Canutillo Independent School District

Canutillo High School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: September 25, 2018

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Canutillo High School is the only High Scool campus in Canutillo Independent School District. Canutillo High School serves predominantly Hispanic low socioeconomic students. Canutillo High School serves 1,558 students in grades 9 to 12.
The student population is 0.71% African-American, 2.82% White/Anglo, 0.19% Asian, 95.76% Hispanic, 53.98% male and 46.02% female with a 70.22% Economically Disadvantage status. The staff population is 1% African-American, 24.6% Anglo, 1% Asian, 71.3% Hispanic, 47.3% male and 52.4% female. The drop-out rate of 2% and the average daily attendance rate for students is 94.6%. The average daily attendance rate for campus personnel is 0.00. There were 577 discipline referrals this year.
Canutillo High School serves 329 English Language Learner students, 114 students in the Gifted and Talented program, 87 students identified for 504 services, 138 students served through special education services. It has not been determined the percentage of special education students testing the STAAR EOC.

CHS will support the needs of our students with 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 Learning projects

Demographics Strengths

Canutillo High School HB 5 Graduation Programs Endorsements:
Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, Agriculture and STEM
CISD students will continue a 4 x 4 curriculum (4 CRS. each of English, Math, Science, and Social Studies) with additional requirements as defined by both the district and the state. CISD expects all students to complete high school as a Distinguished Level of Achievement graduate with a minimum of 1 Endorsement.

Canutillo High School offers five different career endorsements: Science, Technology. Engineering, and Mathematics (STEM); Agriculture, 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.

Increased attendance from 94.6% to 95.96%. This allows students more opportunities to participate in extra curricular and college and career readiness. programs. Attendance percentage is above state average with Economically disadvantaged and SPED

1364 students participating in CTE programs. This allows for more students to graduate with an endorsement in their program study.

Economically disadvantage students were above state meets and approaches STAAR standards for Science and Social Studies.

Opportunities for tutoring and interventions are yielding higher results on exams.

Economically Disadvantaged EOC Scores in Biology are high.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Maintaining attendance over 95%. **Root Cause**: Family responsibilities, and apathy. We will need to increase interventions throughout all core and non core content areas. Increase incentives for attendance for each nine weeks, and for classes. Non participation in school activities if failing/excessive absences.

Problem Statement 2: Double blocking of failed courses (Alg 1 and Eng 1) can affect attendance and is not producing results. **Root Cause**: Lack of student ownership of schedule and students unable to focues on areas of interest. Reduce double-blocked class time, and use interventions like Shmoop and more literacy/math implementation in all areas.

Problem Statement 3: Lack of accessible technology for all students. **Root Cause**: Financial constraints and demographics limit access at home. Need to increase accessibility to technology both during and after school.

Problem Statement 4: Not enough follow up for excessive truancy. **Root Cause**: Need a truant officer and attendance clerk. Someone to make home visits and apply the TIP and TAP.

Problem Statement 5: New teachers are lacking an official support/mentor program. **Root Cause**: Lack of incentives for mentor teachers.

Problem Statement 6: Teachers are often used to cover classes during prep periods. **Root Cause**: Substitute pool and services are limited.

Student Academic Achievement

Student Academic Achievement Summary

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

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

Student Academic Achievement Strengths

Dual Credit completion rate is above the state rate.

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

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

Drop out rate is below state average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: SPED, LEP and Migrant populations often struggle with EOC and common assessments. **Root Cause**: Student cannot read/write at grade level (modification do not meet student's needs), impaired cognitive ability due to, no more STAAR ALT and M.

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.

Problem Statement 4: Data indicates that incoming 9th grade students have a high number of failure rates in 8th grade Science scores and Social Studies scores. **Root Cause**: Students are not prepared for high school courses in science and need to place an intervention by providing effective instructional support to the incoming 9th graders- IPC classes with a highly qualified science teacher providing intervention.

Problem Statement 5: General population students EOC's scores are below state's level. **Root Cause**: Turnover rate and lack of continuity of teachers in tested subjects.

Problem Statement 6: We do not offer enough AP classes **Root Cause**: We need to offer additional variety of AP courses.

School Processes & Programs

School Processes & Programs Summary

According to district policy, Canutillo High School, we make decisions based on demographics and the needs of our population. We involve staff, community, district, as well as students in our decision - making process. This process is done continually throughout the school year as new needs surface. Through the CIC committee, the campus needs assessment committee, campus emergency plan, the student leadership committee, PLCs, faculty meetings, professional development and an open door policy among others, needs are presented and addressed in regards to processes and programs.
Canutillo High School HB 5 Graduation Programs Endorsements:
Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM
CISD students will continue a 4 x 4 curriculum (4 CRS. each of English, Math, Science, and Social Studies) with additional requirements as defined by both the district and the state. CISD expects all students to complete high school as a Distinguished Level of Achievement graduate with a minimum of 1 Endorsement.
Canutillo High School offers five different career pathways: Science, Technology. Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Advanced Placement and Dual Credit classes are offered in Geology, Astonomy, English Language and Composition, English Literature and Composition, Spanish Language and Composition, Spanish Literature and Composition, Statistics, Computer Science, Computer Science Principles, Calculus, World and United States History, U.S. Government, Human Geography, and Fine Arts.
CHS Campus and District Gurantees:

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 from inter/intradepartmental 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 meeth the needs of our students.
- The availiability of the Google Suite has opened more opportunities for integration of technology and higher student engagement.
- The Shmoop program meets the needs of all of our students including those at risk, as well as our advanced academics.
  The STEM program has grown to the point that we need new teachers to meet that growth. As a result, students have a clearer view of their future

goals. STEM field trips give students more experiences for transition for HS to higher education opportunities.

- The diveristy in our specialized programs such as, robotics, mathletes, criminal justice, FFA, Fine Arts, and sports to name a few, enhance our overall student engagment.

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.

Problem Statement 3: According to our recent intruder drill, safety and security needs to be addressed. Defined protocol is established and CISD stakeholders will continue to support. We will also continue to reinforce the visibility of student ID's **Root Cause**: There are too many open access points to the campus and the building, therefore we are still continuing to monitor.

Problem Statement 4: Our growing student population makes it more difficult to meet the needs of all students. **Root Cause**: There is a lack of sufficient funds to create new programs.

Problem Statement 5: Student tardies continue to increase. **Root Cause**: There is no centralized tardy system. (Tardy Calculator)

Problem Statement 6: Attendance is not consistently reported. **Root Cause**: Time not built into the class period for attendance taking.

Problem Statement 7: CHS teachers wants an improved relationship with the Middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% of Masters in the core tested subjects, **Root Cause**: Communication/Planning/Content support disconnect from the MS to the HS. Campus expectations become different once the school year begins. CHS and CMS PLC do not meet at all during the school year.

Perceptions

Perceptions Summary

At CHS, we believe in a culture of excellence, transparency and high expectations. In keeping with our CAN 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 addtiion, we provide CTE career pathways for students. We provide incentives for students to attend school in the form of treat giveaways and raffles for desirable items like letterman jackets and class rings. We continue to create a climate of transparency and open communication with parents by holding monthly parent meetings with the Principal, and meet the teacher night. We also have parent-teacher conferences, parent-portal, email, communication, and all calls

for important information. Our focus for this year will be the areas of innovation, resources availability and cohesiveness.

Perceptions Strengths

- PLC's allow for teacher autonomy. PLC's help to drive and reflect on the quality of instruction.
- Consistent and continuous leadership is in place which has increased trust and optimization for school resources.
- Stakeholder investment is evident by high morale and power equalization rating in OHI
- There is positive climate of transparency, as shown through the muliple 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: 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

Problem Statement 2: According to OHI there is a declining sense of cohesiveness amongst students towards CHS. **Root Cause**: Lack of communication due to the need of a dedicated/person/department entirely for the enhancement of student participation to bring cohesiveness to all levels at CHS. (Student activities manager)

Problem Statement 3: What are some external perceptions of the school from the community? **Root Cause**: Not many parents participate in the Campus Needs Assessment. CHS needs to do a better job reaching out to parents in the community and get them involved so we can learn about the external perceptions of the school.

Priority Problem Statements

Problem Statement 1: Data indicates that incoming 9th grade students have a high number of failure rates in 8th grade Science scores and Social Studies scores.

Root Cause 1: Students are not prepared for high school courses in science and need to place an intervention by providing effective instructional support to the incoming 9th graders- IPC classes with a highly qualified science teacher providing intervention.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: May 26, 2018

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: In 2018-2019, 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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will implement PBIS strategies to reduce the number of discipline referrals by 5% by June 2019. (17-18 Referral count - XXXXX)	2.5, 2.6	All staff Administration PBIS Team	Discipline reports	33%	31%	45%	→
Funding Sources: 211-Title I-Part A - 6603.00							
2) In 2018-2019 the CHS PBIS Team will hold monthly meetings to review PBIS referrals to support student and teacher reflection on behavior in order to decrease discipline referrals by 5%.	2.5, 2.6	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	33%	40%	40%	→
Critical Success Factors CSF 6 3) Discretionary DAEP placements will decrease by 5% in 2018-2019 with early interventions to improve behavior such as PBIS and No Place for Hate initiatives and through the First Offenders Program.	2.6	Assistant Principals	DAEP placement reports, PBIS Team meeting notes, PBIS Referral Data	33%	33%	75%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 4) For 2018-2019, 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%. DAEP Counselor will follow up with returning students.		Assistant Principals, Intervention Specialist	Documentation of transition meeting and monitoring notes	66%	73%	100%	100%
5) CHS will continue to implement Coordinated Health Strategies (SHAC) for 18-19.	3.2	Principal, Assistant Principals Student Support Services	Number of Meetings and lists of participation	100%	100%	100%	100%

100% = Accomplished   = Continue/Modify   0% = No Progress   X = 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 2019 and a 10% reduction of drug related DAEP placements.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) No Contact Contracts will be utilized as a means to prevent bullying, harassment, and violence on campus and hold a success rate of 90% within 2018-2019.		AP's, Counselors, Principal	Bulllying Reports, Anonymous Alerts, Discipline Referrals, No Contact Contracts and follow up on success.	100%	100%	100%	100%
Critical Success Factors CSF 6 2) The Anonymous Alert system will improve awareness and prevent unsafe incidents around campus within 2018-2019		AP's, Principal	Anonymous Alert reports, Discipline Referrals.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: CHS will increase overall student achievement on state assessments by 3% in Approaches, Meets and Masters in English 1, in Algebra 1 maintain Approaches at 91.94% and increase in Meets and Masters by 5%, in Biology maintain 89.12% maintain Meets 61.05% and increase Masters by 5%, U.S. History will increases Approaches by 1%, increase Meets by 3%, and Masters by 5% , and English 2 will increase Approaches by 2% increase Meets by 3% and Masters by 3%.

Evaluation Data Source(s) 1: EOC final scores

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) CHS will provide tutorial sessions before, during, and after school to target STAAR prep, in class support, homework support and credit recovery facilitated by highly qualified teachers and/or tutors.	2.5, 2.6	Principal, Assistant Principals, IC's	Tutorial records (sign-in sheets, tutor time cards)	100%	100%	100%	100%
	Funding Sources: 185-State Compensatory Education - 0.00						
Critical Success Factors CSF 1 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, Achieve 3000, SCHMOOP and other online resources as they are identified.	2.4, 2.5, 2.6	IC's, Program Facilitators	Program user reports that include assessment information, mastery, awarding of credit, and increased success in courses related to program use.	100%	100%	100%	100%
	Funding Sources: 185-State Compensatory Education - 15284.00, 211-Title I-Part A - 5653.00, 196- High School Allotment - 6747.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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. Campus will provide support through IT professionals and access to instructional websites for integration of technology in the classroom.		AP's, IC's, IT Department	Completion of PO's for technology, Observation/documentation of student technology use in classrooms.	100%	100%	100%	100%
	Funding Sources: 211-Title I-Part A - 22057.62						
Additional Targeted Support Strategy 4) CHS will provide an after-school tutoring bus Monday through Thursday, in order to increase the ability for students to stay after-school to receive academic assistance (targeted populations: at-risk, special education, ELL, migrant, 504, economically disadvantaged and homework lab).	2.6	AP's, Principal, Business Agent	Bus trip verification/PO	100%	100%	100%	100%
	Funding Sources: 185-State Compensatory Education - 0.00						
Critical Success Factors CSF 1 CSF 7 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.	2.5	Principal	Staff Report	100%	100%	100%	100%
	Problem Statements: Student Academic Achievement 4 **Funding Sources**: 211-Title I-Part A - 0.00						
6) CHS students will be provided with increased bandwidth access points, and internet access for education websites in order to improve student/teacher student lessons/engagement to increase student success.		CISD Technology dept Principal	Work orders PO	33%	33%	55%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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 2018, December 2018, February 2019, and April 2019.	2.5	Counselors	Student sign-in sheets, verification of exam results, CBE PO's	33%	60%	100%	100%
Funding Sources: 196- High School Allotment - 3500.00							
Critical Success Factors CSF 2 CSF 7 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.		Principal, Sped Teachers, Diagnostician, AP's	IEP Meetings, Student IEP's-Test Placement, Testing documentation, and student progress data Region 19 training	33%	42%	100%	100%
Funding Sources: 199-Local Funds - 0.00							
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 school year.		IC, ADMIN	Increase in STAAR score, AP scores, Advanced level performance	66%	70%	100%	100%
10) CHS will provide our incoming 9th graders, who have failed the 8th grade STAAR test, instructional support through IPC classes to increase student performance and prepare them for Biology STAAR test in 10th grade. As well as intervention courses for English and Math to support test and instruction to increase student performance.	2.4, 2.6	Admin, IC	Increase STAAR biology scores, Advanced level performance	100%	100%	100%	100%
Problem Statements: Student Academic Achievement 4 **Funding Sources**: 185-State Compensatory Education - 50000.00							

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: Data indicates that incoming 9th grade students have a high number of failure rates in 8th grade Science scores and Social Studies scores. **Root Cause 4**: Students are not prepared for high school courses in science and need to place an intervention by providing effective instructional support to the incoming 9th graders- IPC classes with a highly qualified science teacher providing intervention.

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2018-2019 school year, CHS will provide instructional resources and tutors to support English Language Learner (ELL) academic achievement in order to increase Closing the Gap Performance by 5%.

Evaluation Data Source(s) 2: EOC scores

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 1) CHS will provide each ELL student with a bilingual dictionary.	2.4, 2.5, 2.6	EL Facilitator, AP's, Principal	Common assessment, mock, and state assessment data.	100%	100%	100%	100%
Funding Sources: 211-Title I-Part A - 991.87							
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) CHS will purchase Rosetta Stone to support English language acquisition for ELL students. Students will be provided access to online resources and technology to promote increase in TELPAS and STAAR scores.	2.4, 2.5, 2.6	EL Facilitator, AP's, Principal	Common assessment, mock, and state assessment data.	100%	100%	100%	100%
Funding Sources: 185-State Compensatory Education - 13379.00							
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 3) ALS will hire tutors to support ELL students at CHS.	2.6	EL Facilitator, AP's, Principal	Progress Report, Six Weeks Grades, Assessment data.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 3: CHS will promote, develop, and incorporate in-house and outside PD with a minimum of 3 opportunities for staff and faculty development in areas that specifically address and improve instruction throughout 18-19 school year.

Evaluation Data Source(s) 3: Training Certificates

Summative Evaluation 3: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 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, Writing Academy, AVID, Google Classroom, TEKS Resource, Kagan, STEM, Advanced Academics, ESL Certification, and TELPAS	2.5	Principal, AP's, IC's, Dept Chairs	Training Certificates and attendance, Faculty/Staff Evaluations	32%	100%	100%	100%
	Funding Sources: 255-Title II-Part A Teacher/Principal - 738.00, 211-Title I-Part A - 500.00, 196- High School Allotment - 9373.29						
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 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.	2.5	Principal	Training certificates and attendance, PO's	100%	100%	100%	✗
	Funding Sources: 185-State Compensatory Education - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal, AP's, AVID Coordinator	AVID Enrollment, PO's related to AVID purchases, AVID transportation records	100%	100%	100%	✕
Funding Sources: 185-State Compensatory Education - 10568.00, 196- High School Allotment - 3199.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 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 Texas Educators Ethics Training, SIOP training (ELL), AVID strategies, vocabulary strategies, and writing across the curriculum.	2.5	Principal, AP's, IC's, District C&I	PD Sign In Sheets, Walkthrough forms,	33%	57%	100%	100%
Funding Sources: 185-State Compensatory Education - 0.00							

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

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In 2018- 2019 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 by 10% on STAAR EOC English, 5% on Algebra 5%, Biology 10%, English 2 increase 5%, and US History 10%.

Evaluation Data Source(s) 4: EOC results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy Critical Success Factors CSF 1 1) Teachers will receive inclusion training by Region 19 to address the academic needs of their SPED students.	2.5	Principal, AP's	Progress Reports, Nine Weeks Grades, Assessment data.	33%	36%	100%	100%
Funding Sources: 185-State Compensatory Education - 0.00							
Additional Targeted Support Strategy Critical Success Factors CSF 1 2) Teachers will receive ELLtraining by Region 19 to support the academic needs of their students.	2.5	Principal, AP's	Progress Reports, Nine Weeks Grades, Assessment data.	33%	35%	100%	100%
Funding Sources: 185-State Compensatory Education - 0.00							
Critical Success Factors CSF 1 3) Classroom with SPED students will be provided, test prep materials, study skills tutoring, classroom tutors, classroom manipulatives, Achieve 3000, and technology including Ipads, COWs, laptops, and calculators.	2.4, 2.6	CHS Admin Instructional Coaches Testing Coordinator SPED Monitor	Progress report Nine Weeks grade and assessment data.	66%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 5: CHS will ensure that 100% of students have access to appropriate instructional classroom resources, materials, and support in order to be successful in all content areas during the 18-19 school year.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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.		Department Chairs	PO's and evidence of consumable use during classroom walk-throughs	66%	100%	100%	100%
Funding Sources: 185-State Compensatory Education - 14228.17, 211-Title I-Part A - 5773.34, 196- High School Allotment - 12505.50							
Critical Success Factors CSF 1 2) CHS will purchase necessary laboratory equipment, chemicals, and Vernier software for all science courses to facilitate the performance of lab experiments.	2.5	Science Department Chair, AP's	PO's for lab supplies purchased	33%	75%	75%	100%
Funding Sources: 185-State Compensatory Education - 4224.65, 199-Local Funds - 439.00, 211-Title I-Part A - 2015.31							
Critical Success Factors CSF 1 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.	2.5	Librarian, APs	PO's for reading materials, library book inventory	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 4) Canutillo High School will supply textbooks and novels for all students in all courses during the 18-19 school year and replace old textbooks as needed.	2.5	Principal, AP's, Textbook Clerk	PO's, textbook inventory	100%	100%	100%	100%
Critical Success Factors CSF 1 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.		Librarian, AP's	PO's, Library usage reports	66%	100%	100%	100%
Critical Success Factors CSF 1 6) CHS will purchase necessary supplemental materials for each Core Content area (ELA, MATH, SCI, and 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.	2.5	Department Chairs, AP's, Principal, Business Agent	PO's, tech inventory, Department Chair inventory	66%	100%	100%	100%
Funding Sources: 185-State Compensatory Education - 1397.00, 211-Title I-Part A - 2094.57							

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

Goal 2: Increase Student Academic Achievement

Performance Objective 6: In the 2018-2019, CHS will increase AP qualifying scores by 5% for each course, and the number of AP Scholars(AP Scholars and AP scholars with Distinctions) by 5%.

    Evaluation Data Source(s) 6: Results

    Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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).		Principal, AP Coordinator	Verification of attendance at professional development events, staff report	66%	100%	100%	100%
		Funding Sources: 196- High School Allotment - 0.00					
Critical Success Factors CSF 1 2) CHS will provide specific tutoring, to include at least two Saturday mock test sessions, for AP students in preparation for AP exams in all areas where AP courses are offered.	2.6	AP Coordinator	PO's for practice exams, practice exam sign-in sheets, practice exam scores	27%	61%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) CHS will allocate time (during critical time) for AP and Dual Credit Coordinators to manage their respective departments in the organization of testing, communication with college entities including, College Board and EPCC, working with students, counselors, colleagues, and administration 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.		Dual Credit Coordinator AP Coordinator	Spring 2018	100%	100%	100%	100%
	100% = Accomplished		= Continue/Modify	0% = No Progress		= Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In 2018-2019 school year, CHS will increase student enrollment and course offerings in Dual Credit, Advanced Placement (AP), and Pre-AP by 5%; in addition, adequate supplies and materials at the advanced level of instruction will be provided that are specifically tailored to each course.

Evaluation Data Source(s) 7: Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Critical Success Factors CSF 1 1) AP and Dual Credit courses will have required textbooks for each student enrolled (to include prep books and study guides), course materials, and practice exams in order to prepare students for the AP course exams through rigorous instruction, hands-on learning experiences, and exposure to test practice opportunities.	2.4, 2.5, 2.6	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	100%	100%	100%	100%
Funding Sources: 196- High School Allotment - 3401.60							
Critical Success Factors CSF 1 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.		AP Coordinator	Invoice/AP Exam Results Report	3%	26%	100%	100%
Funding Sources: 196- High School Allotment - 46787.00							
Critical Success Factors CSF 1 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.		School Counselors	PO's for TSI exams, Student TSI results	33%	62%	100%	100%
Funding Sources: 196- High School Allotment - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Increase Student Academic Achievement

Performance Objective 8: CHS will increase the student average daily attendance (ADA) rate to 98% during the 18-19 school year; up from 94.8% during the school year 2017-2018.

Evaluation Data Source(s) 8: Attendance reports

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students who violate the attendance law will be sent letters and home visits will be conducted by At-Risk Intervention Specialist	3.1	AP's, At-Risk Intervention Specialist	Attendance records, evidence of home visits	33%	100%	100%	100%
2) Campus will create and promote an incentive program to reward students who achieve perfect attendance per grading period.	3.1			33%	33%	50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: CHS will ensure that all students will take the TSI, apply to at least one college/university/technical school, and apply for scholarships/financial aid before graduating in June of 2019.

Evaluation Data Source(s) 9: Reports

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will offer PSAT exams to all juniors at no cost to them regardless of financial qualifications.	2.5	Testing Coordinator	Testing results	100%	100%	100%	100%
Critical Success Factors CSF 5 2) CHS will hold informational college readiness sessions for seniors pertaining to college process, timelines, admissions, and financing.	3.1, 3.2	College Readiness Coordinator, Counselors	Session agendas, sign-in sheets, schedule of events and classroom visits.	33%	100%	100%	100%
Critical Success Factors CSF 1 3) The TSI exam will be offered at no cost to all CHS students.	2.5	Testing Coordinator	Records of exams scores	100%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By the end of the 18-19 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 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.	3.1, 3.2	Principal, AP's, IC's	Calendar of student success events, other documentation of events	33%	76%	85%	100%

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

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2019, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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.	2.4, 2.5	Principal	PO for Princeton Review, CHS master schedule, ACT Exam Scores	100%	100%	100%	100%

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

Goal 2: Increase Student Academic Achievement

Performance Objective 12: CHS will increase the overall student 4-year graduation rate from 88.4% (2015) to 94% by providing increased student structure and specialized support for all students, especially those at-risk, during the 18-19 school year.

Evaluation Data Source(s) 12: Report

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Intervention Specialist will monitor and meet with at-risk students to support and assist them 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.	2.5	Intervention Specialist, Principal	Drop-out reports, student intervention records.	66%	66%	100%	100%
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.		AP's, counselors	Graduation rate, completed plans	100%	100%	100%	100%
3) CHS will monitor and support Seniors that have need to pass 2 or more STAAR test so they can obtain IGC eligibility.	2.6	Admin IC Intervention Specialist Counselors	Graduation Rate	33%	49%	70%	100%
	100% = Accomplished	→ = Continue/Modify	0% = 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 18-19 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) CHS administration will ensure that adequate CTE courses are offered throughout the school day to maximize opportunities for students to enroll in and complete CTE pathways.		Principal, Counselors	CTE course rosters, CHS master schedule	66%	85%	100%	100%
Critical Success Factors CSF 1 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.	2.5	CTE Director, CTE Coordinator, Counselor	PO's, examination results	66%	85%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = 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 2018-2019 school year.

Evaluation Data Source(s) 14: Staff Attendance Report

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 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.		Principal, Assistant Principals	PO's for activity supplies, campus calendar of events, Staff meetings	33%	68%	80%	100%
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	

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 18-19 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
1) CHS will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEM students.		STEM Assistant Principal CTE Director CTE Assistant Director Principal	Bridge Academy Roster	100%	100%	100%	100%
Funding Sources: 196- High School Allotment - 0.00							
2) CHS will send students to STEM related camps and programs in the summer.		Assistant Principal	Summer Camp Rosters and notes.	3%	16%	50%	→
Funding Sources: 196- High School Allotment - 0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 3) CHS will support the efforts of all teachers needing to improve the rigor of their content, through Curriculum Writing over the summer.		Assistant Principal STEM Coordinator Principal	STEM Teachers completed PBL Curriculum	100%	100%	100%	100%
Funding Sources: 211-Title I-Part A - 0.00							
4) Representatives from the STEM Academy will visit feeder middle schools and present STEM opportunities to students, teachers, parents, administrators and counselors.	2.5, 2.6, 3.1	STEM Coordinator, Admin, CTE Director	Increase the number of students enrolled in STEM Academy	33%	33%	50%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 5) CHS will provide a summer bridge program through our Business and Industry Partners such as UTEP MaST Academy.	2.5	STEM Assistant Principal CTE Director CTE Assistant Director Principal	Understanding the methods of Project Base Learning and to increase the number of students enrolled in STEM Academy	100%	100%	100%	→
Funding Sources: 196- High School Allotment - 0.00							

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

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

Performance Objective 1: In 2018-2019 school year, CHS will continue to implement and monitor CISD's "No Place For Hate" Anti-bullying Program to prevent school related bullying by hosting a minimum of 3 activities for the year.

    Evaluation Data Source(s) 1: Lists of activities

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will hold a minimum of 3 "No Place For Hate" activities within 2018-2019 to improve awareness and tolerance in support of anti-bullying and acceptance of a diverse population.	2.5, 3.1	Assistant Principal- Nidia Avila	Door decorating contests, friendly student competitions, and other activities that promote anti bullying awareness.	33%	100%	100%	→
Critical Success Factors CSF 6 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.		Principal, Intervention Specialist, Counselors, APs	Intervention logs, number of repeat referrals for bullying, anonymous alerts, PBIS Referral Database, No Contact Contracts.	33%	49%	65%	100%
Critical Success Factors CSF 6 3) By June 2019, 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.		Principal, Assistant Principals	Training certificates	66%	81%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 2: In 2018-2019 school year, the CHS learning environment will improve as character education and bullying prevention are embraced by all stakeholders as evidenced in a 10% reduction of bullying referrals.

Evaluation Data Source(s) 2: Number of referrals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) CHS, in coordination with the Student Leadership Program, will hold motivational assemblies, pep rallies, and other opportunities for students to participate in activities outside of the classroom that build character and school pride.	2.6	Principal, Assistant Principals, Instructional Coaches, Student Leadership teacher	School calendar of events, Documentation regarding guest speakers, Pep rally agendas	66%	82%	100%	100%
Funding Sources: 211-Title I-Part A - 1500.00							
Critical Success Factors CSF 6 2) CHS will provide methods for addressing needs of students for special programs like: pregnacy related services	2.6	Principal, Assistant Principals Student Support Services	Schedules of classes/ number of Pregnacy related cases with documentation supporting students	66%	80%	100%	100%
100% = Accomplished = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective 3: In 2018-2019 school year, CHS will continue to promote student volunteering within the Canutillo community by participating in 5 volunteer activities in the 2018-2019, 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 18-19

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
1) CHS students will have ample opportunities to perform a wide variety of community service/volunteer hours as part of becoming nationally ranked students.		club/organization sponsors, counselors	Community Service logs Volunteering verification records	66%	83%	90%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 4: In 2018-2019 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 1) CHS will continue use of Project Lead the Way during the 2018-2019 school year to enhance the STEM endorsement.	2.4	Principal, AP's, CTE Director	Project Lead the Way documentation	100%	100%	100%	100%
Critical Success Factors CSF 6 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.		Principal, CTE Director, Counselors	Advisory board meetings, program evaluations	100%	100%	100%	100%
3) CHS will provide informational meetings on the endorsement pathways-- 1 in the fall, 1 in the spring.		Principal, AP, Counselors	Increase in endorsement completion rate	66%	100%	100%	100%
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue

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 2018-2019 school year and increase participation by 5% each year.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Strategy **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.		Principal	Staff Report	66%	100%	100%	100%
Critical Success Factors CSF 5 CSF 6 2) CHS will hold a Freshman Eagle Legacy camp for incoming 9th graders during their transitional summer in order to help acclimate them with campus culture, teachers, student mentors, and counselors in order to foster a sense of belonging (participants receive a CHS t-shirt, lunch, etc)	3.2	Principal, AP's	Legacy camp participant records	100%	100%	100%	100%
	Funding Sources: 199-Local Funds - 0.00						
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.		AP's, Principal	Extra Duty Pay Requisitions	100%	100%	100%	100%
	Funding Sources: 199-Local Funds - 0.00						
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.		Counselors, AP's, Principal, CTE teachers	Visit dates/agendas/Po's	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 6: In 2018-2019 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 10% increase in student enrollment in these programs.

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 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.		Principal, Student Leadership Teacher, Counselors	Student enrollment in leadership course, schedule of student leadership planned events	100%	100%	100%	100%
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.		Principal, AP's, Student Leadership Sponsor	Evidence of events/travel, PO's, student feedback, new strategies implemented on campus.	66%	70%	90%	100%
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.		Principal, Stu Le Teacher	Records of events, PO's, documentation from meetings	66%	82%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) CHS students will be provided with two opportunities to take the ASVAB exam during the instructional day, students will be provided study material.		ROTC Teachers and IC's	Test administration records	33%	61%	65%	100%
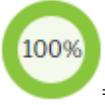
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

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

Performance Objective 1: In 2018-2019 school year, CHS will host 1 monthly parent meeting in order to support parental involvement in campus activities through parent meetings also open to the public community members to discuss college readiness, academic challenges, graduation expectations, state of the campus, tutoring intervention, AVID, AP Parent Night, FAFSA night, College Night, Dual Credit, Curriculum Fair Night, breakfast/dinner with the principal, Meet the Teacher night, and entitlement programs.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs throughout the 18-19 school year.		Principal, College Readiness Coordinator, Counselors	Calendar of Events, Sign-in sheets, Agendas	33%	58%	100%	100%
	Funding Sources: 211-Title I-Part A - 0.00						
Critical Success Factors CSF 5 2) CHS will host parent/community events in relation to special programs on campus, including, but not limited to: AVID, AP Parent Night, Dual Credit, Entitlement Programs, ESL, STEM, and Class Night (8th, 9th, 10th, 11th, 12th).		Principal, AP's, DC & AP Coordinator	Calendar of Events, Agendas, & Sign-in sheets	33%	55%	100%	100%
	Funding Sources: 211-Title I-Part A - 2723.83, 196- High School Allotment - 250.00						
3) CHS will work closely with district office personnel (PIO) to highlight and promote academic school programs, CTE, STEM Academy and campus organization events.	3.1	Public Information Office Administration Journalism Teacher	Increase enrollment in advanced academic programs. Promote College and Career Readiness.	33%	39%	45%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 2: By June 2019, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 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.		Fine Arts Director, Principal, APs	Calendar of Events, Programs	66%	81%	85%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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 2018-2019 school year that promotes healthy choices, addresses current campus concerns, celebrates campus successes, and supports a positive learning environment.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will purchase appropriate technology and materials for the successful education of students centered around the activities of publishing a school newspaper and yearbook.		Principal	Newspaper Editions PO's Yearbook	33%	63%	80%	→
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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 18-19 school year.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CHS will coordinate and execute an annual "CHS Career Fair" to include motivational speakers, military, business, and higher education participants from within and around the community.		CTE Department, Principal	Schedule, layout, and completion of career fair.	7%	24%	40%	→
2) CHS will employ a parent liaison to assist with parental communication.		Principal	Staff report	100%	100%	100%	100%
3) Increase sponsorship opportunities for area businesses to support CHS students and activities.		Principal, AP's	Donation records, sponsorship documentation	33%	43%	50%	→
Critical Success Factors CSF 5 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.		Principal	Evidence of trainings attended	33%	44%	100%	100%
	Funding Sources: 211-Title I-Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 5) CHS students, faculty and staff will need to purchase supplies and snacks for professional development in order to prepare, draft and remain focus, while supporting the efforts of the school culture and climate.	3.1, 3.2	Principal	CIP CNA Faculty and Staff Meeting	0%	0%	40%	100%

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

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

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

Evaluation Data Source(s) 3: Financial Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) CHS will employ an EL Facilitator to oversee the placement, instruction, assessment, and progress of all identified ELL students.		Principal	Staff Report	100%	100%	100%	100%
Critical Success Factors CSF 1 CSF 2 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.		Principal	Staff Report	100%	100%	100%	100%
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.		Principal	Staff Report	66%	81%	100%	100%
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.		Principal, Librarian	Staff Report	4%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) CHS will employ a teacher and 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.		Principal	Staff Report	100%	100%	100%	100%
Critical Success Factors CSF 1 6) CHS will employ tutors to support all students in the Go Center to increase college and scholarship applications.		Principal, AP's	Staff report, student sign in sheets, college application data, scholarship data.	100%	100%	100%	100%
		Funding Sources: 196- High School Allotment - 0.00					

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

State Compensatory

Budget for Canutillo High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6112.00.001.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$5,000.00
185.11.6117.05.001.30	6117 Career Ladder - Locally Defined	$58,946.00
185.11.6117.40.001.26	6117 Career Ladder - Locally Defined	$3,836.00
185.11.6117.40.001.30	6117 Career Ladder - Locally Defined	$19,192.00
185.11.6118.00.001.26	6118 Extra Duty Stipend - Locally Defined	$14,700.00
185.11.6119.00.001.26	6119 Salaries or Wages - Teachers and Other Professional Personnel	$46,304.00
185.11.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$110,963.00
185.31.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,581.00
185.32.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$51,430.00
185.11.6126.03.001.30	6126 Part Time Support Personnel - Locally Defined	$18,000.00
185.14.6129.00.001.30	6129 Salaries or Wages for Support Personnel	$35,814.00
185.11.6141.00.001.26	6141 Social Security/Medicare	$881.00
185.11.6141.00.001.30	6141 Social Security/Medicare	$2,128.00
185.11.6141.05.001.30	6141 Social Security/Medicare	$279.00
185.11.6141.40.001.30	6141 Social Security/Medicare	$56.00
185.31.6141.00.001.30	6141 Social Security/Medicare	$907.00
185.32.6141.00.001.30	6141 Social Security/Medicare	$746.00

Account Code	Account Title	Budget
185.32.6142.00.001.30	6141 Social Security/Medicare	$7,487.00
185.11.6142.00.001.26	6142 Group Health and Life Insurance	$6,551.00
185.11.6142.00.001.30	6142 Group Health and Life Insurance	$29,948.00
185.31.6142.00.001.30	6142 Group Health and Life Insurance	$7,487.00
185.11.6143.00.001.26	6143 Workers' Compensation	$285.00
185.11.6143.00.001.30	6143 Workers' Compensation	$690.00
185.11.6143.05.001.30	6143 Workers' Compensation	$112.00
185.11.6143.40.001.26	6143 Workers' Compensation	$23.00
185.11.6143.40.001.30	6143 Workers' Compensation	$112.00
185.31.6143.00.001.30	6143 Workers' Compensation	$7,487.00
185.32.6143.00.001.30	6143 Workers' Compensation	$242.00
185.11.6145.00.001.26	6145 Unemployment Compensation	$56.00
185.11.6145.00.001.30	6145 Unemployment Compensation	$135.00
185.11.6145.05.001.30	6145 Unemployment Compensation	$23.00
185.11.6145.40.001.26	6145 Unemployment Compensation	$5.00
185.11.6145.40.001.30	6145 Unemployment Compensation	$23.00
185.32.6145.00.001.30	6145 Unemployment Compensation	$47.00
185.11.6146.00.001.26	6146 Teacher Retirement/TRS Care	$2,305.00
185.11.6146.00.001.30	6146 Teacher Retirement/TRS Care	$6,318.00
185.11.6146.05.001.30	6146 Teacher Retirement/TRS Care	$106.00
185.11.6146.40.001.26	6146 Teacher Retirement/TRS Care	$22.00
185.11.6146.40.001.30	6146 Teacher Retirement/TRS Care	$106.00
185.31.6146.00.001.30	6146 Teacher Retirement/TRS Care	$2,232.00
185.32.6146.00.001.30	6146 Teacher Retirement/TRS Care	$386.00
185.11.6149.40.001.26	6149 Employee Benefits	$58.00
185.11.6149.40.001.30	6149 Employee Benefits	$288.00

Account Code	Account Title	Budget
185.31.6149.00.001.30	6149 Employee Benefits	$550.00
185.32.6149.00.001.30	6149 Employee Benefits	$771.00
185.11.6149.00.001.26	6149 Employee Benefits	$503.00
185.11.6149.00.001.30	6149 Employee Benefits	$2,043.00
185.11.6149.05.001.30	6149 Employee Benefits	$288.00
	6100 Subtotal:	**$508,452.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
185.11.6299.00.001.30	6299 Miscellaneous Contracted Services	$30,000.00
185.11.6299.11.001.30	6299 Miscellaneous Contracted Services	$7,000.00
	6200 Subtotal:	**$37,000.00**

6300 Supplies and Services

Account Code	Account Title	Budget
185.11.6399.19.001.30	6399 General Supplies	$4,500.00
185.11.6399.20.001.30	6399 General Supplies	$3,726.00
185.11.6399.21.001.30	6399 General Supplies	$4,500.00
185.11.6399.30.001.26	6399 General Supplies	$500.00
185.11.6399.40.001.30	6399 General Supplies	$3,000.00
	6300 Subtotal:	**$16,226.00**

6400 Other Operating Costs

Account Code	Account Title	Budget
185.13.6411.20.001.30	6411 Employee Travel	$15,000.00
185.11.6494.00.001.30	6494 Reclassified Transportation Expenses	$15,000.00
	6400 Subtotal:	**$30,000.00**

Personnel for Canutillo High School:

Name	Position	Program	FTE
Amanda Blake	Counselor	At Risk Counselor	1
Carlos Serna	Teacher	Teacher	62.5
Dixie Lynn Lee	Teacher	Teacher	37.5
Ernesto Villanueva	Teacher	Teacher	12.5
Gary De Leon	Teacher	Teacher	.25
Hevila Ramos	Teacher	Teacher	.50
Jose Lopez	Aide	At Risk Aide	1
Rebecca Fuentes	Intervention Specialist	Interventionist	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christopher Judge	Assistant Principal
Administrator	Teresa Clapsaddle	Principal
Classroom Teacher	Austin Campbell	Teacher
Classroom Teacher	Robin Hoeft	Social Studies/AP Teacher
EL Facilitator	Lorena Oropeza	Teacher
Instructional Coach	Elsie Moore	IC
Intervention	Rebecca Fuentes	At Risk
Instructional Coach	Michelle Smith	IC
Classroom Teacher	Melanie Wierson	Dual Credit English
Classroom Teacher	Elena Gutierrez	English teacher
Classroom Teacher	Osvaldo Orozco	Computer Science
Administrator	Andrew Reynoso	Comm. Spec.
Classroom Teacher	Dolores Roque	Classroom Teacher
Administrator	Neil Novoa	Assistant Principal
Administrator	Anthony Prado	Assistant Princiapal
Administrator	Nidia Avila	Assistant Principal
Parent	Ana Ortiz	Parent Volunteer

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Christopher Judge	Assistant Principal
Administrator	Teresa Clapsaddle	Principal
Administrator	Neil Novoa	Assistant Principal
Administrator	Anthony Prado	Assistant Principal
Administrator	Nidia Avilea	Assistant Principal
Counselor	Amanda Blake	Counselor
Counselor	Monica Granados	Counselor
Instructional Coach	Mischelle Smith	Instructional Coach
Instructional Coach	Elsie Moore	Instructional Coach
EL Facilitator	Lorena Oropeza	EL Facilitator
At-Risk Coordinator	Rebecca Fuentes	At-Risk Coordinator
SPED	Stacie Morgan-Beltran	SPED
Campus Financial Bookkeeper	Patricia Cereceres	Campus Financial Bookkeeper
Principal Secretary/Office Manager	Jennifer Romero	Principal Secretary/Office Manager
Campus Textbook/Technology	Alba Mendiolea	Campus Textbook/Technology
School Nurse	Amanda Cervantes	School Nurse
Classroom Teacher	Elena Gutierrez	ELA Teacher
Classroom Teacher	Emily Viramontes	ELA Teacher
Classroom Teacher	Raquel Watts	ELA Teacher
Classroom Teacher	Clifford Campbell	Mathematics Teacher
Classroom Teacher	Alejandra Palacios	Mathematics Teacher
Classroom Teacher	Dixie Lee	Mathematics Teacher

Committee Role	Name	Position
Classroom Teacher	Robin Hoeft	Social Studies Teacher
Classroom Teacher	Samuel Heredia	Social Studies Teacher
Classroom Teacher	Christopher Kapuscik	Social Studies Teacher
Classroom Teacher	Ruben Galaviz	Science Teacher
Classroom Teacher	Hevila Ramos	Science Teacher
Classroom Teacher	Geoffrey Focht	Science Teacher
Classroom Teacher	Osvaldo Orozco	CTE Teacher
Classroom Teacher	Andrea Beltran	CTE Teacher
Classroom Teacher	Ron Gil	CTE Teacher
Classroom Teacher	Regino Ramos	Fine Arts Teacher
Classroom Teacher	Elizabeth Leeser	Fine Arts Teacher
Classroom Teacher	Carolina Lopez	Student Leadership
Classroom Teacher	Anna Weaver-Guerra	Librarian
Parent	Ana Ortiz	Parent
Parent	Liz Ledezma	Parent
Parent	Dora Acosta	Parent
Parent	Norma Rios	Parent
Student	Montserrat Balderrama	Student 10th Grade
Student	Eliana Arellano	Student 11th Grade
Student	Isabella Latasa	Student
Supplemental Servies Education	Gabriela Janet Corral	Supplemental Servies Education
Classroom Teacher	Melanie Wierson	Teacher