

Canutillo Independent School District

District Improvement Plan

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

**We provide Equitable Opportunities to ensure our future-ready students are empowered to
Explore, Learn,
Grow, and Excel.**

Vision

LEAD today. IMPACT tomorrow.

Canutillo Ethics

STUDENT CENTERED FOCUS

TRUSTWORTHINESS IN STEWARDSHIP

COMMITMENT TO SERVICE

EQUITY IN ATTITUDE

HONOR IN CONDUCT

INTEGRITY OF CHARACTER

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Goals













Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness













Performance Objective 1: By May 2025, CISD students in grade levels 3-10 will improve reading language arts (RLA) master level by 2%.

















HB3 Goal

Evaluation Data Sources: STAAR Assessment
STAAR Interim Assessment
Common Unit Assessments

Strategy 1 Details	Reviews			
Strategy 1: C&I and SPED : Support the district initiatives through professional development, ongoing technical assistance by Curriculum Coordinators, Lead teachers, At- Risk teachers, and ICs, data dig meetings and district PLCs. Strategy's Expected Result/Impact: Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, SPED Director RLA Coordinator Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: C&I & SPED: Hold and plan district-wide grade level and special programs PLCs to review BOY, MOY, EOY data and develop plans for early intervention. Strategy's Expected Result/Impact: Evaluate data regularly for early identification of need for intervention and to close learning gaps. Staff Responsible for Monitoring: C&I Results Driven Accountability Problem Statements: Student Learning 8	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: C&I: Ongoing process of curriculum alignment and development through common unit assessments and professional development focused on critical content, standardizing a model for Structured Literacy. Strategy's Expected Result/Impact: Improved tier 1 instruction through analysis of common unit assessment data. Early identification and intervention for students needing additional support. Staff Responsible for Monitoring: C&I Problem Statements: Student Learning 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: C&I and SPED: Support campus RTI process by providing instructional resources, time, and materials to support all students, but especially those struggling students. Provide a safe and functional learning environment to support social emotional learning. Strategy's Expected Result/Impact: Closing the gaps for all students. Staff Responsible for Monitoring: Executive Director of C&I Special Education Director Campus Principal Results Driven Accountability Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: SPED- Will provide professional development and tools to general and Elementary and Secondary Special Education teachers for effective implementation to improve Reading and Writing skills Strategy's Expected Result/Impact: Increase student growth through academic and behavioral strategies and interventions Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 6 Details		Reviews			
Strategy 6: ALS: Continue to implement the 3 - Step Parent Denial process. Step 1, campus is notified of a parental denial request and the LPAC Aide of the campus meets with parents to explain the importance of providing services. Step 2, parent wants to proceed with the parental denial process and meets with a campus administrator to indicate possible negative academic impact on the students. Step 3 parents meet with the bilingual director to share data on student performance of parent denials and students being served. Strategy's Expected Result/Impact: By reducing the parent denials, there will be improved listening, speaking, reading and writing skills among emergent bilingual students. Staff Responsible for Monitoring: LPAC Aides, campus administrator and the Bilingual Coordinator Problem Statements: District Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 7 Details		Reviews			
Strategy 7: ALS: Will support teachers by providing professional development on the previous TELPAS scores, the importance of being knowledgeable on the purpose and effects of TELPAS. Sharing the link between using best strategies and the integration of the English Language Proficiency Standards into their lessons to improve student performance. Provide opportunities in the integration of the English Language Proficiency Standards (ELPS) , Content Based Instruction, Dual Language, Reading Comprehension and Spanish language support. ALS in collaboration of Sped serving students that are double coded in bilingual and Sped. Strategy's Expected Result/Impact: The initiatives outlined will impact student academic performance and enhance instructional strategies. Staff Responsible for Monitoring: Bilingual Coordinator and Executive Director of C&I Problem Statements: District Processes & Programs 4		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 8 Details		Reviews			
Strategy 8: Programs: Will support all campuses through training and visits, to ensure that students will be appropriately identified using the 15 At Risk criteria in order to provide continuous, timely and interventive assistance to increase student performance. Problem Statements: Student Learning 5 Funding Sources: Program Compliance-AMazon - 185-State Compensatory Education - \$1,447.03		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Considerable	 Accomplished

Strategy 9 Details	Reviews			
Strategy 9: Programs: Will coordinate and plan with Intervention Specialist to establish and implement a SCE handbook and prepare "At Risk" training to all campuses. Problem Statements: Student Learning 5, 7	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 10 Details	Reviews			
Strategy 10: Programs: Will review and collaborate with campuses to target their school-wide plan so interventions and support are implemented for all At-Risk students. Strategy's Expected Result/Impact: Each campus and district will have a plan to monitor and complete annually. Staff Responsible for Monitoring: Program Compliance Director/Campus Administrators Problem Statements: Student Learning 5, 7	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 11 Details	Reviews			
Strategy 11: ALS will support teachers' professional growth by encouraging participation in conferences, workshops, and seminars aimed at improving the education of emergent bilingual students. In addition, ALS will lead a Dual Language Study Group to engage both teachers and administrators in exploring and discussing research on best practices for effective teaching. Strategy's Expected Result/Impact: Teachers will gain new strategies and insights that directly enhance their ability to support emergent bilingual students. Staff Responsible for Monitoring: Bilingual Coordinator and Executive Director of C&I Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase. Root Cause: EB students decreased by 2.3% in masters
Problem Statement 3: If SPED/GEN ED teachers are provided with effective training for teaching SPED students, then state and local assessments will increase. Root Cause: SPED STAAR /EOC low across the board 20- 30%

Student Learning

Problem Statement 5: If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase. **Root Cause:** At-Risk students are 5-15 % below district average in every subject

Problem Statement 7: If intervention sections are implemented at the secondary level in reading language arts classes utilizing multi-tiered instruction and support, student growth will increase **Root Cause:** Secondary level needs intervention teachers ELAR (writing included)

Problem Statement 8: If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective. **Root Cause:** Training and PLC's for all teachers in SPED tier 1 strategies

Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. **Root Cause:** More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

District Processes & Programs

Problem Statement 2: Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates. **Root Cause:** Lack of training, follow ups, communication, written processes and procedures. Edit Associated Areas

Problem Statement 4: Low performance on TELPAS specifically in middle and high school. **Root Cause:** Lack of knowledge from teachers, parents and students on the purpose and importance of TELPAS, lack of recognition for students who excel and testing procedures not conducive to improving student performance.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness













Performance Objective 2: By May 2025, CISD students in grade levels 3-9 will improve math and algebra master level by 2%.

HB3 Goal

Evaluation Data Sources: STAAR Assessment

STAAR Interim Assessment

Common Unit Assessments

Strategy 1 Details	Reviews			
Strategy 1: C&I and Academics Department: Support campus initiatives to increase student performance in math. Strategy's Expected Result/Impact: Increase student achievement. Teachers and implementing and utilizing all strategies acquired from training. Staff Responsible for Monitoring: Executive Director of C&I and Math Coordinator Problem Statements: Student Learning 6, 12	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: C&I: Will provide math intervention for struggling students. Strategy's Expected Result/Impact: Increase math scores and performance from K - 12 Staff Responsible for Monitoring: Executive Director and Math Coordinator Problem Statements: Student Learning 4, 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: C&I: Increase Algebra readiness for students in grades 2-8 through the utilization of the CISD Math Instructional Framework. Strategy's Expected Result/Impact: Students demonstrate growth between ESTAR/MSTAR administrations (BOY, MOY, EOY). Staff Responsible for Monitoring: Executive Director of C&I and Math Coordinator Problem Statements: Student Learning 13	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: If students in HB1416 receive intentional Tier 1 instruction and High Impact Tutoring as defined by TEA, then student growth will increase. **Root Cause:** District student growth averaged 61% across the district. However HB 1416 students only increasing about 37 %













Problem Statement 6: If 5th math teachers receive high-quality instruction training and work effectively during PLCs, then student scores will increase. **Root Cause:** # of 5th graders obtaining masters in Math - more training for teachers













Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. **Root Cause:** More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

















Problem Statement 13: If CISD adopts and implements a Literacy and Math Framework, then all stakeholders will understand how to impact literacy and math proficiency for all students. **Root Cause:** Implement CISD Literacy and Math Framework to establish district wide expectations and practices in reading language arts and mathematics classrooms.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 3: By May 2025, Seniors will be graduating College, Career, and Military Ready (CCMR) increasing the component score from 69 to 75.

Strategy 1 Details	Reviews			
Strategy 1: CTE: Increase the number of CTE students receiving certifications by 1% and increase the diversity of industry certifications by 1%. CTE: Provide necessary equipment, supplies and materials/resources to all CTE classrooms to assist in the improvement, expansion and quality of CTE programs. CTE will provide opportunities for CTE teachers to attend professional development and student opportunities to compete in competitions and leadership conferences related to career programs. Strategy's Expected Result/Impact: increase industry-based certifications earned, increased enrollment #s in CTE programs, CTE completers/concentrators, increase CCMR component score Staff Responsible for Monitoring: CTE	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: CTE: Provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and Emergent Bilingual students. Provide training on the integration of ELPS into daily activities and support to monitor progress of EB students. Promote College Readiness and support for EB and Migrant students. Strategy's Expected Result/Impact: EOC results, PBMAS, PD sign-in sheets & meeting agendas, increased CCMR component score. Improved TELPAS scores for Emergent Bilingual students. Support EB and Migrant students with Scholarship applications, Essay writing, University Visits, and Financial Support opportunities. Staff Responsible for Monitoring: CTE, SPED, ALS, Executive Dir of C&I	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: CTE: Provide opportunities to earn dual-credit and/or associate's degree to students through a PTECH program; provide training, equipment, resources to teachers needed to offer dual-credit and/or advanced courses; provide marketing resources that promote PTECH and CTE programs. Strategy's Expected Result/Impact: College-ready students leaving high school with Associate's degree; increases performance acknowledgements; college opportunities for first-generation college students and OBM's Staff Responsible for Monitoring: CTE; Campus administration; PTECH Coordinator & teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Reviews			
Strategy 4: DAEP: Will support all students in their academic success. We will achieve this by working in unison and parallel to the secondary home campus of the students. These instructional tools will allow for seamless continuation of course work and reduce loss of credits. Funding Sources: Santech-Instructional Tech - 185-State Compensatory Education - \$1,263, STS Education-Instructional tech - 185-State Compensatory Education - \$3,636, Shelby - 185-State Compensatory Education - \$379.90, Santech - 185-State Compensatory Education - \$954, DAEP Personnel- Instructional Support - 185-State Compensatory Education - \$590,540, STS Education- instructional technology - 185-State Compensatory Education - \$1,318	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
Strategy 5: C&I: Continue to add rigorous coursework into the regular curriculum with Curriculum Writing for Advanced Academics teachers and subjects. Work towards vertical alignment from 6-12 in all core content. Continue work to assist teachers in differentiation and rigor. Continue open enrollment while providing support for students to be successful in the AP program. Strategy's Expected Result/Impact: Increase the number of passing scores in AP courses and limit student drops from AP program. Staff Responsible for Monitoring: Executive Director of C&I Advanced Academic Curriculum Coordinator Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Considerable	 Accomplished	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: C&I: Provide ongoing support for Gifted and Talented/Advanced Academic program - to include identification, student testing, professional development updates on differentiation and materials. Strategy's Expected Result/Impact: Ongoing Identification of Gifted and Talented students Teachers will complete 6 GT update hours Teachers will differentiate their instruction to support GT students Staff Responsible for Monitoring: Executive Director of C&I Advanced Academics Coordinator Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 7 Details	Reviews			
Strategy 7: C&I: Monitor, support and provide intervention options to all students at CHS and NW to increase student outcomes on all college preparation exams (i.e. TSI, ACT, SAT, PSAT, ...). Strategy's Expected Result/Impact: Increasing students scores provides more opportunities for post-secondary success through increased scholarship opportunities, increased students taking AP and DC, and college acceptance. Staff Responsible for Monitoring: C&I Campus Administration Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: SSS: CHS and NW counselors will work closely with CTE and C&I staff to ensure that all students are provided with opportunities to graduate high school, College and Career ready. Strategy's Expected Result/Impact: Increase the number of students graduating college and career ready. Staff Responsible for Monitoring: SSS Director of Student and Community Services High school and early college counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 9 Details	Reviews			
Strategy 9: SPED- Provide professional development for staff and opportunities for students with disabilities in 18 plus program to access vocational training and skill building programs that are tailored to individuals abilities and needs. Strategy's Expected Result/Impact: Teachers and staff are highly trained to work with 18 plus years for students with disabilities in a vocational setting. Students will gain work skills and soft skills. Staff Responsible for Monitoring: SPED Problem Statements: Student Learning 8	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:













Student Learning
Problem Statement 1: If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase. Root Cause: EB students decreased by 2.3% in masters
Problem Statement 8: If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective. Root Cause: Training and PLC's for all teachers in SPED tier 1 strategies









District Processes & Programs

Problem Statement 2: Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates. **Root Cause:** Lack of training, follow ups, communication, written processes and procedures.
Edit Associated Areas

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 4: Graduation rate will increase from 92% in 2022 to 95% for school year 2024.

Strategy 1 Details	Reviews			
Strategy 1: DAEP- Provide effective tutoring and small group support to ensure student growth and retain to attend school. DAEP will provide instructional items needed to support student growth. Funding Sources: DAEP.EAI Education- Instructional Material - 185-State Compensatory Education - \$100, DAEP.Amazon-Instructional Materials - 185-State Compensatory Education - \$1,435	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: DAEP is creating a new instructional setting where teachers will provide academic instruction in their own classroom. DAEP will update the academic instructional tools and equipment to match the home campus instructional opportunities for students and teachers. Funding Sources: Uline - 185-State Compensatory Education - \$4,387.50, Shelby Distributions - 185-State Compensatory Education - \$1,176.30	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Accomplished	Accomplished	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Academics- Provide a flexible option for credit recovery and test preparation (i.e. TSI, ACT) with a self-paced online program at CHS, NW and TOA. Strategy's Expected Result/Impact: Flexibility and self-paced options allow student to recover credits needed to graduate in a timely manner. Funding Sources: Edmentum - 185-State Compensatory Education - \$44,971.89	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Accomplished

Strategy 4 Details		Reviews			
Strategy 4: SSS: The Opportunity Academy (TOA) will purchase supplies, materials, equipment and software for the operation of the program to increase the students academic success. Strategy's Expected Result/Impact: The Opportunity Academy will assist students deficient in credits and state assessments to ensure successful and timely completion of all graduation requirements with integrity and fidelity. Staff Responsible for Monitoring: At Risk Case Manager Problem Statements: Student Learning 5 Funding Sources: SSS- TOA - 185-State Compensatory Education - \$145.86, SSS- TOA -Amazon - 185-State Compensatory Education - \$98.13, SSS-TOA supplies 4 - 185-State Compensatory Education - \$149.89		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Considerable	 Accomplished	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					









Performance Objective 4 Problem Statements:









Student Learning
Problem Statement 5: If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase. Root Cause: At-Risk students are 5-15 % below district average in every subject

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 5: By May 2025, Results Driven Accountability (RDA) rating will decrease from 3 to 1.

Evaluation Data Sources: Results Driven Accountability (RDA) report for SPED
Emergent Bilingual
SPecial population students.

Strategy 1 Details	Reviews			
Strategy 1: SSS & SPED: Support campus with the MTSS process by providing instructional resources, time, and materials to support struggling students that are at risk. Strategy's Expected Result/Impact: Closing the gaps for struggling students Increase student growth Staff Responsible for Monitoring: Executive Director of SSS Campus Principal Curriculum Coordinators/ Lead teachers Instructional Coaches Results Driven Accountability Problem Statements: Student Learning 3, 8 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: SSS & SPED: Support campuses with MTSS training's that deal with intervention strategies, teacher/coaching model, and monitoring to address academic and social emotional needs. Strategy's Expected Result/Impact: To increase best practices for instruction and social emotional support utilizing resources effectively for success. Staff Responsible for Monitoring: Student support services SPED Campus Principal Results Driven Accountability Problem Statements: Student Learning 3, 8 Funding Sources: Prevention Specialist/ Facilitator FTE - 211-Title I-Part A	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

















Strategy 3 Details		Reviews			
Strategy 3: C&I: Monitor Student growth through using common unit assessment, benchmark assessments, interim assessments, STAAR assessment data and conducting data digs during district PLCs. Strategy's Expected Result/Impact: Monitoring and evaluation forms the basis for modification of interventions and assessing the quality of activities being conducted. Staff Responsible for Monitoring: Executive Director of C&I Curriculum Coordinators Results Driven Accountability Problem Statements: Student Learning 12		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: If SPED/GEN ED teachers are provided with effective training for teaching SPED students, then state and local assessments will increase. Root Cause: SPED STAAR /EOC low across the board 20- 30% Problem Statement 8: If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective. Root Cause: Training and PLC's for all teachers in SPED tier 1 strategies Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. Root Cause: More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas
District Processes & Programs
Problem Statement 1: The lack of strategies, support and use of technology for instruction that impacts adequate systems to target Emergent Bilingual & struggling learners Root Cause: Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. Parent training is needed to maintain support learning.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 6: By May 2025, Canutillo ISD will increase and monitor all student attendance rate from 95.1% to 98%.

Strategy 1 Details	Reviews			
Strategy 1: Student Support Services: The Teen Parent Programs will increase the students academic success by purchasing supplies. material, equipment, and software for the operation fo the program Strategy's Expected Result/Impact: Increase student achievement and ensure that teen parents remain in school with support Staff Responsible for Monitoring: At Risk Case Manager and Supplemental Service Educator. Problem Statements: Demographics 3 Funding Sources: Amazon- PRS supplies - 185-State Compensatory Education - \$86.89	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Student Support Services: Assist teen parents and pregnant studnts with academics and resources (to include Compensatory Education Home Instruction (CEHI) for Pregnancy Related Services students), emotional and medical needs to include home visits as needed. Strategy's Expected Result/Impact: Students will receie interventions and supplemental services according to their individual needs and to keep students in school. Staff Responsible for Monitoring: At Risk Case Manager and Supplemental Services Educator	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Student Support Services: Provide healthy snacks and drinks for pregnant students as needed while on campus to ensure attendance and academic success. Strategy's Expected Result/Impact: Support Services to include health checks which will be provided to the student during the prenatal/postnatal period of the pregnancy while the student is attending/ enrolled in school to include snacks and drinks to pregnant students as needed while on campus. Staff Responsible for Monitoring: At Risk Case Manger and Supplemental Services Educator Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Our district and each campus attendance rates did not meet the goal of 97%. Root Cause: Students experience higher rates of illness, chronic illness, family issues, trauma, housing problems, and lack of transportation. In addition, school climate, academics, relationships, and disciplinary practices play a role.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 7: By May 2025, CISD students in grades Pre K - 2 will demonstrate 2% growth on reading assessments.













HB3 Goal













Evaluation Data Sources: CIRCLE - Pre K

Texas KEA - K

TPRI - 1-2

Tejas LEE - 1-2

Strategy 1 Details	Reviews			
Strategy 1: C&I: Support the district initiative through professional development, on-going technical assistance by Early Childhood Coordinator. Strategy's Expected Result/Impact: Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors. Staff Responsible for Monitoring: Early Childhood Coordinator Problem Statements: Student Learning 8, 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: C&I: Phonics curriculum using systematic direct instruction for K-3 and, integrated assessments with Reading Academies will be practiced for K-2. Integration of phonics, fluency and comprehension skills for emergent bilingual students. Strategy's Expected Result/Impact: Increased decoding to improve reading comprehension for all students. Staff Responsible for Monitoring: Early Childhood Coordinator Problem Statements: Student Learning 13	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Early Childhood Coordinator: Horizontally align early childhood grades with common benchmarks and assessments. Strategy's Expected Result/Impact: Guarantee the continuity of state curriculum is written, taught, and tested. Staff Responsible for Monitoring: Early Childhood Coordinator Problem Statements: Student Learning 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Reviews			
Strategy 4: C&I: All K-3 teachers and principals will demonstrate a comprehensive understanding of the Science of teaching Reading by completing the Reading Academies. Strategy's Expected Result/Impact: Ensure all teachers and principals implement the reading academies effectively for student learning Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood Coordinator Problem Statements: Student Learning 13	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: K-2 teachers will collaboratively design and create integrated lessons that use Fine Arts strategies to enrich reading fluency instruction (e.g., using rhythm, movement, or visual art to support phonemic awareness and pace). Teachers will implement the lessons weekly in their classrooms and track their impact by comparing student fluency scores from MOY to EOY assessments. Strategy's Expected Result/Impact: aiming for a minimum 2% increase. Staff Responsible for Monitoring: Fine Arts Director, Campus Admin Equity Plan Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 No Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

















Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 8: If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective. Root Cause: Training and PLC's for all teachers in SPED tier 1 strategies Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. Root Cause: More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas Problem Statement 13: If CISD adopts and implements a Literacy and Math Framework, then all stakeholders will understand how to impact literacy and math proficiency for all students. Root Cause: Implement CISD Literacy and Math Framework to establish district wide expectations and practices in reading language arts and mathematics classrooms. Problem Statement 15: Teachers do not feel confident in teaching enrichment in many subjects. Root Cause: There is not enough training for enrichment in subjects, but specifically in non-core subjects.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 8: Student Safety & Well Being :













By May 2025, all CISD students will demonstrate growth in personal social competencies from 23% to 43%.

Strategy 1 Details	Reviews			
Strategy 1: SSS: Purchase the necessary items (ie. supplies, materials, equipment, resources, software) for the operations of Student Support Services programs that serve students and families. Strategy's Expected Result/Impact: Build a higher level of capacity in all stakeholders to include students, families, community members and CISD educators and staff to support student learning Staff Responsible for Monitoring: SSS Executive Director, Student Support Services Staff Funding Sources: SSS. Gov. Connection, Inc - 211-Title I-Part A - \$305.92, SSS.Message Logix, Inc - 211-Title I-Part A - \$2,720, SSS: GovConnection - 211-Title I-Part A - \$383.75, SSS-Shelby - 211-Title I-Part A - \$194.95	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: SSS: District Behavior Threat Assessment Core (BTAC) will provide training and ongoing support to campus behavior threat assessment teams (BTAT) on conducting consistent meetings throughout the school year, utilizing a database warehouse. Strategy's Expected Result/Impact: Build on the personal social growth within students Staff Responsible for Monitoring: District Behavior Threat Assessment Core	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: SSS: Resources (to include fidgets, furniture, software, etc.), supplies, and equipment necessary to support the objectives of the Stronger Connections Grant will be purchased for the campuses identified within the grant. This will support the Stronger Connection Grant Support Center within each campus. Strategy's Expected Result/Impact: Build on the personal and social growth within students and the campus. Staff Responsible for Monitoring: Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 9: By May 2025, CISD students in tested grade levels will improve Social Studies master level by 2%.

Evaluation Data Sources: STAAR Social Studies

Strategy 1 Details	Reviews			
Strategy 1: C&I and SPED : Support the district initiatives through professional development, ongoing technical assistance by Socials Studies Curriculum Coordinator, Lead teachers, At- Risk teachers, and ICs, data dig meetings and district PLCs. Strategy's Expected Result/Impact: Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Social Studies Coordinator SPED Director Problem Statements: Student Learning 8	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: C&I: Ongoing process of curriculum alignment and development through common unit assessments and professional development focused on critical content. Strategy's Expected Result/Impact: Improved tier 1 instruction through analysis of common unit assessment data. Early identification and intervention for students needing additional support. Staff Responsible for Monitoring: C&I Social Studies Coordinator Problem Statements: Student Learning 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:









Student Learning
Problem Statement 8: If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective. Root Cause: Training and PLC's for all teachers in SPED tier 1 strategies













Student Learning
Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. Root Cause: More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 10: By May 2025, CISD students in will demonstrate a 2% growth on science meets level and have varied opportunities to participate in STEM offerings.

Evaluation Data Sources: Common unit assessments
STAAR interim assessments
Science STAAR grade 5, 8 and Biology

Strategy 1 Details	Reviews			
Strategy 1: C&I: Support campus and district science initiatives by providing instructional resources, time, training, and materials to support high quality science instruction for students. Strategy's Expected Result/Impact: Improved student outcomes on district unit assessments, Interim and STAAR. Staff Responsible for Monitoring: C&I District Science and Innovative learning Curriculum Coordinator Problem Statements: Student Learning 1, 14	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: C&I: Ongoing process of curriculum alignment and development through common unit assessments, TEKS RS and professional development focused on critical content. Strategy's Expected Result/Impact: Focus on critical content and effective first teach will lead to improved performance and district science measures. Staff Responsible for Monitoring: C&I District Science and Innovative learning Curriculum Coordinator Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Accomplished

Strategy 3 Details	Reviews			
Strategy 3: C&I: Support student growth and interest in STEM by providing financial assistance for student participation in regional and state STEM events (registration fees for contests, travel, subs. etc.), support campus Science/STEM fairs, district Science/STEM fair and summer STEM camps. Strategy's Expected Result/Impact: Early exposure to STEM opportunities will increase the number of students taking STEM (science, technology, and math) AP and dual credit courses and participating in district TECH pathways. Staff Responsible for Monitoring: C&I District Science and Innovative Learning Curriculum Coordinator Problem Statements: Student Learning 14	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: C&I: Provide training, support and materials (such as robots, books and coding programs) to teachers, district robotics, and coding coaches in technology applications. Strategy's Expected Result/Impact: Early exposure to STEM content and clubs such as robotics and coding increases student opportunities to pursue high-pay, in- demand STEM pathways. District support will help expand programs to reach larger number of students. Staff Responsible for Monitoring: C&I District Science and Innovative learning Curriculum Coordinator Problem Statements: Student Learning 14	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 1: If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase. Root Cause: EB students decreased by 2.3% in masters
Problem Statement 14: If campuses have a dedicated science block for all grade levels that includes laboratory investigations as required by the Science TEKS, then district science assessment averages will increase. Root Cause: Opportunities for laboratory investigations for students K-5 students, 5th grade science STAAR passing rates low at 65% approaches, 27% meets, 9% Masters

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 11: Provide professional development and resources to K-5 teachers to increase their knowledge and ability to teach the new Technology Application TEKS so that all students become literate in their respective grade level technology applications during the academic year 24-25.

Evaluation Data Sources: District Code.org data reports, lesson plans













Strategy 1 Details	Reviews			
Strategy 1: Enroll CISD in the Code.org District partnership to offer and track student progress through the Code.org computer science courses for grades K-5. Strategy's Expected Result/Impact: Students will receive high quality instruction and practice with grade appropriate computer science skills. Staff Responsible for Monitoring: District Science and Innovative Learning Coordinator Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide training in Launch CS First K5 technology applications to district's K-5 teachers. Strategy's Expected Result/Impact: Teachers will receive training and materials for teaching and integrating the K-5 technology application TEKS. Staff Responsible for Monitoring: District Science and Innovative Learning Coordinator Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 15: Teachers do not feel confident in teaching enrichment in many subjects. Root Cause: There is not enough training for enrichment in subjects, but specifically in non-core subjects.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 12: By May 2025, all CISD students will be familiar with required state-mandated safety drills and respective expectations.









Strategy 1 Details	Reviews			
Strategy 1: Scheduled monthly safety drills. Strategy's Expected Result/Impact: Students are aware of Safety Response Protocols. Staff Responsible for Monitoring: Chief of Police, Principals.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: SSS: Implement districtwide Safe and Supportive School Initiatives - Crisis Intervention Team (CIT), Safety Response Protocol (SRP), Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Behavior Threat Assessments (BTA) and Mental Health trainings and Lessons. Strategy's Expected Result/Impact: Increase both student and staff personal social competence. Implementation of state and district initiatives with fidelity. Staff Responsible for Monitoring: SSS executive Director, Student and Community Services Director, Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Student Support Services: Implement the districtwide placement of safety equipment and emergency medications in CISD buildings for the wellbeing of students and staff, as well as monitor personnel trainings, compliance and progress, Strategy's Expected Result/Impact: Campuses and auxiliary buildings will have staff that are prepared and equipped to respond to any health needs or health emergencies of staff and students. Staff Responsible for Monitoring: Campus principals, directors and nurse coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 4 Details	Reviews			
Strategy 4: Student Support Services: Coordinate the purchase of educational materials, supplies and fixed assets district wide for response to the health and safety needs of students and staff. Strategy's Expected Result/Impact: Campuses and auxiliary buildings will have staff that are prepared and equipped to respond to any health needs or health emergencies of staff and students. Staff Responsible for Monitoring: Campus principals, directors and nurse coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 13: Provide Professional Development to C&I personnel to increase their knowledge base in all content areas to include federal programs and funding that will help increase student success during the academic year 24-25.

Evaluation Data Sources: Teacher and student performance evaluation and monitoring tools.
Supervisor observations









Strategy 1 Details	Reviews			
Strategy 1: Staff will assess and learn different ways of closing the gaps through research-based strategies and curriculum in all content areas. Staff Responsible for Monitoring: C&I Department Results Driven Accountability Problem Statements: Student Learning 1, 4, 5, 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 13 Problem Statements:

Student Learning
Problem Statement 1: If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase. Root Cause: EB students decreased by 2.3% in masters Problem Statement 4: If students in HB1416 receive intentional Tier 1 instruction and High Impact Tutoring as defined by TEA, then student growth will increase. Root Cause: District student growth averaged 61% across the district. However HB 1416 students only increasing about 37 % Problem Statement 5: If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase. Root Cause: At-Risk students are 5-15 % below district average in every subject Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. Root Cause: More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 14: By May 2025, Coordinated School Health (CSH) team will update action plans/calendar, district wide presentations and campus health fairs. Provide prevention educational materials, supplies and fixed assets.

Strategy 1 Details	Reviews			
Strategy 1: Physical Education (PE) teachers will assess, examine and work on closing the gaps between students who achieved and did not achieve the healthy fitness zones. Problem Statements: Student Learning 12	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				













Performance Objective 14 Problem Statements:

















Student Learning
Problem Statement 12: If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes. Root Cause: More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Professional Learning and Quality Staff:

By May of 2025, 100% of district administrators will participate in professional development activities to improve leadership capabilities toward improving student outcomes.













Strategy 1 Details	Reviews			
Strategy 1: DAEP will stay up to date on Texas education legal developments through legal columns/blogs.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: SSS: Provide staff training to all campuses on trauma and inform care, suicide awareness, CPS reporting, bullying and human trafficking. Strategy's Expected Result/Impact: Staff to be prepared and informed on responding and understanding student trauma. Emphasis is placed on physical, psychological and emotional safety of the student. Staff Responsible for Monitoring: Director of Student and Community Services, School Counselors Funding Sources: SSS- Region 19 - 211-Title I-Part A - \$750	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: SSS: We will establish and maintain partnerships with outside mental health agencies for psychological and social emotional support services to our students. Strategy's Expected Result/Impact: Direct services to students' mental health concerns. Staff Responsible for Monitoring: Director of Student and Community Services	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 4 Details		Reviews			
Strategy 4: SSS: Provide targeted support to all students and staff addressing health, wellness, physical activity, counseling and behavioral health to ensure a positive impact on the well being of our students and staff. Strategy's Expected Result/Impact: Increase students and staff attendance and participation for student learning by supporting their behavioral health, wellness and health needs. Staff Responsible for Monitoring: SSS Executive Director, SSS staff		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details		Reviews			
Strategy 5: SSS/Social Worker/School Counseling: Will utilize outside community resources to address social, emotional and personal development to include but not limited to, coping techniques, decision making skills, problem solving, restorative practices, and social emotional learning Strategy's Expected Result/Impact: Increase attendance and participation by students and staff for student learning by supporting behavior health, wellness and health needs. Staff Responsible for Monitoring: Director of Student and Community Services, District Social Workers, Campus Counselors		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 6 Details		Reviews			
Strategy 6: The Academics Department will provide aspiring leaders with professional development opportunities that will help improve student outcomes. Strategy's Expected Result/Impact: Increase the leadership pipeline and help fill vacancies in the district with well prepared leaders. Staff Responsible for Monitoring: Associate Superintendent Office Funding Sources: Region 19 Professional Development - 185-State Compensatory Education - \$600, Region 19-Knerl - 185-State Compensatory Education - \$75, Region 19-Radecki - 185-State Compensatory Education - \$150, Region 19-Salais - 185-State Compensatory Education - \$150, Holdsworth TXRL - 185-State Compensatory Education - \$385.96, TCEA-- DAEP - 185-State Compensatory Education - \$349		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 2: Professional Learning and Quality Staff: (TTESS)

















By May 2025, all campuses will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development.

Strategy 1 Details	Reviews			
Strategy 1: DAEP: Provide professional development and PLC opportunities to teachers, to increase student performance based on their individual needs. Funding Sources: ESC Region 10-Professional Development - 185-State Compensatory Education - \$50, ESC Region 19 Behavior Conference - 185-State Compensatory Education - \$200	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: HR- District will provide trainings to all new teachers on the Texas Teacher Evaluation Support System (TTESS) and embed process with the Student Learning Objectives (SLO's)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 3: Staff Satisfaction:

















By May 2025, Canutillo ISD staff will increase by 3% annually Teacher Retention rate and Employee Attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: C&I: In addition to providing Professional Development opportunities, new teachers will participate in the New Teacher Induction Program with assigned mentors and differentiated PD. Strategy's Expected Result/Impact: Increase quality of new classroom teachers and increase retainment. Staff Responsible for Monitoring: Early Childhood Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: SSS: Provide professional development and resources to address teacher self-care and personal social competencies, to include the annual SEL Bowl. Strategy's Expected Result/Impact: Decrease teacher burnout and CIT staff calls. Increase retention of teachers. Staff Responsible for Monitoring: SSS staff	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 4: Staff Safety and Well-Being:













By May 2025, all Canutillo ISD personnel will be trained on Safety Response Protocols (SRP). Additionally, personnel will indicate an increase in the learning and retention of protocols through the School Safety Survey .

Strategy 1 Details	Reviews			
Strategy 1: Drills/exercises will be completed monthly. Staff Responsible for Monitoring: Chief of Police, Principal, Administration.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Safety Response Protocols (SRP) training and courses are mandated onboarding a annual trainings through SafeSchools and at New Employee Orientation. Strategy's Expected Result/Impact: Learning of SRP and expectations. Staff Responsible for Monitoring: Assistant Director of HR, Chief of Police.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: SSS: Provide staff training for districtwide Safe and Supportive School Initiatives - Crisis Intervention Team (CIT), Safety Response Protocol (SRP), Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Behavior Threat Assessments (BTA) and Mental Health trainings and Lessons. Strategy's Expected Result/Impact: Increase staff's knowledge and role they play on the implementation of state and district initiatives with fidelity. Staff Responsible for Monitoring: SSS executive Director, Student and Community Services Director, Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1:

By May 2025, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

Strategy 1 Details	Reviews			
Strategy 1: (CTE) The CTE Department will provide students with program of study options that meet the high-wage, high-demand, high-skill criteria as developed by the state of Texas Tri-Agency Initiative. Travel opportunities for campus, teacher, counselor and CTE administration to investigate program improvement, post-secondary options and field of study options for students and special populations groups. Strategy's Expected Result/Impact: Higher number of students career and college ready, increase in CCMR percentages and IBCs earned. Focused program selection and less students changing or dropping CTE programs of study. Increased number of CTE completers which directly results in higher CCMR scoring. Staff Responsible for Monitoring: CTE, Campus administration and counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: (CTE) Provide support, updates, training to all district counselors, campus administration and CTE teachers concerning CTE programs & graduation endorsements. Provide travel opportunities for teachers to attend PD directly related to their content area. Involve parents, students and industry partners in CTE collaborative board meetings, parent tours and parent meetings that discuss program comprehensive local needs assessment for CTE programs offered and disseminates program information options. Strategy's Expected Result/Impact: (CTE) Increase involvement with parents and their child's career options, more informed decisions made by families of CTE program options available for their child (less confusion and misunderstanding), more informed campus counselors and administration about CTE programs and compliance Staff Responsible for Monitoring: CTE, campus administration Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:













Perceptions









Problem Statement 3: Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community. **Root Cause:** The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 2: CISD parents and families will be provided a minimum of 7 training and workshop opportunities on how to actively engage as partners in their children's learning, to include special populations, by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: CTE: Provide opportunities for parents to engage in their child's education through participation on CTE Advisory Board Committees; Better inform parents through social media avenues; Market CTE programs offered to Canutillo and surrounding communities; Updated program information disseminated through social media, mailers, open parent night tours, career fairs, interactive monitors at high & middle schools Strategy's Expected Result/Impact: parents become more involved and informed of their children's learning and career path choices; community aware of CTE program offerings and part of decision-making body for program improvement and changes; students have more clear idea of what choices lead to what careers Staff Responsible for Monitoring: CTE Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: SSS: Provide targeted support to all Tier 2 and Tier 3 identified students and their families. Strategy's Expected Result/Impact: Provide individualized support and eliminate identified barriers that impact Tier 2 and 3 students/families. Reduce the number of Tier 2 and 3 students. Staff Responsible for Monitoring: SSS Executive Director, SSS Student and Community Services Director Funding Sources: Student Support Services- Personnel - 211-Title I-Part A	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: ALS Department will provide parent outreach and training to support the improvement of their child's English language skills, family literacy services and activities by encouraging attendance of T3 Engagement series, attending local conferences and workshops and improving communication via the monthly newsletters and social platforms. Provide parents with resources to support student learning at home. Strategy's Expected Result/Impact: Increase student performance and success by supporting families. Providing parents with resources to assist in student learning at home further enhances the learning experience, reinforcing concepts taught in school and promoting consistent academic progress. Staff Responsible for Monitoring: Bilingual Coordinator and Executive Director C&I Problem Statements: Perceptions 3 Funding Sources: Verizon - 185-State Compensatory Education - \$911.76	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: SSS: Executive Director and staff will attend professional development addressing strategies and services for students that are in need of intervention and support. Strategy's Expected Result/Impact: Executive Director and Staff are informed on current updates and requirements for program compliance. Provide quality services to parents based on new learning. Staff Responsible for Monitoring: SSS Executive Director	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: SPED: Special Education department will provide opportunities for parent training and meetings to target parent engagement . Strategy's Expected Result/Impact: Parents become engaged in their child's schools by sharing IEP processes and parents rights. Will meet to gain resources and strategies that will help our parents at home. Staff Responsible for Monitoring: SPED Director Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 6 Details		Reviews			
Strategy 6: Migrant Program will provide parents and families training on how to support students at home. This will be done by encouraging families to attend Migrant Advisory Meetings, the Health Fair, and local conferences and workshops. MEP program will provide resources to help address educational support, language barriers, access to resources, and advocacy for services that enhance the educational experience for migrant children. Strategy's Expected Result/Impact: This strengthened family involvement helps create a more consistent and supportive learning environment contributing to improved academic outcomes. Staff Responsible for Monitoring: Shared Service Agreement with Region 19 Problem Statements: Perceptions 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					













Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community. Root Cause: The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 3: By May 2025, To increase parent participation, CISD will provide 2 professional developments for campus administration on parent family engagement to expand each campus parent family engagement programs.

Evaluation Data Sources: Increase quality family - school partnerships through campus administration role clarity, collaboration opportunities, effective communication methods.

Strategy 1 Details	Reviews			
Strategy 1: SSS: Parent liaisons, other district staff and Executive Director of SSS will attend trainings and parent conferences to address strategies and compliance on parent and family engagement. Strategy's Expected Result/Impact: Executive Director, Parent liaisons and district staff are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning. Staff Responsible for Monitoring: Executive Director, Parent Liaisons, Social Workers, Director Problem Statements: Perceptions 3 Funding Sources: Region 19 - 211-Title I-Part A - \$450	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: SSS: Audit campus improvement plans to ensure parent family engagement strategies and initiatives are established. Strategy's Expected Result/Impact: All campuses have a parent family engagement component within the campus improvement plan. Staff Responsible for Monitoring: SSS Executive Director, Principals, Parent Liaisons	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 3: Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community. **Root Cause:** The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 4: By May 2025, all CISD campus and district committees will have a minimum of one parent serving as a member on every committee.

Strategy 1 Details	Reviews			
Strategy 1: SSS: Inform, advertise, and recruit parents to serve on CISD campus and district committees as key shareholders. Strategy's Expected Result/Impact: Building two-way communication, focused on student achievement, and building a positive school climate at the campus/district level in an effort to build trusting relationships with families and schools. Staff Responsible for Monitoring: Executive Director of SSS, Principals, Parent Liaisons, PIO Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: ALS: Ensure parent participation in the LPAC Committee meetings to provide support to students in the DL and ESL classes. Parents will be informed of students' performance and provide feedback on how to improve services. Ensure parent feedback during the LPAC meetings is considered for the benefit of the students. ALS will conduct 2 monthly home visits per campus, disseminate newsletter. Strategy's Expected Result/Impact: Accurate student placement, increase family involvement. Ensures EB support, resources, and educational opportunities to increase academic outcomes. Staff Responsible for Monitoring: Bilingual Coordinator and LPAC Aides Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: School Health Advisory Council (SHAC) members will receive materials and training's (local, regional, national) to learn about implementing best practices, policies, and/or programs that will benefit the students academically and physically. Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

District Processes & Programs

Problem Statement 2: Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates. **Root Cause:** Lack of training, follow ups, communication, written processes and procedures.
Edit Associated Areas

Perceptions

Problem Statement 3: Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community. **Root Cause:** The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Fiscal Responsibility:
By May 2025, Canutillo ISD will maintain a TEA Financial Integrity Rating System of Texas (First) rating of Superior Achievement, will earn five Comptroller Transparency Stars, and will receive no findings in the yearly external audit report.

Strategy 1 Details	Reviews			
Strategy 1: The Financial Services department will continue to stay abreast of new and existing policies and laws affecting financial processes and reporting and provide on-going training and dissemination of information to ensure due diligence and compliance is exercised in the execution of processes and protocols.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 2: Strategic Allocation of Resources:
By May 2025, Canutillo ISD will decrease administrative cost ratio, maintain its revenue variance to 3% or less, and expenses will not exceed current revenues.

Strategy 1 Details	Reviews			
Strategy 1: By May 2024, CISD will maintain the administration cost ratio under 10%, communicating to stakeholders the support administration provides to campuses.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Accomplished</div>	<div><div></div></div> <div>Accomplished</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 3: Planning for Growth:
By May 2025, Canutillo ISD will continue implementing the strategic plan and review demographic study.

Strategy 1 Details	Reviews			
Strategy 1: CISD will consider urgent capital improvement projects district wide; categorize them and consider funding sources for each.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Continue/Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 4: Well Maintained Facilities:

By May 2025, Canutillo ISD will provide yearly preventative and corrective maintenance updates, will make use of resources to increase work order productivity, and follow the facility master plan in accordance to budgetary constraints.

Strategy 1 Details	Reviews			
Strategy 1: The facilities department will review and analyze work order productivity and provide data as requested.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Accomplished</div>
Strategy 2 Details	Reviews			
Strategy 2: Successful implementation of HVAC , roofing, and deferred maintenance will be tracked accordingly with bond manager as stipulated in master plan.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Continue/ Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 5: By May 2025, CISD will utilize stakeholder surveys to measure the implementation and efficacy of an updated safety plan that encompasses protocols, personnel trainings, compliance and progress.

Strategy 1 Details	Reviews			
Strategy 1: Every campus will update their Emergency Operations Plan (EOP) annually or as needed. The District Emergency Operations Plan is also updated annually, or as needed. Campus EOPs are reviewed by Chief Kluge, District EOP is reviewed by The Texas School Safety Center TXSSC.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Continue/Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 6: Business Services/HR:
By May 2025, Canutillo ISD will reinforce all standard protocols and procedures with consistency and common expectations in departmental practices.

Strategy 1 Details	Reviews			
Strategy 1: Human Resources will continue to assists administrators and supervisors in recruiting, hiring, and retaining the necessary highly-qualified personnel for their operations; assists district supervisors and managers in implementing district policy and procedures through timely training; assists in the development of employees' potential through educational opportunities provided by local , state and Title funds.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
Strategy 2 Details	Reviews			
Strategy 2: FINANACE/COMPLIANCE- Provide opportunities for district personnel to attend trainings and receive resources on compliance requirements of Every Student Succeeds Act (ESSA), other Federal Entitlements and State Mandated Programs to provide effective support to our campuses and students. Funding Sources: 2024 Fall ACET Conference_JM - 185-State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Infrastructure/Safety :

Throughout the year of 24-25, CISD will continue to refresh its current infrastructure. This will include all access points, switches, etc. Physical security to include cameras, sensors, intrusion systems, panic buttons and emergency telephony services will need to be refreshed.

Strategy 1 Details	Reviews			
Strategy 1: 50% of hardware will be refreshed	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Continue/ Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 2: Wireless access/Testing:

Throughout the year of 24-25 the district's technology wireless access points will be renewed with current technology to support enhanced capabilities of technology use in instructional and operations settings. This additionally will support full online testing as specified by state guidelines.

Strategy 1 Details	Reviews			
Strategy 1: RES, GES, CES, JDE and BCE campuses will be completed	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Continue/Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity













Performance Objective 3: Infrastructure/Safety:
Throughout the year of 24-25 the district will implement at least 3 key components by building a physical infrastructure to ensure safety, security and a positive learning environment.

Strategy 1 Details	Reviews			
Strategy 1: Security systems will be upgraded as stipulated in the bond to include physical and technology infrastructure.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Continue/Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 4: Connectivity:













Technology hardware will be refreshed in time for the end of usable life of each machine. Each computer will be in production for 5 years. This includes all end points as they reach the end of usable life.

Strategy 1 Details		Reviews			
Strategy 1: Teacher/staff machine refresh.		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 2 Details		Reviews			
Strategy 2: Continue to follow the student refresh plan.		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Accomplished	 Accomplished	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 5: Community Engagement:

By May 2025, 100% of Canutillo ISD campuses will maintain active portfolio of social media accounts with current and relevant information for all internal and external CISD stakeholders.

Strategy 1 Details		Reviews			
Strategy 1: Assess the creation and continuation of campus social media accounts and gauge efficacy using engagement metrics.		Formative			Summative
		Nov	Jan	Mar	June
					
		Accomplished	Accomplished	Accomplished	Accomplished
Strategy 2 Details		Reviews			
Strategy 2: By May 2025 CISD will launch a customer service survey to gauge levels of satisfaction among stakeholders.		Formative			Summative
		Nov	Jan	Mar	June
					
		Some Progress	Considerable	Considerable	Continue/Modify
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 6: Community Engagement:
Public Information Office (PIO) will develop a marketing plan to promote district strategies and programming in hopes of increasing enrollment by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: PIO will work with campuses and departments to determine strengths and develop awareness campaigns that will be publicized and disseminated.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
Strategy 2 Details	Reviews			
Strategy 2: PIO will work with real estate and business partners to develop a welcome guide for all residents who purchase homes within the districts boundaries.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress	<div><div></div></div> Continue/Modify
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