Canutillo Independent School District

Canutillo High School

2024-2025 Goals/Performance Objectives/Strategies

Mission Statement

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

Vision

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

Canutillo Ethics

STUDENT CENTERED FOCUS

TRUSTWORTHINESS IN STEWARDSHIP

COMMITMENT TO SERVICE

EQUITY IN ATTITUDE

HONOR IN CONDUCT

INTEGRITY OF CHARACTER

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Goals

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

Performance Objective 1: Academic Growth:

For the 2024-25 school year, CHS will increase student outcomes in attendance for average of 96% by end of the school year.

Evaluation Data Sources: Attendance rates (daily, weekly, monthly). Specific campus process and procedures to include campus meetings, parent and student meetings, outreach to families to increase family/student engagement. Scores for state testing. Training materials and observations.

Strategy 1 Details	Reviews			
Strategy 1: Assessing the procedures for tracking attendance on campus is crucial. This includes the time teachers spend recording attendance, submitting daily edit sheets, processing on-campus activities, and using data to verify student attendance when they report to locations other than their classroom, such as the counselor's office or nurse's station. Regular weekly meetings with the attendance office and campus administration are necessary to discuss progress and identify areas needing improvement. Monthly parent and student meetings updating attendance regulations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased attendance percentages
 Staff Responsible for Monitoring: Teachers, staff, admin, attendance clerks, parent liason.
 	
 Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
  - **Targeted Support Strategy**
 Problem Statements: Student Learning 1 - School Processes & Programs 1
 Funding Sources: Amazon-TLC lab - 211-Title I-Part A - $75, At- Risk instructional - 185-State Compensatory Education - $230,391, Title 1 Instructional Personnel- ICs (2)- Aides (2) - 211-Title I-Part A - $235,568, Tutoring-Intercessions - 211-Title I-Part A, Summer School - 185-State Compensatory Education, Amazon-Supplies - 211-Title I-Part A - $570.20
	Some Progress	Considerable	Considerable	Continue/ Modify

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student attendance rates have been below district attendance goals. **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.

School Processes & Programs
Problem Statement 1: Student attendance rates have been below district attendance goals. **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.

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

Performance Objective 2: Student Safety & Well Being:
In the 2024-2025 school year, CHS will support and maintain PBIS (positive behavior intervention support) and MTSS systems school wide to establish social culture and behavioral supports in an effective, positive learning environment through monthly PBIS, MTSS team meetings in order to reduce campus discipline referrals by 5%, off campus alternative placements by 5% and improved student safety through mindful responses to student situations. Student surveys will help provide information on how to improve safety responses.

Evaluation Data Sources: Campus reports, Student Surveys, PBIS lesson, MTSS meeting notes and sign in sheet, Eduphoria notes to track intervention.

Strategy 1 Details	Reviews			
Strategy 1: CHS will use PBIS lessons and MTSS meetings (PLC teacher led) to reduce the number of discipline referrals and positively impact student's well being for the 2024-2025 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction of discipline referrals, MTSS monitoring notes, sign in, Eduphoria student logs, improved student choice making. **Staff Responsible for Monitoring:** All staff Administration MTSS team **Title I:** 2.6 **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 2, 3 **Funding Sources:** El Paso Office Products - 185-State Compensatory Education - $7,385	Some Progress	Considerable	Considerable	Continue/ Modify

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.

School Processes & Programs

Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.

Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.

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

Performance Objective 3: College Career Military Readiness:
For the 2024-25 school year, CHS will achieve an 80 percent graduation rate with College, Career, and Military Readiness (CCMR) accountability measures.

Evaluation Data Sources: TAPR Report, CCMR district reports, TSI testing, Counselor early identification and response.

Strategy 1 Details	Reviews			
Strategy 1: CHS will present CCMR accountablity measures to teachers. Counselors will provide CCMR guidance during registration for classes. Training will support and enhance understanding of measures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will obtain CCMR points and will graduate with a college readiness indicator. **Staff Responsible for Monitoring:** Guidance and Instruction Assistant Principal, Counselors, Teachers, District academic leads. **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 4 - School Processes & Programs 4	Some Progress	Considerable	Considerable	Accomplished

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Students need to graduate with measures in CCMR accountability; understanding CCMR at both campus and parent level requires more feedback and information.   **Root Cause**: Limited school wide understanding of how to obtain this measure and how it impacts school funding and district accountability.

School Processes & Programs
Problem Statement 4: Students need to graduate with measures in CCMR accountability; understanding CCMR at both campus and parent level requires more feedback and information.   **Root Cause**: Limited school wide understanding of how to obtain this measure and how it impacts school funding and district accountability.

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

Performance Objective 4: Academic Growth:

For the 2024 -25 school year, CHS will achieve a minimum passage rate of 70% for English 1, English 2 and Algebra 1 for end of year state assessments.

Evaluation Data Sources: TAPR report, No Senior Left Behind documents, TOA enrollments, leaver codes, tutoring, teacher materials and training, campus registrar training, state scores, passage of college exams.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use high quality materials for instruction. Teachers will go through on-going training in both campus and district PLC. Training will be offered to increase content knowledge to support at-risk students, loss of credit, assist with reduction of college readiness enrollments in advanced classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increasing scores at mastery level, retainment of students in advanced classes, passage of interim and district assessments, training dates for teachers to review student progress, increased passage rates in ACT and TSI assessments. **Staff Responsible for Monitoring:** Administration Instructional Coordinator Teachers (data reviews) **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2, 3, 5 - School Processes & Programs 2, 3 **Funding Sources:** Bank of America AP Strategies Seminar - 185-State Compensatory Education - $315	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: CHS will review and develop procedures for correctly coding leavers and communicating with no-show students to ensure correct accounting for student's school enrollment is recorded at the campus. Misconceptions regarding data that impact graduation rates will be presented to teachers, students and families.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Graduation rate will improve to reflect correct coding. **Staff Responsible for Monitoring:** Attendance Registrar Parent Liason At-Risk Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 5 - Perceptions 1	Some Progress	Considerable	Considerable	Accomplished

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: CHS is adjusting course offerings to attract growing needs of rigorous curriculum but staff are not all certified with advanced degrees and courses are not eligible to be taught at high school level without degrees. Funding is limited for campus if opting to work with other advanced programs. **Root Cause**: Advanced course work requires master's certification and funding extended schoolwork is not reimbursed to employees. Training for courses can be costly and budgets may not be able to accommodate.

Student Learning
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.
Problem Statement 5: CHS is adjusting course offerings to attract growing needs of rigorous curriculum but staff are not all certified with advanced degrees and courses are not eligible to be taught at high school level without degrees. Funding is limited for campus if opting to work with other advanced programs. **Root Cause**: Advanced course work requires master's certification and funding extended schoolwork is not reimbursed to employees. Training for courses can be costly and budgets may not be able to accommodate.

School Processes & Programs
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.
Problem Statement 5: The number of students in a graduating cohort do graduate with their class; Graduation rates at the campus are at 75%; perception is what impacts this rating.   **Root Cause**: Campus identifying coding which impacts graduation rates and identifying processes of those the campus team responsible for coding.

Perceptions
Problem Statement 1: The number of students in a graduating cohort do graduate with their class; Graduation rates at the campus are at 75%; perception is what impacts this rating.   **Root Cause**: Campus identifying coding which impacts graduation rates and identifying processes of those the campus team responsible for coding.

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

Performance Objective 5: Academic Growth:
For the 2024-25 school year, CHS will support student fitness with curriculum and supplies that increase student outcomes to ensure they participate in moderate to vigorous physical activity demonstrated through teacher observation, grading and assessment.

Evaluation Data Sources: Fitness gram, SHAC participation

Strategy 1 Details	Reviews			
Strategy 1: Academic Growth:	**Formative**			**Summative**
For the 2024-25 school year, CHS will participate in the local school health advisory council with active participation from health teacher, parents, and community members; sign in sheets and agendas will be used to show 100 % participation.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Our campus student health will improve which will directly impact student academic performance and their readiness for military careers. **Staff Responsible for Monitoring:** PE teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4 - School Processes & Programs 4	Considerable	Considerable	Considerable	Continue/ Modify

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Students need to graduate with measures in CCMR accountability; understanding CCMR at both campus and parent level requires more feedback and information.   **Root Cause**: Limited school wide understanding of how to obtain this measure and how it impacts school funding and district accountability.
School Processes & Programs
Problem Statement 4: Students need to graduate with measures in CCMR accountability; understanding CCMR at both campus and parent level requires more feedback and information.   **Root Cause**: Limited school wide understanding of how to obtain this measure and how it impacts school funding and district accountability.

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

Performance Objective 1: Professional Learning & Quality Staff:
In the 2024-2025 school year, 100% teachers will be provided with BOY and MOY training for specific supports related to MTSS, PBIS, and curriculum updates and through daily campus PLC's where teachers will work with instructional leaders to understand student data along with professional development opportunities as provided in the region.

Evaluation Data Sources: TTess, training enrollments and certifications, sign in sheets, participation in campus improvement teams.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend training to enhance their ability to provide instruction and will be evaluated through Ttess and have coaching sessions with administration and instructional leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positivity impact teaching and improved student goals. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 2, 3	Considerable	Considerable	Considerable	Accomplished

Strategy 2 Details	Reviews			
Strategy 2: In the 2024-2025 school year, Administrators, interventionist, at-risk teachers, and key office staff will attend trainings for specific supports related to MTSS and PBIS to improve attendance and issues related to student absences. Administrators, interventionist, at-risk teachers, and key office staff will work with instructional leaders to understand student data to determine appropriate MTSS Tier 1, Tier 2 and Tier 3 strategies and will also learn about enrollment trends and student retention strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will improve student attendance rates with a goal of 96%. **Staff Responsible for Monitoring:** Campus Administration and Intervention Specialist **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 **Funding Sources:** ACET - 185-State Compensatory Education	Some Progress	Considerable	Considerable	Continue/ Modify

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student attendance rates have been below district attendance goals.   **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.
School Processes & Programs
Problem Statement 1: Student attendance rates have been below district attendance goals.   **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.

School Processes & Programs

Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards. **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.

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

Performance Objective 2: Staff Safety & Well-Being:
For 2024-2025 school year, CHS will use campus wide emergency procedures and security.

Evaluation Data Sources: Canutillo PD
Security
Nurse
Administration
Training certifications

Strategy 1 Details	Reviews			
Strategy 1: CHS will use a camera and badge access security system at select exterior doors, monthly fire drills and quarterly intruder drills and staff training on state safety mandates and lock down drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% compliance with state mandates.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CISD PD and Administration **Problem Statements:** Perceptions 2	Considerable	Considerable	Considerable	Accomplished

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use on campus messaging platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will use internal messaging platforms for information on safety and security instead of relying on social media outlets.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Problem Statements:** Perceptions 2	Considerable	Considerable	Considerable	Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Staff will complete required trainings pertaining to emergency supports and reporting along with required medical response for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Problem Statements: Perceptions 2	Considerable	Considerable	Considerable	Accomplished

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Students and staff feel unsafe unless schools have security measures in place. Feelings of insecurity are barriers to learning.   **Root Cause**: With the increase in school shootings across the nation, there is a need increased security in schools.

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

Performance Objective 1: Family Engagement
For 2024025 school year, CHS will promote community and school-based activities (Eagle fair, Post ASVAB Parent Seminar, CTE night, parent conferences, Information night for dual credit, CCMR, AP, and PTECK, FAFSA night, Senior/Parent meetings, Coffee with the Principal) utilizing parent liaison at 100% to recruit and advertise campus activities that are inclusive to families.

Evaluation Data Sources: Lists of Programs/ Calendar/ Sign in sheets. Resources needed for parent liaison. A minimum of 5 PIE's (Partners in Education) in the community to help meet our academic, community, and fiscal goals during year.

Strategy 1 Details	Reviews			
Strategy 1: CHS will host parent nights specifically for seniors focused on: FAFSA, Graduation, and College Fairs using flexible times, monthly meetings with administrators, and campus-parent volunteers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent participation. **Staff Responsible for Monitoring:** Administration Parent Liaison **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 4, 5 - Perceptions 1 **Funding Sources:** PL personnel - 211-Title I-Part A - $38,288, Apple - 211-Title I-Part A - $2,351, Sam's Club - 211-Title I-Part A - $250, Sam's Club - 211-Title I-Part A - $250, Sam's Club - 211-Title I-Part A - $250, United Data Technologies - 211-Title I-Part A - $568	Considerable	Considerable	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
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Problem Statement 4: Students need to graduate with measures in CCMR accountability; understanding CCMR at both campus and parent level requires more feedback and information.   **Root Cause**: Limited school wide understanding of how to obtain this measure and how it impacts school funding and district accountability.

School Processes & Programs
Problem Statement 1: Student attendance rates have been below district attendance goals.   **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.
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Problem Statement 5: The number of students in a graduating cohort do graduate with their class; Graduation rates at the campus are at 75%; perception is what impacts this rating.   **Root Cause**: Campus identifying coding which impacts graduation rates and identifying processes of those the campus team responsible for coding.

Perceptions
Problem Statement 1: The number of students in a graduating cohort do graduate with their class; Graduation rates at the campus are at 75%; perception is what impacts this rating.   **Root Cause**: Campus identifying coding which impacts graduation rates and identifying processes of those the campus team responsible for coding.

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

Performance Objective 1: Strategic Allocation of Resources : State Comp & Title 1
For the 2024-25 school year, CHS will address drop out and at-risk students to reduce off cohort graduates and minimize dropouts by 80% by allocating Funding for Title 1 (211) and State Comp (185) for At-Risk prevention (drop out, intervention for graduation, staff allocation and training) and intervention for students to improve reading comprehension.

Evaluation Data Sources: Budget, intersession and summer school schedules, funding for resources and salaries. Tutoring students after school and weekends. Additional purchases that impact at-risk students.

Strategy 1 Details	Reviews			
Strategy 1: CHS will identify and support campus staff with training and resources that will support positive outcomes in preventing truancy, failing courses, dropping out, loss of credit, and attendance procedures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved attendance, reduce truancy, more CHS students meeting graduation requirements, and reduction of loss of credit and course failures. **Staff Responsible for Monitoring:** Administration Teachers At Risk Counselors Parent Liason Truancy Officer MTSS Committee Attendance Personnel **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 5 - Perceptions 1	Some Progress	Considerable	Considerable	Continue/ Modify
	No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student attendance rates have been below district attendance goals.   **Root Cause**: Information and understanding to student and parents explaining link between attending classes and receiving credit. Misinformation regarding excused absences and loss of credit relationship.

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Perceptions
Problem Statement 1: The number of students in a graduating cohort do graduate with their class; Graduation rates at the campus are at 75%; perception is what impacts this rating.   **Root Cause**: Campus identifying coding which impacts graduation rates and identifying processes of those the campus team responsible for coding.

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

Performance Objective 1: Hardware resources:
CHS will support student outcomes for 24-25 school year and ensure adequate support to technology as it relates to instructional outcomes. CHS will provide laptops, calculators and headphones.

Evaluation Data Sources: 24-25 district and campus allocations. Replacement of devices due to being inoperable.

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish a campus inventory process to account for devices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Proper accounting of resources to avoid duplicate purchases. **Staff Responsible for Monitoring:** Admin Bookroom clerk **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 2, 3 **Funding Sources:** The Bach Company - 185-State Compensatory Education - $4,365, United Data Technologies - 185-State Compensatory Education - $3,992.50, United Data Technologies- Chromebooks - 185-State Compensatory Education - $27,987.18	**Nov**	**Jan**	**Mar**	**June**
	Some Progress	Considerable	Considerable	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.
School Processes & Programs
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.

School Processes & Programs
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.

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

Performance Objective 2: Software resources:
CHS will support both teacher support and student outcomes for 24-25 by providing up to date software which will enhance teaching and learning for writing, math, and reading learning objectives. Software will include student learning platforms to measure student growth.

Evaluation Data Sources: 24-25 campus funding and budget.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize district purchased high quality materials and assess if needed software is required to improve student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Software will enhance learning goals as this will be incorporated into classroom instruction and provide support in content. **Staff Responsible for Monitoring:** Classroom teacher Instructional team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 2, 3	Some Progress	Considerable	Considerable	Continue/ Modify
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.
Problem Statement 3: State testing scores in Algebra 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: Low performance due to staffing issues related to leave. Students in previous school year were supported with instruction with long term substitutes.

School Processes & Programs

Problem Statement 2: State testing scores in English 1 for 9th grade students will need to increase at minimum of 70% to meet district and state standards.   **Root Cause**: High quality teaching materials are not consistently utilized in all classrooms. Instruction and planning are not conceptual; instruction needs to utilize textual evidence in writing and vocabulary development.

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