

Canutillo Independent School District
Canutillo High School
2020-2021 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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The student population is 0.71% African-American, 2.82% White/Anglo, 0.19 Asian, 95.77% Hispanic/Latino, 0.45% Two or more races. 53.9% Male to 46.06% Female ratio and economically disadvantaged students are 70.24%. The staff population 0% African-American, 27% White, 0.9% Asian, 70.1% Hispanic, 1.9% Other.	4
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Demographic Analysis

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

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

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

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

College and Career Readiness Funds

Go Center Person

Technology- Computers

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: SPED, ESL, Migrant, and Economically Disadvantaged populations struggle academically **Root Cause:** Language barriers, cognitive and academic levels, and high rate of mobility, income limitations

Problem Statement 2: Less than 10 parents have participated in Parent, Family, and Community Engagement programs/presentations offered to support Parent University. **Root Cause:** Parents do not consider presentations to be important.

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

Problem Statement 4: General education population students under perform compared to state results in ELAR. Passing rate for CHS is 62% compared to 75% . ELAR Masters

is at 5% compared to state at 21%. **Root Cause:** Answer choices on STAAR exam are confusing. The reading section is above reading level. ESL students vocabulary level is low.

Problem Statement 5 (Prioritized): General Education populations are to maintain or increase STAAR passing score by 3%. They are to increase Masters level by 5% in Algebra I, Biology, and Social Studies. **Root Cause:** Low attendance or no attendance in tutorials. Lack of success in Biology and Algebra intervention tutorials.

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

Dual Credit completion rate is above the state rate.

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

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

Drop out rate is below state average.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: All students are tested for TSI as a measure for college readiness. Therefore, a greater emphasis needs to be placed on an increased passing rate. **Root Cause:** Lack of tutoring/learning preparation before the TSI administration by a designated teacher and/or college and career readiness coordinator.

Problem Statement 4: CHS needs to increase the number of students, including those identified as GT and placed in Advanced Academic courses (e.g. PAP/Advanced Placement/Dual Credit), while increasing their success in these courses. **Root Cause:** Lack of identification of students with potential for advanced courses and coaching towards

that end. Training and time management in order to obtain credit and ensure success in these courses. (pass AP exam and earn C or better in DC course.

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

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

Problem Statement 7: CHS students need an increase in rigor in order to be prepared for college and career expectations. **Root Cause:** Students are not prepared for the transition from high school to college or career, particularly "at risk" students and first generation college students.

Problem Statement 8: The technology needs of the campus often inhibits teacher planning and student achievement. **Root Cause:** Outdated technology, up to date hardware/software, instructional PD needs, student technology needs, and lack of sufficient infrastructure to support WIFI devices.

Problem Statement 9: CHS teachers want to improve vertical alignment through active learning strategies with the middle school teachers in order to foster a collaborative learning environment to improve district goals. For example, the goal of increasing the measures of 15% of masters in the core tested subjects. **Root Cause:** Lack of collaborative time with middle school teachers in core subjects.

Problem Statement 10 (Prioritized): CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. **Root Cause:** Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programs etc)

School Processes & Programs

School Processes & Programs Summary

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

Canutillo High School HB 5 Graduation Programs Endorsements:

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

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

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

CHS Campus and District Guarantees:

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

TEKS RS Common Assessments & Eduphoria Common Assessments.

Vocabulary Development and Proficiency Scales.

Eduphoria Aware Data - going deeper and PLC best practice.

School Processes & Programs Strengths

- PLCs - The common PLC planning time allows from inter/interdepartmental collaboration on a regular basis. It also allows for professional development opportunities.

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Problem Statement 4: In order to enrich and extend learning, access to reliable internet and internet sources is required. **Root Cause:** CISD internet structure is unreliable and students are unable to access wifi. Too many limits on students students and teachers with inability to accommodate personal devices.

Problem Statement 5: CHS needs to retain highly qualified personnel such as teachers and administrators. **Root Cause:** There is no definitive plan to bring in highly qualified staff. There is no data driven staff development with follow up support to retain teachers.

Problem Statement 6: Students are given multiple pathways to choose from and are given information regarding the differences in the pathways; however, students are not updated frequently on the pathway courses. **Root Cause:** Counselors are not being given the opportunity to share with faculty the updates of the counseling center.

Problem Statement 7: CHS teachers want an improved relationship with middle school teachers to build a collaborative effort to improve district goals, such as increasing the measures of 15% masters in the core tested subjects. **Root Cause:** Use district wide PLC's to vertically align across all grade levels.

Problem Statement 8: CHS needs to increase the number of students, including those identified as GT and placed in Advanced Academics classes ie - PAP/ Advanced Placement/Dual Credit, while increasing their success in Advance Academic courses. **Root Cause:** No set procedure and protocol. Create and "Advanced Academic committee" - members, G&I , district counselor, head counselor, department heads.

Problem Statement 9: There needs to be an increase in TSI and AP passing scores of the students testing. **Root Cause:** There is not preparation for testing prior to exams.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CHS does not utilize a cohesive system to promote a positive image into the community **Root Cause:** School does not have a system in place to market to the community. (Web system too cumbersome, contact for news outlets and businesses, use of social media)

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

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

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

Priority Problem Statements

Problem Statement 1: General Education populations are to maintain or increase STAAR passing score by 3%. They are to increase Masters level by 5% in Algebra I, Biology, and Social Studies.

Root Cause 1: Low attendance or no attendance in tutorials. Lack of success in Biology and Algebra intervention tutorials.

Problem Statement 1 Areas: Demographics

Problem Statement 2: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap.

Root Cause 2: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programsetc)

Problem Statement 2 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

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

Goals

Revised/Approved: September 22, 2020

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

Performance Objective 1: In 2020-2021, CHS will support and maintain PBIS (positive behavior intervention support) school wide to establish social culture and behavioral supports in an effective, positive learning environment through bi-monthly PBIS team meetings in order to reduce campus referrals by 5% from 280-266

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

<p>Strategy 1: CHS will implement PBIS strategies to reduce the number of discipline referrals. Strategy's Expected Result/Impact: Reduce discipline referrals by 5% Staff Responsible for Monitoring: All staff Administration PBIS Team Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: In 2020-2021 the CHS PBIS Team will hold quarterly meetings to review PBIS referrals to support student and teacher reflection on behavior. Strategy's Expected Result/Impact: PBIS team collaborates analyzing Student reflection forms, & Google Doc database to follow through Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team members Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Discretionary DAEP placements will decrease by 2% in 2020-2021 with early interventions to improve behavior such as PBIS, No Place for Hate initiatives, and through First Offenders Program. Strategy's Expected Result/Impact: DAEP placement reports, PBIS Team meeting notes, PBIS Referral Data Staff Responsible for Monitoring: Assistant Principals Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: For 2020-2022, students returning from DAEP will complete a transition interview with an administrator and receive monitoring from an Intervention Specialist (each grading period).</p> <p>Strategy's Expected Result/Impact: to prevent a return to DAEP with a success rate of at least 90% DEAP counselor will follow up with returning student from DAEP every 4 weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Intervention Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Will continue to implement Coordinated Health Strategies (SHAC) for 2020-2021</p> <p>Strategy's Expected Result/Impact: Increase good choices for wellness and health among faculty and students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals Student Support Services</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May of 2021, CHS will create a safe and drug free environment as evidenced by positive feedback received on an end-of-year student survey in Spring 2021 and a 10% reduction of drug related DAEP placements.

Evaluation Data Sources: Survey and DAEP report

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

Performance Objective 3: By May 2021, CHS will implement set campus wide emergency procedures with continued re-training to ensure the success of all situations while utilizing updated technology such as two-way radios, erected vehicle barriers, surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts.

Evaluation Data Sources: Canutillo PD
Security
Nurse
Administration

<p>Strategy 1: CHS will provide Evacuation Chair training to teachers who may be assisting with emergency evacuations from the 2nd floor.</p> <p>Strategy's Expected Result/Impact: To be well prepared for an evacuation from 2nd floor</p> <p>Staff Responsible for Monitoring: Nurse Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: In the 2020-2021 school year, CHS will increase overall student achievement on state assessments by 2% in Approaches, Meets and Masters in English 1, in Algebra 1 increase Approaches to 85% and increase in Meets and Masters by 3%, in Biology maintain 90% Approaches, maintain Meets 62% and increase Masters by 2%, U.S. History will increase Approaches by 1%, increase Meets by 3%, and Masters by 5% , and English 2 will increase Approaches by 2% increase Meets by 3% and Masters by 3%.

Evaluation Data Sources: EOC final scores

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

<p>Strategy 4: CHS will provide our incoming 9th graders, who have failed the 8th grade Math, Science and/or Reading STAAR test, instructional support through IPC and/or math & English intervention classes using programs such as Shmoop.</p> <p>Strategy's Expected Result/Impact: Increase STAAR biology scores, Advanced level performance prepare them for Biology STAAR test in 10th grade through intervention courses for English and Math to support EOC testing and instruction.</p> <p>Staff Responsible for Monitoring: Admin, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10 - Perceptions 3</p> <p>Funding Sources: software EDPUzzle - 185-State Compensatory Education - \$1,600, Rosetta stone - 185-State Compensatory Education - \$7,270, software-history/writing - 185-State Compensatory Education - \$156</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 55%	 65%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 10: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. Root Cause: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programsetc)</p>
Perceptions
<p>Problem Statement 3: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. Root Cause: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programsetc)</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2020-2021 school year, CHS will support the academic achievement of SPED students by providing 100% of teachers with instructional training in order to increase student performance on Approaches scores on STAAR EOC by 5% on: English I, Algebra I, Biology, English II, and US History.

Evaluation Data Sources: EOC results

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

Goal 2: Increase Student Academic Achievement

Performance Objective 3: In the 2020-2021, CHS will increase AP qualifying scores by 5% for each course, and the number of AP Scholars(AP Scholars and AP scholars with Distinctions) by 5%.

Evaluation Data Sources: Results

<p>Strategy 1: Highly qualified teachers will instruct AP and Dual Credit courses and will be provided with opportunities to attend training at the AP Summer Institute, various AP conferences, quarterly vertical alignment meetings, curriculum writing, teacher mentor-ships, & other applicable training for working with Gifted and Talented students</p> <p>Strategy's Expected Result/Impact: Increasing scores at mastery level</p> <p>Staff Responsible for Monitoring: Principal, AP Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 10 - Perceptions 3</p> <p>Funding Sources: registration fees - 211-Title I-Part A - \$570</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: CHS will provide specific tutoring, to include at least two Saturday mock test sessions, for AP students in preparation for AP exams in all areas where AP courses are offered.</p> <p>Strategy's Expected Result/Impact: Increase scores at mastery level</p> <p>Staff Responsible for Monitoring: AP Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 10: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. Root Cause: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programsetc)</p>
Perceptions
<p>Problem Statement 3: CHS needs to improve scores for all special populations to include struggling students in order to close the achievement gap. Root Cause: Special populations require more support (at-risk coordinator, counselors, LEP tutors, AVID, college to center, software programsetc)</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In 2020-2021 school year, CHS will increase student enrollment and course offerings in Dual Credit, Advanced Placement (AP), and Pre-AP by 5%.

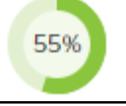
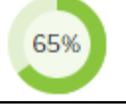
Evaluation Data Sources: Reports

<p>Strategy 1: AP and Dual Credit courses will have required textbooks for each student enrolled (to include prep books and study guides), course materials, and practice exams in order to prepare students for the AP course exams through rigorous instruction, hands-on learning experiences, and exposure to test practice opportunities.</p> <p>Strategy's Expected Result/Impact: Master Schedule; enrollment of students in AP/DC courses; practice exams, AP exam results, campus passing rates for DC</p> <p>Staff Responsible for Monitoring: Principal, AP's, AP Coordinator, DC Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 65%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 5: CHS will increase the student average daily attendance (ADA) rate to 95.5% during the 2020-2021 school year; up from 95% during the school year 2019-2020.

Evaluation Data Sources: Attendance reports

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

Goal 2: Increase Student Academic Achievement

Performance Objective 6: CHS will ensure 70% of students, per grade level, will take the TSI, apply to at least one college/university/technical school, and apply for scholarships/financial aid before graduating in June of 2021.

Evaluation Data Sources: Reports

<p>Strategy 1: CHS will sponsor informational college readiness sessions for seniors pertaining to college process, timelines, admissions, and financing.</p> <p>Strategy's Expected Result/Impact: Increase participation in college readiness.</p> <p>Staff Responsible for Monitoring: College Readiness Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 55%	 65%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 7: CHS will maintain the overall student 4-year graduation rate above 90% by providing increased student structure and specialized support for all students, especially those at-risk, during the 2020-2021 school year.

Evaluation Data Sources: Report

<p>Strategy 1: The Intervention Specialist will monitor and meet with at-risk students to support and assist them by working on solutions to problems, gain outside supports when necessary.</p> <p>Strategy's Expected Result/Impact: To help students make connections with other entities on campus that will lead to student success.</p> <p>Staff Responsible for Monitoring: Intervention Specialist, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: CHS will utilize strategies, such as principal plans for attendance, mentoring plans, homework center, and credit recovery to support student success on a 4-year graduation plan.</p> <p>Strategy's Expected Result/Impact: Increase student attendance and performance</p> <p>Staff Responsible for Monitoring: AP's, counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: CHS will monitor and support Seniors that need to pass 2 or more STAAR test so they can obtain IGC eligibility.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Admin IC Intervention Specialist Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 8: CHS will increase the number of students who take CTE examinations and obtain certification in their field of study by 6% for the 2020-2021 school year

Evaluation Data Sources: CTE reports

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

Goal 2: Increase Student Academic Achievement

Performance Objective 9: CHS teachers will increase their attendance rate to 91% from 89% during the 2020-2021 school year.

Evaluation Data Sources: Staff Attendance Report

Goal 2: Increase Student Academic Achievement

Performance Objective 10: CHS will continue to promote student learning in STEM and advance academics through summer camps and summer bridge program of 2020-2021 in a cooperation with the UTEP MaST Academy, UTEP Engineering dept and other STEM related industries.

Evaluation Data Sources: Number of Participants

<p>Strategy 1: CHS will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEM students.</p> <p>Strategy's Expected Result/Impact: Increase community participation Staff Responsible for Monitoring: STEM Assistant Principal CTE Director CTE Assistant Director Principal Title I Schoolwide Elements: 2.5, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Representatives from the STEM Academy will visit feeder middle schools and present STEM opportunities to students, teachers, parents, administrators and counselors.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enrolled in STEM Academy Staff Responsible for Monitoring: STEM Coordinator, Admin, CTE Director Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: CHS will provide a summer bridge program through our Business and Industry Partners such as UTEP, EPCC, The Hospital of Providence Transmountain and other business partners within El Paso.</p> <p>Strategy's Expected Result/Impact: Understanding the methods of Project Base Learning and to increase the number of students enrolled in STEM Academy Staff Responsible for Monitoring: STEM Assistant Principal CTE Director CTE Assistant Director Principal Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: CHS will use Project Lead the Way to enhance the STEM endorsement.</p> <p>Strategy's Expected Result/Impact: Increase program and participation Staff Responsible for Monitoring: Principal, STEM AP, CTE Director Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

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

Performance Objective 1: In 2020-2021 school year, CHS will continue to promote student volunteering within the Canutillo community by participating in 5 volunteer activities, such as Food Drive, Clothing Drive, Blanket Drive, Jean Collection, Animal Shelter, through various clubs and organizations as measured by records of volunteer service.

Evaluation Data Sources: Records of Volunteer Service for 2020-2021

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

Performance Objective 2: In 2020-2021 school year, CHS will inform students and parents on all five endorsements offered leading to 98% of students completing their endorsement academy.

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

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

Performance Objective 3: In 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 2020-2021 school year and increase participation by 5% each year.

Evaluation Data Sources: Number and lists of participants

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

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

Performance Objective 4: In 2020-2021 SY, CHS will maintain a student leadership component to increase student involvement and build social skills through the development of stronger ties with all stakeholders through Student Leadership Programs, ROTC, and CTSO's as evidenced by a 10% increase in student enrollment in these programs.

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

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

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

Performance Objective 1: In 2020-2021 school year, CHS will host 1 monthly parent meeting in order to support parental involvement in campus activities through parent meetings also open to the public community members .

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

<p>Strategy 1: CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs using flexible times. Strategy's Expected Result/Impact: Increase parent participation. Staff Responsible for Monitoring: Principal, College Readiness Coordinator, Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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). Strategy's Expected Result/Impact: Increase parent participation. Staff Responsible for Monitoring: Principal, AP's, DC & AP Coordinator Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Parent liaison will assist with parental communication and build a positive bridge with school and home. Strategy's Expected Result/Impact: Increase parent participation in their child's learning. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: CHS will work to develop stronger ties with stakeholders and identify a minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during the 2020-2021 school year.

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

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

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

Performance Objective 2: By June 2021, CHS will meet 90% expenditure requirements for the Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education programs in order to meet academic goals.

Evaluation Data Sources: Financial Report

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

Performance Objective 3: By May 2021, CHS will have a fully operational and updated web page and other social media avenues that shares valuable information to all CISD internal and external stakeholders.

Evaluation Data Sources: Survey

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

State Compensatory

Budget for Canutillo High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6117.05.001.30	6117 Career Ladder - Locally Defined	\$49,052.00
185.11.6118.00.001.26	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
185.11.6119.00.001.26	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,254.00
185.11.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$157,627.00
185.31.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,513.00
185.32.6119.00.001.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,193.00
185.11.6129.00.001.30	6129 Salaries or Wages for Support Personnel	\$39,400.00
185.11.6141.00.001.26	6141 Social Security/Medicare	\$972.00
185.11.6141.00.001.30	6141 Social Security/Medicare	\$2,857.00
185.11.6141.05.001.30	6141 Social Security/Medicare	\$712.00
185.31.6141.00.001.30	6141 Social Security/Medicare	\$950.00
185.32.6141.00.001.30	6141 Social Security/Medicare	\$815.00
185.11.6142.00.001.26	6142 Group Health and Life Insurance	\$8,423.00
185.11.6142.00.001.30	6142 Group Health and Life Insurance	\$35,563.00
185.31.6142.00.001.30	6142 Group Health and Life Insurance	\$7,487.00
185.32.6142.00.001.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.001.26	6143 Workers' Compensation	\$315.00
185.11.6143.00.001.30	6143 Workers' Compensation	\$926.00
185.11.6143.05.001.30	6143 Workers' Compensation	\$245.00
185.31.6143.00.001.30	6143 Workers' Compensation	\$308.00
185.32.6143.00.001.30	6143 Workers' Compensation	\$264.00
185.11.6145.00.001.26	6145 Unemployment Compensation	\$61.00
185.11.6145.00.001.30	6145 Unemployment Compensation	\$134.00
185.11.6145.05.001.30	6145 Unemployment Compensation	\$45.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.21.6145.00.001.30	6145 Unemployment Compensation	\$52.00
185.31.6145.00.001.30	6145 Unemployment Compensation	\$60.00
185.11.6146.00.001.26	6146 Teacher Retirement/TRS Care	\$1,875.00
185.11.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$4,037.00
185.31.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$1,897.00
185.32.6146.00.001.30	6146 Teacher Retirement/TRS Care	\$421.00
185.11.6149.00.001.26	6149 Employee Benefits	\$780.00
185.11.6149.00.001.30	6149 Employee Benefits	\$2,607.00
185.31.6149.00.001.30	6149 Employee Benefits	\$748.00
185.32.6149.00.001.30	6149 Employee Benefits	\$899.00
6100 Subtotal:		\$515,779.00
6200 Professional and Contracted Services		
185.11.6269.30.001.26	6269 Rentals - Operating Leases	\$3,672.00
185.11.6299.97.001.30	6299 Miscellaneous Contracted Services	\$30,000.00
6200 Subtotal:		\$33,672.00
6300 Supplies and Services		
185.11.6399.19.001.30	6399 General Supplies	\$1,800.00
185.11.6399.20.001.30	6399 General Supplies	\$1,800.00
185.11.6399.21.001.30	6399 General Supplies	\$1,800.00
6300 Subtotal:		\$5,400.00
6400 Other Operating Costs		
185.11.6494.00.001.30	6494 Reclassified Transportation Expenses	\$12,000.00
6400 Subtotal:		\$12,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Focus for CHS are as follows:

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

2.2: Regular monitoring and revision

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

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

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

CIP can be accessed in the following ways/formats:

- Visit our website, <http://chs.canutillo-isd.org> and under the tab "About Us", a link for the Campus Improvement Plan exists.

- Visit the campus and request a printed copy (56 pages) from the front office staff or from the campus Parent Liaison.
- Email Mrs. Soliz, parent liaison at msoliz@canutillo-isd.org and request an electronic pdf file to be sent via email.
- Another version, other than English, can be made available upon request and will be accessible within 48 to 72 hours.

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

- Fundamental Five
- AVID- strategies and courses
- T- STEM designated program with summer bridge for incoming 9th graders
- CTE programs and certifications
- Fine Arts- band, choir, and theatre
- Foreign language- Spanish, French, and ASL
- Dual Credit courses
- AP courses
- Student-led organizations: Student Council, Chick Fil A Leadership, FCCLA, FBLA, etc.
- The Energy Bus
- Legacy Summer Bridge
- PSAT, ACT, SAT, and ASVAB testing opportunities

- College and Career Days
- Intervention programs and supports- English and Math
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.

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

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

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

- Effective Professional Learning Communities (PLC's) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
- Review, analyze and plan a course of action for students specifically that are at risk of failing for sub-populations: SPED, EL, At-Risk.
- Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (RTI).
- Create a plan for students that have already been retained by providing an accelerated intervention plan.
- Counseling for students that may be at risk of failing to provide additional support at school and home.
- Providing specific resources for students and teachers to utilize effectively for intervention at school and/or home.
- Personal graduation plans are to be completed with parental and student input.
- Professional development and follow-up to trainings are detrimental for teacher and student success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

3.2: Offer flexible number of parent involvement meetings

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

Parent engagement priorities are as follows:

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