

Canutillo Independent School District



Canutillo High School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

STUDENT CENTERED FOCUS
TRUSTWORTHINESS IN STEWARDSHIP
COMMITMENT TO SERVICE
EQUITY IN ATTITUDE
HONOR IN CONDUCT
INTEGRITY OF CHARACTER

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	9
School Processes & Programs	13
Perceptions	18
Priority Problem Statements	22
Data Documentation for CNA	27
Improvement Planning Data	28
Accountability Data	28
Student Data: Assessments	28
Student Data: Student Groups	28
Student Data: Behavior and Other Indicators	29
Employee Data	29
Parent/Community Data	29
Support Systems and Other Data	29
Goals	31
Goal 1 : STUDENT SUCCESS: * Academic Growth*Student Safety/Well Being * College C...	32
Goal 2 : STAFF SUCCESS: * Staff Safety/Student & Well-Being * Professional Learning & ...	47
Goal 3 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Comm...	50
Goal 4 : FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocati...	54
Goal 5 : TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * In...	63
Goal Tables	71
RDA Strategies	72
Targeted Support Strategies	72
Additional Targeted Support Strategies	73
State Compensatory Education	75
Budget for Canutillo High School	76
Personnel for Canutillo High School	76
Title I Summary	77
Title I Personnel	78
Committees	79
CHS Campus Improvement Committee	80
Meeting Logs	80
Members	80
Funding Summary	82

211-Title I-Part A	83
255-Title II-Part A Teacher/Principal	83
185-State Compensatory Education	83
199-Local Funds	84



Comprehensive Needs Assessment

Demographics

Summary

Canutillo High School is in the Canutillo Independent School District. According to the 2024-2025 TAPR, out of 119 members of staff, the population is 75% Hispanic, 19% White, 2% African American, 2% Asian, and 2% Other. Out of 1,441 students, our population is 94% Hispanic, 4% White, 1% African American, 1% Two or more races. We have a 57% Male to 43% Female ratio and **63% of students are economically disadvantaged, 60% are considered at-risk**, 2% are military connected and 1% are considered homeless and served through the McKinney Vento Act. Our special populations include 30% Emergent Bilingual students, 11% Gifted and Talented students, 10% 504 students, and 10% special education students. The average daily attendance rate last year for students was 91%, the graduation rate was 92%, and the completion of dual credit courses was 14%.

Strengths

The Canutillo High School staff population mirrors that of the student population. We have a parent liaison who promotes parent involvement and community outreach and events. We continue support for all student pathways, to include Advanced Placement and Dual Credit with efforts in providing all students with an opportunity to obtain college, career, and/or military readiness. Pathways focus on high wage earning careers like health and criminal justice. PBIS provides incentives to students to increase attendance rates. We strategically created intervention classes for TIA teachers in an effort to provide high quality instruction for At-Risk students not meeting EOC standards. We offer five different career endorsements: PTEC, Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies. CHS has upgraded its Wi-Fi and internet technology to be able to provide strong internet service. CISD has continued implementing a Crisis Intervention Team, or CIT, where social workers and school resource officers work together to address student outcries.

Strengths:

- **CHS graduation rate (92%) higher than state average (91%)**
- **We have a truancy officer and an at-risk interventionist to help improve attendance.**
- **Students exiting TELPAS has increased due to strategic planning and information sessions.**

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Special population students (EcoDis, EBs, At- Risk) struggle on state assessments and need academic support.	The district has not provided consistent, targeted PD or sustained follow-up support for teachers serving special populations. To ensure successful implementation of effective strategies, teachers need ongoing, population-specific training with structured follow-up and coaching. This systemic support is essential for improving instructional practices and enhancing student performance outcomes.
2 ★ Attendance decreases every 9 weeks at all grade levels.	Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.
3 ★ Addressing progress monitoring for special pops, sped is below state avg. for graduation.	There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.
4 ★ Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

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Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

6★

Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

7★

SPED students and English learners (ELs) do not consistently receive targeted reading support, particularly for low-performing readers and new English learners. The campus lacks a dedicated, content-specific reading teacher to provide focused instruction. Limited funding further threatens the ability to hire or retain qualified staff, potentially contributing to ongoing language and literacy gaps

There is no consistent system in place for providing specialized reading interventions for SPED and EL students, and funding constraints limit the campus's capacity to hire and retain content-specific reading staff. Without structured support and adequate staffing, learners continue to face language development and literacy setbacks.

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Decreased staff retention since 2023 90%, 2024 83%, 2025 79%

Budget cuts, lack of recruiting to create a pool of candidates.

9★

Students and staff need more support for mental health services in and out of school which is evident in the lack of staff connectedness and low morale.

Budget cuts, personnel cuts and restructuring have had a negative impact on morale and feeling of connectedness.

★ = Priority

Student Learning

Summary

Our goal is to improve scores across the EOC tests in meets and in masters for the general education students, for the emergent bilingual students, and for the special education students. We continue to have a high number of re-testers in English and Algebra 1. Core PLCs meet daily to plan and share lesson activity ideas with research based instructional strategies, or RBIS. We continue to focus on data informed lesson planning, RBIS, and high quality instructional materials, or HQIM. All students are assigned a free laptop. The graduation rate is 92% which is higher than the state average.

Strengths

Teachers meet daily in Professional Learning Communities, or PLCs. Graduation rate is 92% which is higher than the state average of 91%. Drop out rate of 1% is below the state average of 2%.

Strengths:

- 70% of graduates are college, career, or military ready. Data to determine how many graduates enrolled in higher education was not available this year.
- STAAR improved in Algebra 1 Meets with an increase of 6% and Masters with an increase of 9%; in Biology Meets with an increase of 7% and Masters with an increase of 4%.

Problem Statements Identifying Student Learning Needs

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2★	As SPED groups increase, stakeholders share responsibility for supporting their success. Teachers need training and access to tools that allow for timely data analysis to inform instruction. Without coordinated effort from all stakeholders, data-informed planning and instructional effectiveness are compromised.	Instructional tools are currently being used inefficiently, and data is not consistently shared with teachers in a timely manner, limiting their ability to develop targeted interventions. District coordinators are often not present on campus to support teachers and do not regularly facilitate PLCs to guide instructional coaches.
3★	There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.	Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.
4★	Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.	Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

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Teachers need PD & clear communication regarding discipline & interventions. Some teachers lack effective classroom management routines, build positive relationships with students, and actively participate in MTSS. Families should engage in reinforcing expectations & collaborating with teachers to support student behavior.

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There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.

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Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.

Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/ student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

11



Class sizes are larger than the state average

Budget cuts

 = Priority

School Processes & Programs

Summary

At Canutillo High School, we make decisions based on the needs of our population. We involve staff, community, district, as well as students in our decision making. This process begins in the spring of the previous year and is adjusted as new needs surface throughout the school year. Through the Campus Improvement Committee, Campus Emergency Plan, Student Council, Professional Learning Communities, faculty meetings, professional development and an open-door policy among others, needs are presented and addressed in regards to processes and programs. CISD expects all students to complete high school as a Distinguished Level of Achievement graduate with a minimum of 1 Endorsement and with College, Career, and/or Military readiness. Canutillo High School offers five different endorsements: Business and Industry; Public Services (PTECH Academy); Arts and Humanities, Multidisciplinary Studies; and STEM. Advanced Placement and Dual Credit classes are offered in a variety of subjects. Our PIO, parent liaison, and student activities manager help communicate all the positive news and exciting events about our programs to the community through various social media outlets and blackboard.

Strengths

The scheduled common planning time provided for teachers, allows for daily collaboration and for professional development opportunities. PLCs give us an opportunity to review data, build common assessments, plan in teams, and document interventions in a **Multi-Tiered System of Supports** to meet the needs of our students. Canutillo High School uses the Google Suite which provides a platform for teachers to communicate with students and families and provides for higher student engagement. The diversity in our specialized programs such as robotics, mathletes, criminal justice, FFA, fine arts, chess club, gamer club, and sports, enhance our overall student engagement and make CHS a place where everyone shares a feeling of belonging.

Strengths:

- Family engagement
- 3% of teachers have a doctorate degree and 38% of teachers have a masters degree
- Strategic master scheduling which double blocked Algebra 1 and includes a reading intervention class for English re testers
- HQIM, like Uworld for AP, supports math, English, and history classes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Decreased staff retention since 2023 90%, 2024 83%, 2025 79%	Budget cuts, lack of recruiting to create a pool of candidates.
2★ Inconsistent discipline practices across the campus are the result of shared gaps in training, expectations, and follow-through among the district, administrators, teachers, and students. Staff & APs need structured, campus-specific training on handling IDs, dress code, and classroom management, while CISD must provide clear policies, guidance, and ongoing support.	The district does not provide ongoing, structured PD & clear, consistent discipline policies. Administrators do not actively support teachers in implementing procedures and monitoring campus-wide compliance. Teachers should establish classroom routines that reinforce timely attendance, safety protocols, and behavioral expectations, while holding students accountable.
3★ Class sizes are larger than the state average	Budget cuts
4★ Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/ student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

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Instructional tools are currently being used inefficiently, and data is not consistently shared with teachers in a timely manner, limiting their ability to develop targeted interventions. District coordinators are often not present on campus to support teachers and do not regularly facilitate PLCs to guide instructional coaches.

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Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

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Students and staff need more support for mental health services in and out of school which is evident in the lack of staff connectedness and low morale.

Budget cuts, personnel cuts and restructuring have had a negative impact on morale and feeling of connectedness.

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CHS had lowest scores for students/staff on climate survey compared to other campuses

Surveys are not strategically sent out, they are too long and often multiple are sent all at once from different departments. There is no incentive to complete the surveys so often only disgruntled participants fill them out.

15



Parent liaison is an important asset and this position needs a healthy budget for snacks and such.

To help build parent engagement, snacks and supplies are necessary.

 = **Priority**

Perceptions

Summary

At CHS, we believe in a culture of excellence, transparency and high expectations. Our teachers are involved in planning, implementing, and re-evaluating programs and influencing budget and policy. Teachers are included on the Campus Improvement Committee where new endeavors are discussed and systematically evaluated throughout the year for progress and effectiveness. Throughout the year, we provide opportunities for students to learn about university life, professional careers that do not require college, and military careers. In addition, we provide Career and Technical Education pathways for students. We provide incentives for students to attend school like athletic competition, academic competitions, fine arts competitions, social events and special dress up days. We continue to create a climate of transparency and open communication with parents by holding monthly coffee with the principal meetings and parent teacher conference days. We host parent-teacher conferences twice a year and keep in constant contact with parents through a parent liaison, parent-portal, email, and phone calls for important information. We host a college fair that offers students a variety of options for post-secondary education such as exposure to vocational colleges, universities, and the military.

Strengths

We have multiple strengths at CHS:

- We are continuing a solid CTE Program.
- Our parent liaison communication continues to improve community relationships.
- We have added more mental health services with an in house social worker and Crisis Intervention Team, or CIT.

Strengths:

- Family involvement
- school connectedness
- physical environment
- staff/student/family relationships
- Incentives are working to reduce absences

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students and staff need more support for mental health services in and out of school which is evident in the lack of staff connectedness and low morale.	Budget cuts, personnel cuts and restructuring have had a negative impact on morale and feeling of connectedness.
2 ★	CHS had lowest scores for students/staff on climate survey compared to other campuses	Surveys are not strategically sent out, they are too long and often multiple are sent all at once from different departments. There is no incentive to complete the surveys so often only disgruntled participants fill them out.
3 ★	Inconsistent discipline is the result of shared gaps in training, communication, and support among stakeholders. Teachers need clear guidance on handling issues such as excessive tardies or substance use, as well as strategies for building relationships and classroom management from the start of the year. APs must provide consistent expectations.	Teachers need PD & clear communication regarding discipline & interventions. Some teachers lack effective classroom management routines, build positive relationships with students, and actively participate in MTSS. Families should engage in reinforcing expectations & collaborating with teachers to support student behavior.
4 ★	Parent liaison is an important asset and this position needs a healthy budget for snacks and such.	To help build parent engagement, snacks and supplies are necessary.
5 ★	Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/ student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

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Class sizes are larger than the state average

Budget cuts

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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Inconsistent discipline is the result of shared gaps in training, communication, and support among stakeholders. Teachers need clear guidance on handling issues such as excessive tardies or substance use, as well as strategies for building relationships and classroom management from the start of the year. APs must provide consistent expectations.

Teachers need PD & clear communication regarding discipline & interventions. Some teachers lack effective classroom management routines, build positive relationships with students, and actively participate in MTSS. Families should engage in reinforcing expectations & collaborating with teachers to support student behavior.

16



Parent liaison is an important asset and this position needs a healthy budget for snacks and such.

To help build parent engagement, snacks and supplies are necessary.

 = **Priority**



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data

- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ **Processes and procedures for teaching and learning, including program implementation**
- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**



Goals

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

Performance Objective 1 High Priority

Academic Growth:

For the 2025-2026 school year, CHS will increase student attendance from 91% last year to 96% by end of this school year.

Evaluation Data Source: Attendance rates (daily, weekly, monthly). Specific campus process and procedures to include attendance PLC meetings, parent and student meetings on attendance and truancy information, outreach to families to increase family/student engagement. Scores for state testing should show improvement as attendance improves.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: Increased attendance percentages

Staff Responsible for Monitoring: Teachers, staff, admin, attendance clerks, parent liason.

Problem Statements: Demographics 2 - Student Learning 8, 11 - School Processes & Programs 3, 5 - Perceptions 6, 12

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to

2

strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

11

Class sizes are larger than the state average

Budget cuts

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Class sizes are larger than the state average

Budget cuts

5

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

12

Class sizes are larger than the state average

Budget cuts

Performance Objective 2 High Priority

Student Safety & Well Being:

In the 2025-2026 school year, CHS will support and maintain PBIS (positive behavior intervention support) and MTSS systems to establish social, cultural, and behavioral supports in an effective, positive learning environment through monthly meetings in order to reduce campus discipline referrals by 5% overall. Last year's discipline referrals were: 9th graders had 202, 10th graders had 98, 11th graders had 78, 12th graders had 39. 101 incidents resulted in the District Alternative Education Program - Lone Star Academy, or DAEP.

Evaluation Data Source: Campus reports, PBIS & MTSS meeting notes and sign in sheet, Educlimber notes to track intervention.

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 2025-2026 school year.

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

Problem Statements: Student Learning 6, 11 - School Processes & Programs 2, 3, 6, 14 - Perceptions 2, 3, 11, 12

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Inconsistent discipline is the result of shared gaps in training, communication, and support among stakeholders. Teachers need clear guidance on handling issues such as excessive tardies or substance use, as well as strategies for building relationships and classroom management from the start of the year. APs must provide consistent expectations.

Teachers need PD & clear communication regarding discipline & interventions. Some teachers lack effective classroom management routines, build positive relationships with students, and actively participate in MTSS. Families should engage in reinforcing expectations & collaborating with teachers to support student behavior.

11

Class sizes are larger than the state average

Budget cuts

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Inconsistent discipline practices across the campus are the result of shared gaps in training, expectations, and follow-through among the district, administrators, teachers, and students. Staff & APs need structured, campus-specific training on handling IDs, dress code, and classroom management, while CISD must provide clear policies, guidance, and ongoing support.

The district does not provide ongoing, structured PD & clear, consistent discipline policies. Administrators do not actively support teachers in implementing procedures and monitoring campus-wide compliance. Teachers should establish classroom routines that reinforce timely attendance, safety protocols, and behavioral expectations, while holding students accountable.

3

Class sizes are larger than the state average

Budget cuts

Inconsistent discipline is the result of shared gaps in training, communication, and support among stakeholders. Teachers need clear guidance on handling issues such as excessive tardies

Teachers need PD & clear communication regarding discipline & interventions. Some teachers lack effective classroom management routines, build positive relationships with students, and actively

6

or substance use, as well as strategies for building relationships and classroom management from the start of the year. APs must provide consistent expectations.

participate in MTSS. Families should engage in reinforcing expectations & collaborating with teachers to support student behavior.

14

CHS had lowest scores for students/staff on climate survey compared to other campuses

Surveys are not strategically sent out, they are too long and often multiple are sent all at once from different departments. There is no incentive to complete the surveys so often only disgruntled participants fill them out.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

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Surveys are not strategically sent out, they are too long and often multiple are sent all at once from different departments. There is no incentive to complete the surveys so often only disgruntled participants fill them out.

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11

Inconsistent discipline practices across the campus are the result of shared gaps in training, expectations, and follow-through among the district, administrators, teachers, and students. Staff & APs need structured, campus-specific training on handling IDs, dress code, and classroom management, while CISD must provide clear policies, guidance, and ongoing support.

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12

Class sizes are larger than the state average

Budget cuts

Performance Objective 3 High Priority

College Career Military Readiness:
For the 2025-26 school year, CHS will grow 5% in student achievement from last year's 72 to 75.6 for our accountability ratings based on improving last year's component scores: graduation rate of 94.3, College, Career, and Military Readiness (CCMR) of 70, and STAAR Performance of 43. Last year, out of 360 graduates, only 253 graduates (70%) earned a CCMR point.

Evaluation Data Source: TAPR Report, CCMR district reports, TSI results, Counselor early identification, tracking, and training in CCMR, Teacher training in CCMR.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

CHS will present CCMR accountability measures to teachers. Counselors will provide CCMR guidance during registration for classes. Training will support and enhance understanding of measures.

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.

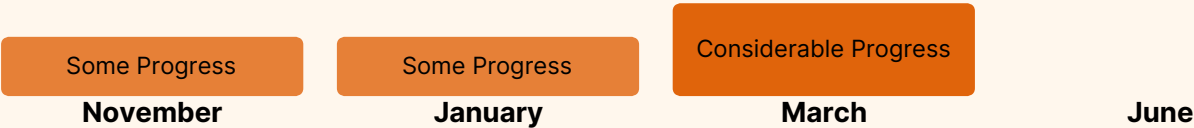
Problem Statements: Demographics 4 - Student Learning 10, 11 - School Processes & Programs 3, 4 - Perceptions 5, 12

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
10 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.
11 Class sizes are larger than the state average	Budget cuts

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Class sizes are larger than the state average	Budget cuts
4 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
5 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through

goal-setting and advising to understand their role in helping students achieve CCMR.

12

Class sizes are larger than the state average

Budget cuts

Performance Objective 4 High Priority

Academic Growth:

For the 2025-26 school year, CHS will grow 5% in student achievement from last year's 72 to 75.6 for our accountability ratings based on improving last year's component scores: graduation rate of 94.3, College, Career, and Military Readiness (CCMR) of 70, and STAAR Performance of 43. CHS will achieve a minimum approaches rate of 70% from 63%, a minimum meets rate of 50% from 40%, and a masters rate of 10% from 3% last year for Reading/Language Arts. CHS will achieve a minimum approaches rate of 80% from 72%, a minimum meets rate of 40% from 29%, and a masters rate of 20% from 11% last year for Algebra 1 for end of course STAAR assessments.

Evaluation Data Source: TAPR report, TOA enrollments, tutoring, teacher materials and training, STAAR scores.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Teachers will use high quality materials for instruction for English and math classes. A learning lab will be established for at-risk and/or EB students who will be provided state of the art lap tops and flexible seating furniture to enhance collaboration and active learning. Teachers will be provided on-going training in both campus and district PLCs to improve their practices. Training will be offered to increase content knowledge to support at-risk students, loss of credit, and improve college readiness enrollments in advanced classes.

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 Coaches
Teachers (data reviews)

Problem Statements: Demographics 1, 3, 8 - Student Learning 3, 7, 9, 11 - School Processes & Programs 1, 3, 7, 10 - Perceptions 8, 10, 12

Funding Sources: Dell 211-Title I-Part A, \$14,963.3, Title 1 Personnel- Instructional Coach (2), Campus Aide & Parent Liaison 211-Title I-Part A, \$240,431, Tutoring 185-State Compensatory Education, , Tutoring 211-Title I-Part A, , SCE personnel- Intervention Specialist, Attendance clerk, At-Risk teacher, At-Risk aide(2) 185-State Compensatory Education, \$288,270

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

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.

Strategy's Expected Result/Impact: Graduation rate will improve to reflect correct coding.

Staff Responsible for Monitoring: Attendance

Registrar

Parent Liason

At-Risk

Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Special population students (EcoDis, EBs, At- Risk) struggle on state assessments and need academic support.

The district has not provided consistent, targeted PD or sustained follow-up support for teachers serving special populations. To ensure successful implementation of effective strategies, teachers need ongoing, population-specific training with structured follow-up and coaching. This systemic support is essential for improving instructional practices and enhancing student performance outcomes.

3

Addressing progress monitoring for special pops, sped is below state avg. for graduation.

There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.

8

Decreased staff retention since 2023 90%, 2024 83%, 2025 79%

Budget cuts, lack of recruiting to create a pool of candidates.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.

Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

7

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use would further ensure improvement.

11

Class sizes are larger than the state average

Budget cuts

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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10

Decreased staff retention since 2023
90%, 2024 83%, 2025 79%

Budget cuts, lack of recruiting to create a pool of candidates.

12

Class sizes are larger than the state average

Budget cuts

Performance Objective 5

Academic Growth:

For the 2025-26 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 Source: Fitness gram, SHAC participation

Strategy 1

Academic Growth:

For the 2025-26 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.

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

Problem Statements: Demographics 4, 5, 9 - Student Learning 1, 10 - School Processes & Programs 4, 8, 13 - Perceptions 1, 5, 7

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.

Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

5

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

9

Students and staff need more support for mental health services in and out of school which is evident in the lack of staff connectedness and low morale.

Budget cuts, personnel cuts and restructuring have had a negative impact on morale and feeling of connectedness.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

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staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.
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Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students and staff need more support for mental health services in and out of school which is evident in the lack of staff connectedness and low morale.	Budget cuts, personnel cuts and restructuring have had a negative impact on morale and feeling of connectedness.
Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points

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

Performance Objective 1 High Priority

Professional Learning & Quality Staff:

In the 2025-2026 school year, teachers will be provided specific supports related to MTSS, PBIS, T-TESS, TELPAS and curriculum updates through daily campus PLC's where teachers will work with instructional leaders to understand student data along with participating in professional development opportunities.

Evaluation Data Source: T-Tess, professional development agendas and sign in sheets and artifacts, participation in committees such as MTSS, PBIS, and CIC.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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.

Strategy's Expected Result/Impact: Positivity impact teaching and improved student goals.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

In the 2025-2026 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.

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 2 ☒ High Priority

Staff Safety & Well-Being:

For 2025-2026 school year, CHS will practice campus wide emergency procedures with drills and practice security protocols.

Evaluation Data Source: Canutillo PD

Security

Nurse

Administration

Training certifications

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.

Strategy's Expected Result/Impact: 100% compliance with state mandates.

Staff Responsible for Monitoring: CISD PD and Administration

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2

Teachers will use on campus messaging platforms.

Strategy's Expected Result/Impact: Teachers will use internal messaging platforms for information on safety and security instead of relying on social media outlets.

Staff Responsible for Monitoring: Administrators

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

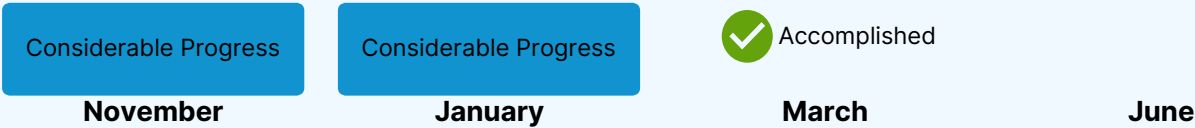
March

June

Strategy 3

Staff will complete required trainings pertaining to emergency supports and reporting along with required medical response for students.

Formative Reviews



Performance Objective 3

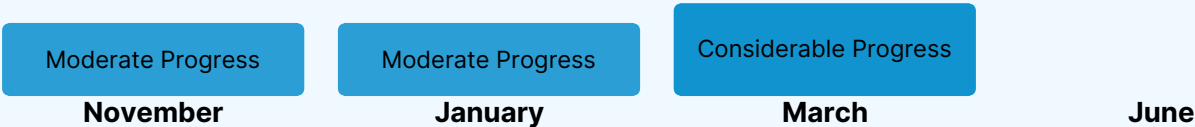
Staff Satisfaction:
For 2025-2026 school year, CHS will practice campus wide incentives for teachers who comply with campus, district, and state requirements like timely and accurate attendance posting, participating in staff development, and leading committees which improve the CHS culture.

Evaluation Data Source: Staff surveys

Strategy 1

In the 2025-2026 school year, teacher incentives will be scheduled: Attendance will be at each 9 weeks to provide snacks and recognition for hard work, Committees will be as they occur, we will provide incentives as in the form of thank you notes and gift cards/snacks.

Formative Reviews



Goal 3

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

Performance Objective 1 High Priority

Family Engagement:

For 2025-2026 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 P-TECH, 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 Source: 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 Targeted Support Strategy

CHS will host school wide events where the parent liaison can assist parents with technology needs by providing access and guiding them on: CCMR, FAFSA, Graduation, and College Fairs using flexible times, monthly meetings with parents, and campus-parent volunteers.

Strategy's Expected Result/Impact: This will be done in an effort to increase parent participation.

Staff Responsible for Monitoring: Administration
Parent Liaison

Problem Statements: Demographics 2, 4 - Student Learning 8, 10 - School Processes & Programs 4, 5, 14, 15 - Perceptions 2, 4, 5, 6

Funding Sources: Sam's- PL 211-Title I-Part A, \$200, Sam's- PL- monthly parent meetings 211-Title I-Part A, \$1,600

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2 Targeted Support Strategy

CHS will host parent trainings where the parent liaison can assist parents with technology needs by providing access and guiding them on: CCMR, registration, committee involvement, surveys, parent portal, and TEAMS registration.

Strategy's Expected Result/Impact: This will improve parent participation, agency, and feeling of belonging.

Staff Responsible for Monitoring: Administrators
Parent Liaison

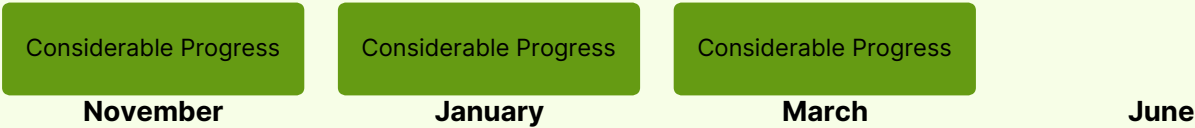
Problem Statements: Demographics 2, 4 - Student Learning 8, 10 - School Processes & Programs 4, 5, 14, 15 - Perceptions 2, 4, 5, 6

Funding Sources: Apple Store- PL laptops 211-Title I-Part A, \$2,116

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Attendance decreases every 9 weeks at all grade levels.	Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.
4 Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.	Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause

8

Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

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Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.

Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

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CHS had lowest scores for students/staff

Surveys are not strategically sent out,

14

on climate survey compared to other campuses

they are too long and often multiple are sent all at once from different departments. There is no incentive to complete the surveys so often only disgruntled participants fill them out.

15

Parent liaison is an important asset and this position needs a healthy budget for snacks and such.

To help build parent engagement, snacks and supplies are necessary.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

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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 2025-26 school year, CHS will address drop out and at-risk students to reduce off cohort graduates and minimize dropouts from last year's 20 to 0 this year 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 classes and programs for students to improve reading comprehension.

Evaluation Data Source: Budget, intersession and summer school schedules, funding for resources and salaries. Tutoring students after school and weekends. Additional purchases that impact at-risk students, PIEMS coding and follow up, truancy officer home visits, Saturday EOC academy.

Strategy 1 Targeted Support Strategy

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.

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

Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7 - Student Learning 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 - School Processes & Programs 3, 4, 5, 7, 8, 9, 10, 11, 12 - Perceptions 5, 6, 7, 8, 9, 12

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

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying Demographics

1

Special population students (EcoDis, EBs, At- Risk) struggle on state assessments and need academic support.

The district has not provided consistent, targeted PD or sustained follow-up support for teachers serving special populations. To ensure successful implementation of effective strategies, teachers need ongoing, population-specific training with structured follow-up and coaching. This systemic support is essential for improving instructional practices and enhancing student performance outcomes.

2

Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

3

Addressing progress monitoring for special pops, sped is below state avg. for graduation.

There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.

4

Our campus struggles to improve in CCMR and students/teachers do not understand how to improve or why it is important.

Stakeholders lack a clear understanding of how to access and earn CCMR points, as well as the importance of these points for accountability/student success. The district should develop clear communication tools and training for staff, students, and parents. Teachers can reinforce this knowledge through goal-setting and advising to understand their role in helping students achieve CCMR.

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse

CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD,

5

learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

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6

Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

7

SPED students and English learners (ELs) do not consistently receive targeted reading support, particularly for low-performing readers and new English learners. The campus lacks a dedicated, content-specific reading teacher to provide focused instruction. Limited funding further threatens the ability to hire or retain qualified staff, potentially contributing to ongoing language and literacy gaps

There is no consistent system in place for providing specialized reading interventions for SPED and EL students, and funding constraints limit the campus's capacity to hire and retain content-specific reading staff. Without structured support and adequate staffing, learners continue to face language development and literacy setbacks.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

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2

As SPED groups increase, stakeholders share responsibility for supporting their success. Teachers need training and access to tools that allow for timely data analysis to inform instruction. Without coordinated effort from all stakeholders, data-informed planning and instructional effectiveness are compromised.

Instructional tools are currently being used inefficiently, and data is not consistently shared with teachers in a timely manner, limiting their ability to develop targeted interventions. District coordinators are often not present on campus to support teachers and do not regularly facilitate PLCs to guide instructional coaches.

3

There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.

Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

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Attendance decreases every 9 weeks at all grade levels.

Collaboration is needed among the district, parents, and teachers to strengthen understanding of attendance procedures. Families and staff benefit from clear communication and consistent training on district expectations. Teachers/parents need accessible guidance and resources, while sharing responsibility for reinforcing attendance expectation and engagement throughout the year.

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11

Class sizes are larger than the state average

Budget cuts

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

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Budget cuts

4

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CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

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Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

Our campus struggles to improve in CCMR and students/teachers do not

Stakeholders lack a clear understanding of how to access and earn CCMR points,

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Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

12

Class sizes are larger than the state average

Budget cuts

Goal 5

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

Performance Objective 1 High Priority

Hardware resources:

For the 2025-26 school year, CHS will address demand for updated teacher and student computers and ensure adequate support to technology as it relates to instructional outcomes. CHS will provide updated laptops, calculators and headphones.

Evaluation Data Source: 25-26 inventory sheets, district and campus allocations. Replacement of devices due to being inoperable.

Strategy 1

The campus will establish a campus inventory process to account for devices.

Strategy's Expected Result/Impact: Proper accounting of resources to avoid duplicate purchases.

Staff Responsible for Monitoring: Admin
Bookroom clerk

Problem Statements: Demographics 1, 5, 6 - Student Learning 1, 4, 7 - School Processes & Programs 8, 11 - Perceptions 7, 9

Funding Sources: Dell Technologies 185-State Compensatory Education, \$32,466

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Performance Objective 2

Software resources:

For the 2025-26 school year, CHS will support both teacher effectiveness and student outcomes by providing up to date software which will enhance writing, math, and reading learning objectives. Software will include student learning platforms to measure student growth and behavior platforms to track bathroom passes and limit undesirable behavior.

Evaluation Data Source: 25-26 campus funding and budget.

Strategy 1

Teachers will utilize district purchased high quality materials and assess if needed software is required to improve student success.

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

Problem Statements: Demographics 3, 5, 6 - Student Learning 1, 3, 4, 9 - School Processes & Programs 7, 8, 10, 11 - Perceptions 7, 8, 9

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Addressing progress monitoring for special pops, sped is below state avg. for graduation.	There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.
5 Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.	CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.
6 Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.	Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve	CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

3

There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.

Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

4

Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

9

Addressing progress monitoring for special pops, sped is below state avg. for graduation.

There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Addressing progress monitoring for special pops, sped is below state avg. for graduation.

There is no monitoring software in place to track special populations in key areas such as attendance, CCMR, and graduation readiness. Implementing a centralized data tracking system would allow for real-time monitoring, early identification of students at risk, and targeted interventions. Regular data reviews and staff training on the system's use would further ensure improvement.

8

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

10

There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.

Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

11

Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

7

Stakeholder share responsibility for ensuring that special populations receive instruction that meets their diverse learning needs. Teachers need support and guidance to implement rigorous, differentiated instruction, while the district must provide targeted PD, resources, and ongoing coaching. Parents can reinforce learning at home and collaborate with teachers to improve outcomes.

CHS lacks a coordinated, system-wide approach to supporting special populations, including insufficient PD, limited instructional resources, and unclear communication and engagement strategies for parents. Teachers can benefit from training in RBIS and HQIMs to incorporate best practices and strategies into their classroom.

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There was a consistent decrease in performance across the levels achieved in Algebra 1 from 77% in 2023 to 65% in 2024, and in English 1 from 70% in 2023 to 62% in 2024 for approaches. Also students of advanced placement courses continue to opt out of testing and they struggle to succeed on AP tests.

Stakeholders share responsibility for ensuring high-quality instruction and student readiness for AP coursework and testing. Teachers need support in effectively using rigorous instructional materials, modeling strategies, and planning engaging activities, while maintaining fidelity to the AP process and curriculum. The district must provide ongoing, targeted PD, HQIM, and clear AP expectations.

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Stakeholders share responsibility for ensuring English learners (EBs) understand the purpose and benefits of taking and performing well on the TELPAS. Currently, lack of coordinated communication and preparation has contributed to EBs performing lower in English, science, and math on STAAR and in classroom academics compared to their non-EB peers.

Lack of clear guidance, resources, and training for teachers and families on TELPAS expectations and strategies. Teachers should reinforce the importance of TELPAS in the classroom, while families support learning at home and encourage student engagement. Students should take ownership of their learning with guidance from teachers and families. A collaborative approach is needed.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	3	1	CHS will present CCMR accountability measures to teachers. Counselors will provide CCMR guidance during registration for classes. Training will support and enhance understanding of measures.
1	4	1	Teachers will use high quality materials for instruction for English and math classes. A learning lab will be established for at-risk and/or EB students who will be provided state of the art lap tops and flexible seating furniture to enhance collaboration and active learning. Teachers will be provided on-going training in both campus and district PLCs to improve their practices. Training will be offered to increase content knowledge to support at-risk students, loss of credit, and improve college readiness enrollments in advanced classes.
2	1	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.
2	1	2	In the 2025-2026 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.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	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.
1	3	1	CHS will present CCMR accountability measures to teachers. Counselors will provide CCMR guidance during registration for classes. Training will support and enhance understanding of measures.
1	4	1	Teachers will use high quality materials for instruction for English and math classes. A learning lab will be established for at-risk and/or EB students who will be provided state of the art lap tops and flexible seating furniture to enhance collaboration and active learning. Teachers will be provided on-going training in both campus and district PLCs to improve their practices. Training will be offered to increase content knowledge to support at-risk students, loss of credit, and improve college readiness enrollments in advanced classes.

2	1	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.
2	1	2	In the 2025-2026 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.
3	1	1	CHS will host school wide events where the parent liaison can assist parents with technology needs by providing access and guiding them on: CCMR, FAFSA, Graduation, and College Fairs using flexible times, monthly meetings with parents, and campus-parent volunteers.
3	1	2	CHS will host parent trainings where the parent liaison can assist parents with technology needs by providing access and guiding them on: CCMR, registration, committee involvement, surveys, parent portal, and TEAMS registration.
4	1	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.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	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.
1	3	1	CHS will present CCMR accountability measures to teachers. Counselors will provide CCMR guidance during registration for classes. Training will support and enhance understanding of measures.
1	4	1	Teachers will use high quality materials for instruction for English and math classes. A learning lab will be established for at-risk and/or EB students who will be provided state of the art lap tops and flexible seating furniture to enhance collaboration and active learning. Teachers will be provided on-going training in both campus and district PLCs to improve their practices. Training will be offered to increase content knowledge to support at-risk students, loss of credit, and improve college readiness enrollments in advanced classes.
2	1	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.
2	1	2	In the 2025-2026 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.



State Compensatory Education

State Compensatory

Budget for Canutillo High School

Total SCE Funds: \$441,012.00

Total FTEs Funded by SCE: 4.96

Brief Description of SCE Services and/or Programs

Personnel for Canutillo High School

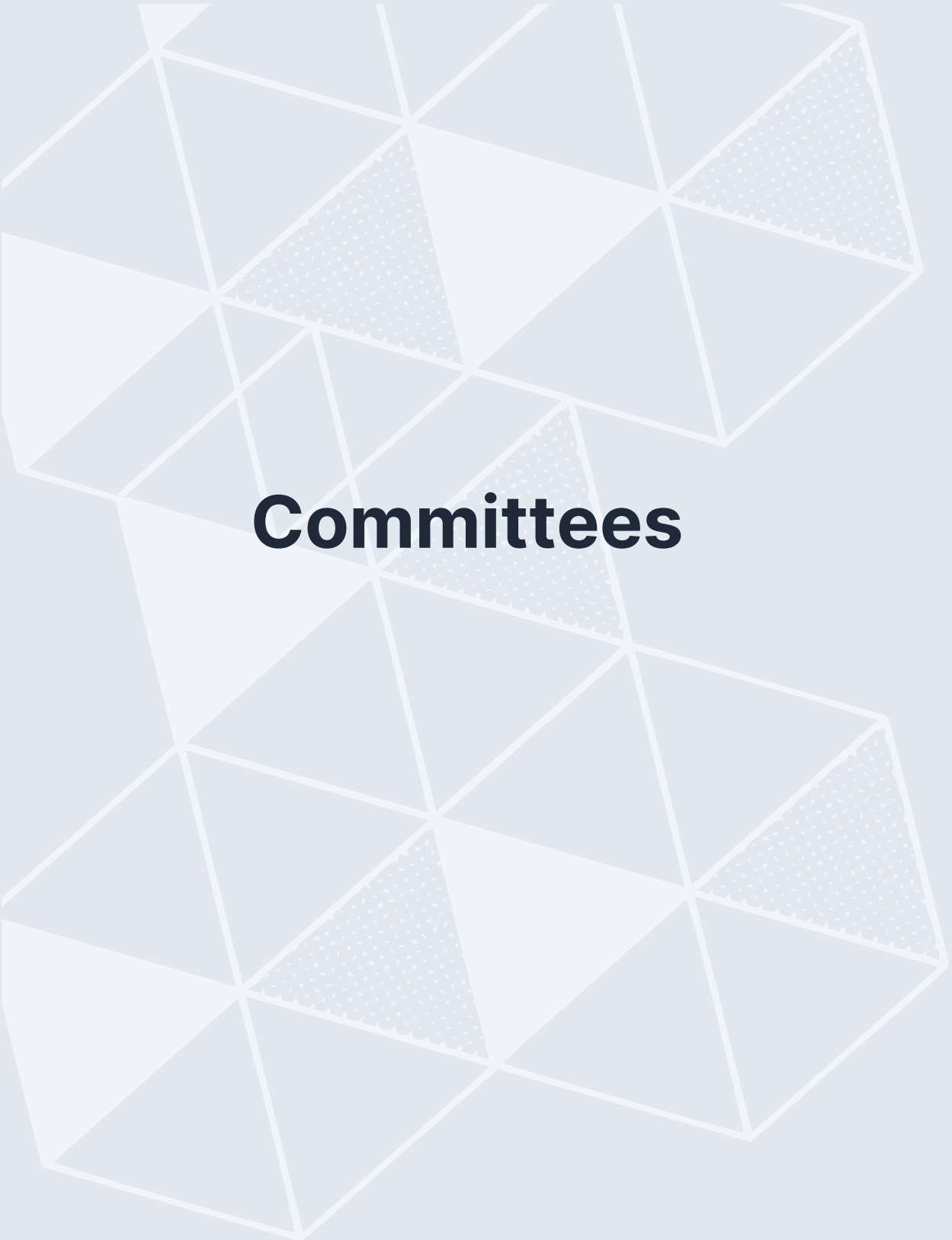
Name	Position	FTE
Cristina Aniles	At Risk Aide	1
Dina Thomason	High School Teacher	1
Elena Gutierrez	High School Teacher	0.16
Elizabeth Edmunds	High School Teacher	0.32
Immanuel Lothamer	Intervention Specialist	1
Jessica Barrett	High School Teacher	0.16
Joel Olivas	At Risk Teacher	1
Marvelin Vela Puga	High School Teacher	0.16
Miriam Ramirez-Carlson	High School Teacher	0.16



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Jesus Lujan	HS Instructional Coach	Instruction	1
Norma Arellano	Campus Aide	Instruction	1
Rosalinda Lujan	Campus Aide	Instruction	1
Sonia Cisneros	Parent Liaison	Instruction	1
Vanessa Delgado	HS Instructional Coach	Instruction	1



Committees

Committees

CHS Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 21, 2026 @ 5:15 PM	Library Rotunda	--	--
April 16, 2026 @ 5:15 PM	Library Rotunda	--	--
March 26, 2026 @ 5:15 PM	Library Rotunda	--	--
February 19, 2026 @ 5:15 PM	Library Rotunda	CIC Feb sign in.pdf	Copy of CIC.2.19.26.Gen.agenda.docx - Google Docs.pdf
January 22, 2026 @ 5:15 PM	Library Rotunda	0948_001.pdf	CIC.1.22.26.Gen.agenda.docx - Google Docs (1).pdf
November 20, 2025 @ 5:15 PM	Library Rotunda	CIC Nov sign in.pdf	Copy of CIC.11.20.25.Gen.agenda.docx - Google Docs.pdf
October 23, 2025 @ 5:15 PM	Library Rotunda	2216_001.pdf	2215_001.pdf
September 18, 2025 @ 5:15 PM	Library Rotunda	0837_001.pdf	CIC.9.18.25.Gen.agenda notes.pdf

Members

First Name	Last Name	Position	Committee Role
Julie	Scot	Parent	Parent
Alyssa	Martell	Student	Student
Jesus	Lujan	Instructional Coach	Staff Member
Celeste	Trejo-Garcia	Instructional Coach	Staff Member
Robert	Radecki	Counselor	Staff Member
Michelle	Belli	Counselor	Staff Member
Luz	Rojas	Counselor	Staff Member
Susana	Elias	Counselor	Staff Member
Sonia	Cisneros	Parent Liaison	Staff Member
Ana	Guerra-Weaver	Librarian	Staff Member

Tara	Kutzman	SpEd Teacher	Teacher Member
Dina	Thomason	CTE Teacher	Teacher Member
Claudia	Villalobos	Math Teacher	Teacher Member
Stacey	Edgar	Elective Teacher	Teacher Member
Veronica	Gonzalez	English Teacher	Teacher Member
Michael	Bumgardner / Nicole Harrison	Science Teacher	Teacher Member
Samuel	Heredia	Social Studies Teacher	Teacher Member
Jenny Sonya	Patino	Assistant Principal	Facilitator
Candice	Marrufo	Principal	Facilitator



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Dell	--	\$14,963.30
1	4	1	Title 1 Personnel- Instructional Coach (2), Campus Aide & Parent Liaison	--	\$240,431.00
1	4	1	Tutoring	--	\$0.00
3	1	1	Sam's- PL	--	\$200.00
3	1	1	Sam's- PL- monthly parent meetings	--	\$1,600.00
3	1	2	Apple Store- PL laptops	--	\$2,116.00
				Sub-Total	\$259,310.30
				Budgeted Fund Source Amount	\$342,610.00
				+/- Difference	\$83,299.70

255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$5,000.00
				+/- Difference	\$5,000.00

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Tutoring	--	\$0.00
1	4	1	SCE personnel- Intervention Specialist, Attendance clerk, At-Risk teacher, At-Risk aide(2)	--	\$288,270.00
5	1	1	Dell Technologies	--	\$32,466.00
				Sub-Total	\$320,736.00
				Budgeted Fund Source Amount	\$363,271.00
				+/- Difference	\$42,535.00

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$349,183.00
				+/- Difference	\$349,183.00