Locally Defined	\$14,775.00
185.11.6119.00.001.26	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,460.00
185.11.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,294.00
185.31.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,364.00
185.32.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,942.00
185.11.6126.03.001.30	6126 Part Time Support Personnel - Locally Defined	\$29,988.00
185.11.6128.40.001.30	6128 Overtime Pay - Locally Defined	\$2,877.00
185.11.6129.00.001.30	6129 Salaries or Wages for Support Personnel	\$18,766.00
185.32.6129.00.001.30	6129 Salaries or Wages for Support Personnel	\$17,912.00
185.11.6141.00.001.26	6141 Social Security/Medicare	\$946.00
185.11.6141.00.001.30	6141 Social Security/Medicare	\$914.00
185.11.6141.05.001.30	6141 Social Security/Medicare	\$418.00
185.11.6141.40.001.26	6141 Social Security/Medicare	\$70.00
185.31.6141.00.001.30	6141 Social Security/Medicare	\$803.00
185.32.6141.00.001.30	6141 Social Security/Medicare	\$1,071.00
185.11.6142.00.001.26	6142 Group Health and Life Insurance	\$7,487.00
185.11.6142.00.001.30	6142 Group Health and Life Insurance	\$14,038.00
185.31.6142.00.001.30	6142 Group Health and Life Insurance	\$7,487.00
185.32.6142.00.001.30	6142 Group Health and Life Insurance	\$14,974.00

185.11.6143.00.001.30	6143 Workers' Compensation	\$968.00
185.11.6143.05.001.30	6143 Workers' Compensation	\$167.00
185.11.6143.40.001.26	6143 Workers' Compensation	\$28.00
185.11.6143.40.001.30	6143 Workers' Compensation	\$184.00
185.31.6143.00.001.30	6143 Workers' Compensation	\$260.00
185.32.6143.00.001.30	6143 Workers' Compensation	\$988.00
185.11.6143.00.001.26	6143 Workers' Compensation	\$307.00
185.11.6145.40.001.26	6145 Unemployment Compensation	\$6.00
185.31.6145.00.001.30	6145 Unemployment Compensation	\$51.00
185.32.6145.00.001.30	6145 Unemployment Compensation	\$51.00
185.11.6145.00.001.26	6145 Unemployment Compensation	\$60.00
185.11.6145.00.001.30	6145 Unemployment Compensation	\$41.00
185.11.6145.05.001.30	6145 Unemployment Compensation	\$34.00
185.11.6145.13.001.30	6145 Unemployment Compensation	\$2.00
185.11.6146.00.001.26	6146 Teacher Retirement/TRS Care	\$2,261.00
185.11.6146.05.001.30	6146 Teacher Retirement/TRS Care	\$159.00
185.11.6146.40.001.26	6146 Teacher Retirement/TRS Care	\$27.00
185.11.6146.40.001.30	6146 Teacher Retirement/TRS Care	\$175.00
185.31.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$572.00
185.32.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$406.00
185.11.6149.00.001.26	6149 Employee Benefits	\$559.00
185.11.6149.00.001.30	6149 Employee Benefits	\$828.00
185.11.6149.05.001.30	6149 Employee Benefits	\$432.00
185.11.6149.40.001.26	6149 Employee Benefits	\$72.00
185.11.6149.40.001.30	6149 Employee Benefits	\$476.00
185.31.6149.00.001.30	6149 Employee Benefits	\$771.00
185.32.6149.00.001.30	6149 Employee Benefits	\$1,194.00
6100 Subtotal:		\$412,054.00

6200 Professional and Contracted Services		
185.11.6269.30.001.26	6269 Rentals - Operating Leases	\$2,500.00
185.11.6299.00.001.30	6299 Miscellaneous Contracted Services	\$17,000.00
185.11.6299.11.001.30	6299 Miscellaneous Contracted Services	\$7,000.00
185.11.6299.20.001.30	6299 Miscellaneous Contracted Services	\$7,000.00
6200 Subtotal:		\$33,500.00
6300 Supplies and Services		
185.11.6397.00.001.30	6397 Other Equipment - Locally Defined	\$8,000.00
185.11.6398.00.001.30	6398 Computer Supplies/Software - Locally Defined	\$21,771.00
185.11.6399.11.001.30	6399 General Supplies	\$4,000.00
185.11.6399.18.001.30	6399 General Supplies	\$2,000.00
185.11.6399.19.001.30	6399 General Supplies	\$5,000.00
185.11.6399.20.001.30	6399 General Supplies	\$4,000.00
185.11.6399.21.001.30	6399 General Supplies	\$5,000.00
185.11.6399.30.001.26	6399 General Supplies	\$1,000.00
185.11.6399.40.001.30	6399 General Supplies	\$3,000.00
185.11.6399.00.001.30	6399 General Supplies	\$4,999.00
6300 Subtotal:		\$58,770.00
6400 Other Operating Costs		
185.13.6411.20.001.30	6411 Employee Travel	\$18,000.00
185.11.6494.00.001.30	6494 Reclassified Transportation Expenses	\$18,000.00
185.11.6499.20.001.30	6499 Miscellaneous Operating Costs	\$3,000.00
6400 Subtotal:		\$39,000.00

Personnel for Canutillo High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annie Flores	Counselor	9th grd Counselor At-Risk	1
Carlos Ricardo Serna	Teacher	Teacher	62.50
Dixie Lynn Lee	Teacher	Teacher	37.50
Gary Wayne De Leon	Teacher	History	25.00
Hevila Ramos	Teacher	Teacher	50.00
Jose Antonio Lopez	At Risk Aide	At Risk	1.0

Title I

Schoolwide Program Plan

This years focus will be on improving attendance and reducing the number of students who are retesting EOC. We will use PLC to develop lessons that are engaging and rigorous for all students

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Discipline- Use PBIS to decrease referrals; anonymous reproting system to report bullying;

Technology- Increase use of technology; replace old laptops; increase the # of COWS to equalize access to technology by all students

2 IC to work with teachers to improve instruction and PLC process

Provide PD- Sped;ELL; Fundamental 5, PLC, CAST, AVID

Use computer based programs to support instruction- ALEKS, TURN IT IN, PLATO, SCHMOOP

Tutoring program-- tutors, buses

College readiness-- AP, Dual Credit, ACT, PSAT, SAT,

2: Schoolwide Reform Strategies

CHS has PLC's in place to ensure that all instructional programs and strategies are discussed to strengthen all core academic programs.

PLC's meet regularly to identify and implement best practices focused on scientific - based research programs that have been effective and that will increase the time and quality of learning.

Effective use of acadmic tutors in core content areas are monitored through collaboration on students performance.

Student Safety is addresssed through security and PBIS providing a positive enviornment for all students and staff.

Technology integrated with core content and software programs are implemented with close monitoring to ensure student success.

Through collaboration and PLC's the following has been addressed to increase student performance:

Princeton Review

AVID, STEM, PBL

Instructional Coaches working with core content teachers

Student Leadership program

3: Instruction by highly qualified professional teachers

In order to support our teachers and paraprofessionals on implementation of programs and instructional strategies based on best practices, professional development will be a key component to ensure that our teachers are highly qualified.

CHS teachers meet all highly qualified requirements for 17-18.

Professional Development will include:

Technology

Software programs

AP institutes

SPED

AVID

ELL

STEM

PBL

PLC

CAST

Fundamental 5

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In order to support our teachers and paraprofessionals on implementation of programs and instructional strategies based on best practices, professional development will be a key component to ensure the success of the programs.

Professional Development will include but not limited to:

Technology

Software programs

AP institutes

SPED

AVID

Anti- Bullying

SIOP training

STEM

PBL

CAST (Science)

PLC

Fundamental 5

5: Strategies to attract highly qualified teachers

CHS has various programs throughout the campus to attract highly qualified teachers, we continue to grow offering our students opportunities through availability of programs:

Dual Credit

Technology

Motivational activities for students and teachers

Project Lead the Way

STEM endorsement

AP training

6: Strategies to increase parental involvement

CHS works diligently on increasing family engagement through various opportunities throughout the year:

College Readiness

Meeting with Principal / Administration on a regular basis-- monthly

Parent nights focused on Seniors

Parent Community events related to special programs

Parent Liaison is a key component to ensure that all activities and events are coordinated for success.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

CHS has created a plan to ensure a smooth transition for our students where they will be guided and supported for academic success. The following actions will take place throughout the year to monitor students transition and follow up for student success:

- Transitioning activities will take place for Middle school students to the high school environment
- Transitioning process will take place with DAEP students to provide guidance and support so students can be successful at their High School
- Transitioning activities will take place for post secondary to support college and career readiness as our students exit High School.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Different committees are taking place in CHS that monitor and make decisions regarding the use of academic assessments:

CIC meet regularly to support campus initiatives

PLCs are a strong component for instructional strategies and programs available for CHS

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student performance are monitored closely using various programs that are in place to ensure that effective and timely assistance are to provided to students that are struggling in core content areas.

Tutorial sessions

Software programs - ALEKS, PLATO, SCHMOOP

Intructional coaches to support teachers

Intervention specialist

Effective RTI process

10: Coordination and integration of federal, state and local services and programs

CHS coordinates and integrate programs and services to increase student performance

Schoolwide activities come in different forms to support our students and families:

Family Literacy

Prevention programs

Professional Development

Family engagment events/activities

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsie Moore	Instructional Coach	Instruction	1.0
Lourdes Soliz	Parent Liason	Parent	1.0
Michelle Smith	Instructional Coach	Instruction	1.0
Norma Arrellano	Campus Aide	Intervention	1.0
Rebecca Fuentes	Intervention Specialist	Intervention	1.0
Rocio Ortega	Campus Aide	Intervention	1.0

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Teresa Clapsaddle	Principal
Administrator	Anthony Prado	Assistant Principal
Administrator	Neil Novoa	Assistant Principal
Classroom Teacher	Austin Campbell	Science Teacher
Classroom Teacher	Elena Gutierrez	English Teacher
Classroom Teacher	Robin Hoeft	Social Studies Teacher
Classroom Teacher	Osvaldo Orozco	Math Teacher
Classroom Teacher	Dolores Roque	Special Education Teacher
Classroom Teacher	Melanie Wierson	Advanced Academics Teacher
Librarian	Anna Weaver-Guerra	Librarian
Non-classroom Professional	Anne Flores	Counselor
Non-classroom Professional	Lorena Oropeza	ESL
District-level Professional	Jose Barraza	District Level Professional
Parent	Ana Ortiz	Parent
Parent	Irma Melendez	Parent
Non-classroom Professional	Elsie Moore	Instructional Coach
Non-classroom Professional	Michelle Smith	Instructional Coach