

Canutillo Independent School District



Canutillo Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Canutillo Elementary School will provide a safe environment that will enhance the ability for quality learning in order to achieve success as a productive member of society.

Vision

Canutillo Elementary will strive to inspire all children to become life-long learners, responsible and respectful of our culturally diverse society.

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	4
Demographics	5
Student Learning	9
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	18
Goals	21
Goal 1 : STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * ...	22
Goal 2 : STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Qu...	37
Goal 3 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *...	43
Goal 4 : FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic ...	50
Goal 5 : TECHNOLOGY RESOSURCES: * Apple Refresh 1:1 * Wireless access/Testin...	54
State Compensatory Education	56
Budget for Canutillo Elementary School	57
Personnel for Canutillo Elementary School	57
Title I Summary	58
Title I Personnel	59
Funding Summary	60
211-Title I-Part A	61
255-Title II-Part A Teacher/Principal	62
185-State Compensatory Education	62
199-Local Funds	62



Comprehensive Needs Assessment

Demographics

Summary

Canutillo Elementary is a Title 1 School in Canutillo Texas. The campus has 480 students with our class ratios about 17 to 1.

Student Demographics		
	Count	Percent
Gender		
Female	244	50.83%
Male	236	49.17%
Ethnicity		
Hispanic-Latino	451	93.96%
Race		
American Indian - Alaskan Native	1	0.21%
Asian	6	1.25%
Black - African American	1	0.21%
Native Hawaiian - Pacific Islander	0	0.00%
White	18	3.75%
Two-or-More	3	0.62%

Student Programs		
	Count	Percent
Dyslexia	2	0.42%
Gifted and Talented	32	6.67%
Regional Day School Program for the Deaf	0	0.00%
Section 504	25	5.21%
Special Education (SPED)	48	10.00%
Bilingual/ESL		
Emergent Bilingual (EB)	211	43.96%
Bilingual	187	38.96%
English as a Second Language (ESL)	10	2.08%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	480	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

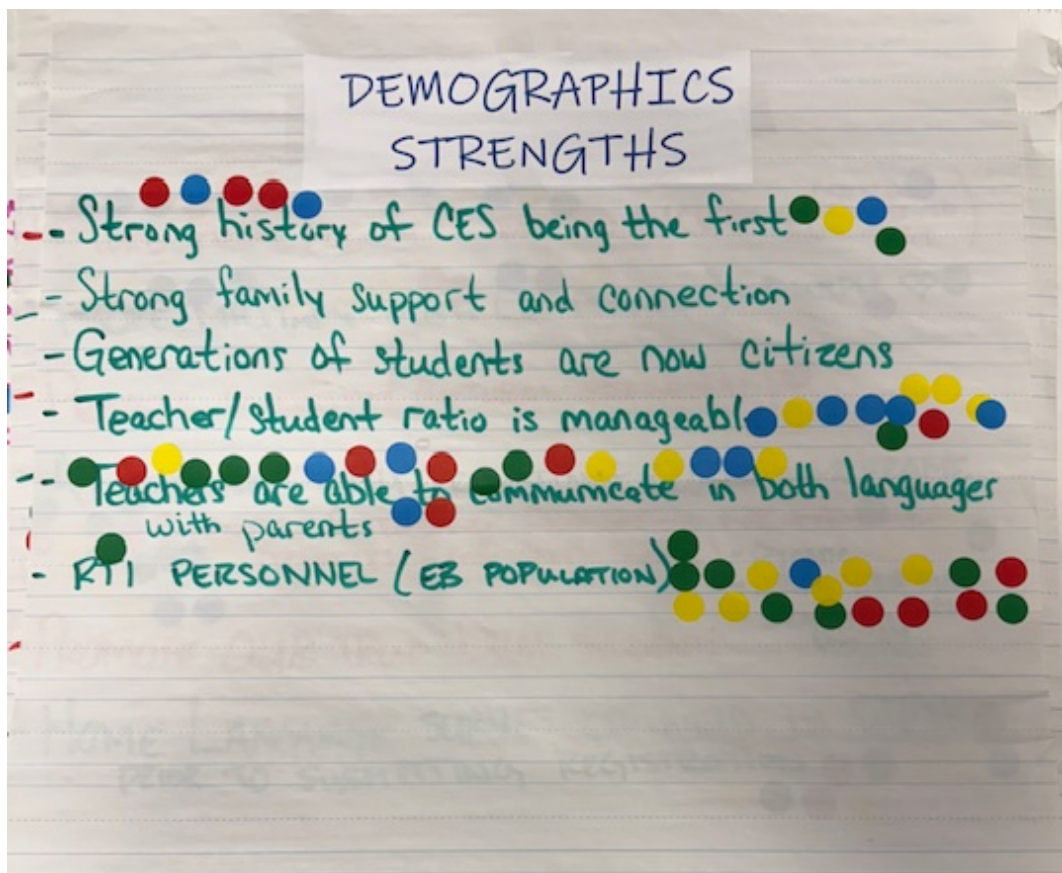
Student Indicators		
	Count	Percent
At-Risk	347	72.29%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	18	3.75%
Intervention Indicator	0	0.00%
Migratory	6	1.25%
Military Connected	45	9.38%
Transfer In Students	32	6.6667%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		

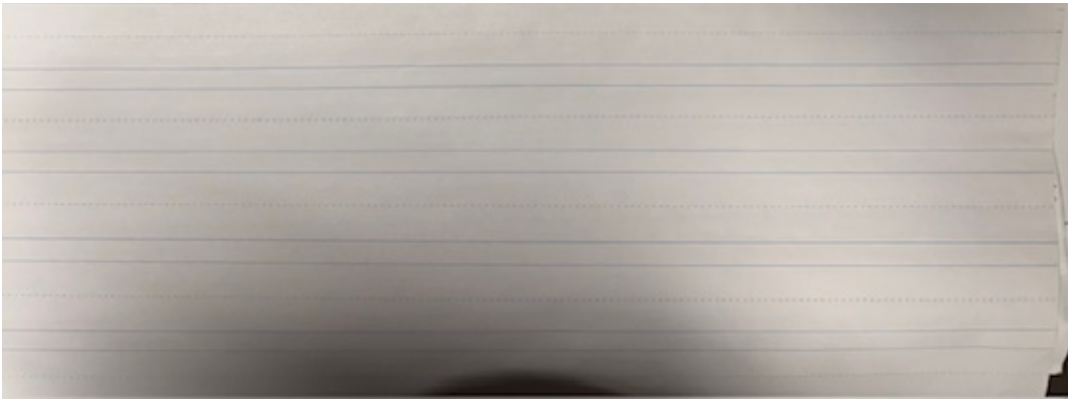
Economic Disadvantage Total	374	77.92%
Free Meals	329	68.54%
Reduced-Price Meals	45	9.38%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.46%
Shelter	0	0.00%
Doubled Up	4	0.83%
Unsheltered	3	0.62%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	4	0.83%
Is Unaccompanied Youth	3	0.62%
Staff Information	Count	Percent
Administrative Support	7	13.46%
Teacher	35	67.31%
Educational Aide	10	19.23%
Auxiliary	0	0.00%

Strengths

Strengths:

- CES teachers are bilingual and are able to effectively communicate and instruct our students in both languages
- CES is one of the only elementary campuses that have two RTI teachers and an instructional coach to assist students/teachers
- CES teacher to student ratio is not high, allowing for better classroom management and personalized instruction





Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance declined from 98.5% to 95.7%. This decline also showed a decline in academic student achievement across tested subjects.	Excessive absences impacts learning.
2 ★	The need for academic tutors, aides and highly qualified staff to support needs of all students for all subjects with pd, resources, etc.	Not enough personnel, such as subs
3 ★	Many students are getting out of the dual language program and/or do not belong in the program.	A better explanation of home language survey needs to be conducted for parents as they enroll their children in understanding what it entails and what it means to be a dual language learner.

★ = Priority

Student Learning

Summary

STAAR: "B" rating

3rd Reading: 87.27% (Eng) / 73.91% (Span)

3rd Math: 85.45% (Eng)/ 73.91% (Span)

4th Reading: 89.09% (Eng)/ 56.25% (Span)

4th Math: 69.23% (Eng)/ 68.42% (Span)

5th Read: 91.67% (Eng)/ 68% (Span)

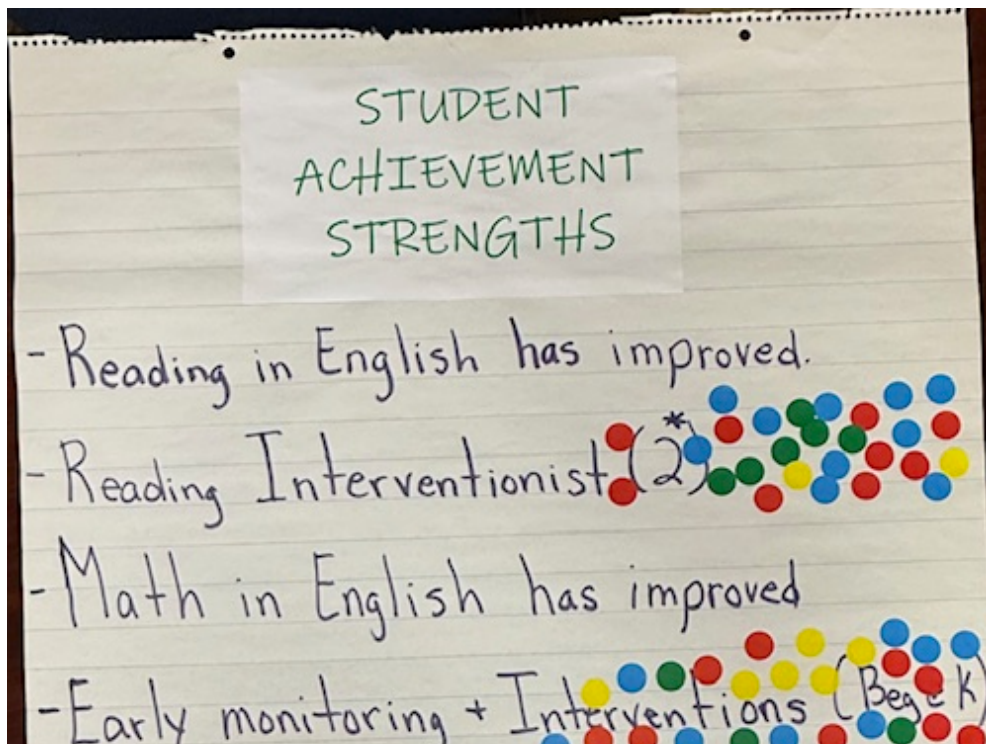
5th Math: 88.33% (Eng)/ 72% (Span)

5th Science: 72.46% (Eng)/ 18.75% (Span)

Strengths

Strengths:

- CES is one of the only elementary campuses that have two RTI teachers to assist students; one mono and one bilingual
- CES completes and identifies students at an early age to allow for testing, supports, and interventions earlier in their academic career.
- CES has fully stocked science labs where students can go with their teachers and have hands on experiences in regards to science lessons.



- Going to Science Lab, Hands on

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.</p>	<p>The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.</p>
<p>2 ★</p> <p>Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.</p>	<p>Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.</p>
<p>3 ★</p> <p>Increase in students that are ED, SPED, 504 or At Risk with large academic gaps in core content areas,</p>	<p>The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.</p>

★ = Priority

School Processes & Programs

Summary

Processes: CIP-quarterly reviews, PLC-teacher logs and plans, Technology Plan, Transition Programs CES: 5th-MS &HS, EOP plans & maps, Schedules/Rosters for duty, paras, specialists, partnerships, and master schedule, MTSS/RTI

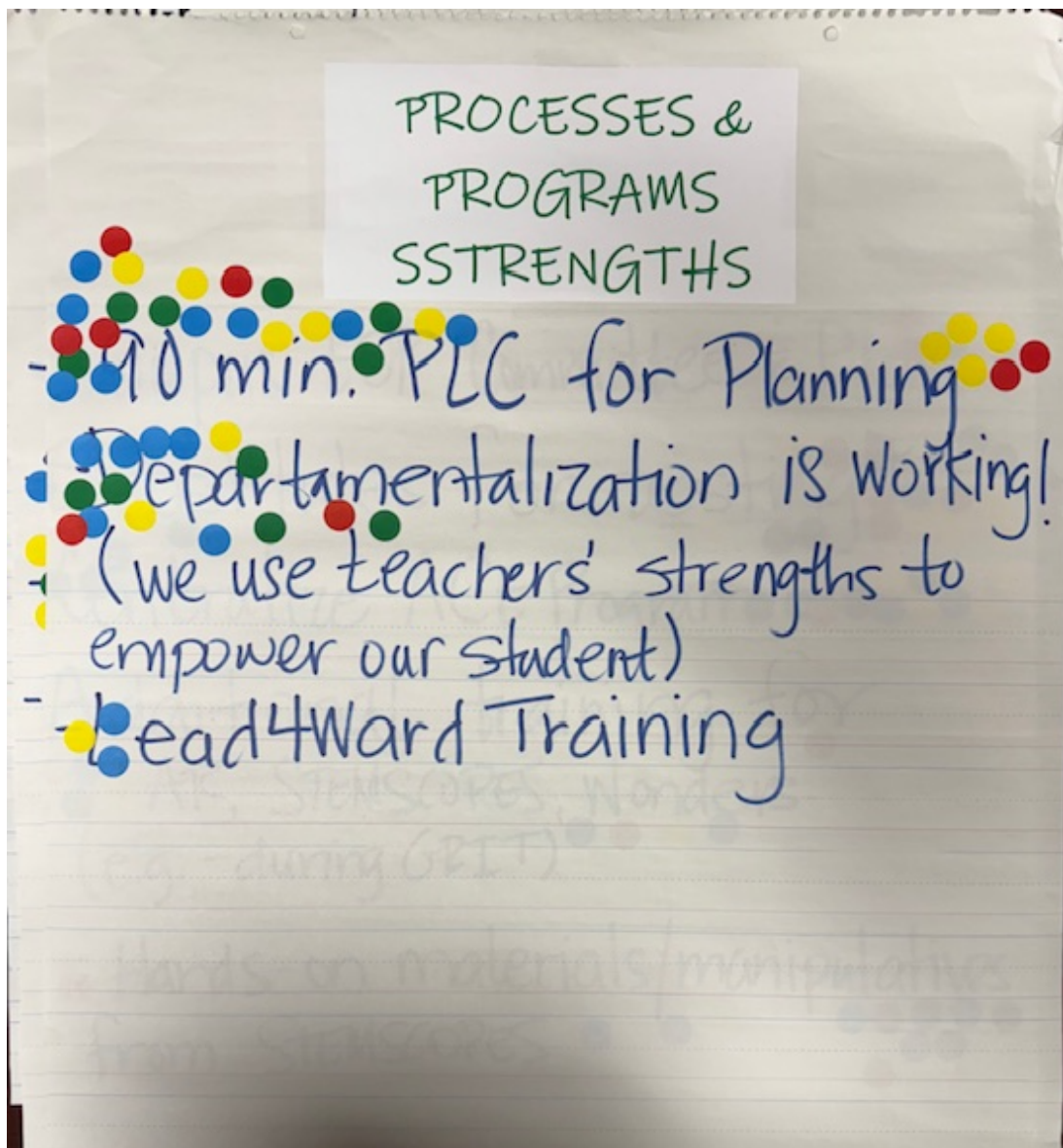
Programs: Technology Resources and Assessments, Stemscoptes Math, SAVAAAS, Renaissance, TKEA, TPRI, Tejas Lee, MSTAR/ESTAR, Lexia, Unique, Wonders/ Maravillas

Special Programs: PBIS, NPFH, GT, SEL

Eduphoria: TPESS/TTESS, CSCESS, SLOs, Walkthroughs, Self Assessments

Assessments: STAAR, TELPAS, Interims, Circle, Units, Common Assessments

Afterschool Programs: Big Brothers Big Sisters Chess Club, Robotics, MD/FS, Good News Club, CCLC, Tutoring,





Strengths

Strengths:

- The implementation of 90 min PLCs has allowed teachers more time to focus on necessary data, instruction and delivery every two weeks with their colleagues
- Departmentalization in various grade levels works when teachers' strengths are used to the best of their abilities to assist in student growth and proficiency.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.</p>	<p>Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.</p>
<p>2 ★</p> <p>Supports, pd and resources for EL's are needed to close the gaps in all subjects, as well as necessary materials as their counterparts in monolingual settings for staff and students.</p>	<p>Not enough resources in Spanish to support students</p>
<p>3 ★</p> <p>Educational gaps and academic achievement of the students going from each grade level needs to be bridged across campus to assist in closing gaps across all subjects. To include but not limited to trainings, materials, resources for students and staff.</p>	<p>Funds and staff availability for PLCs vertically and grade level aligning throughout the year is not consistent or readily available.</p>

★ = Priority

Perceptions

Summary

Activities:

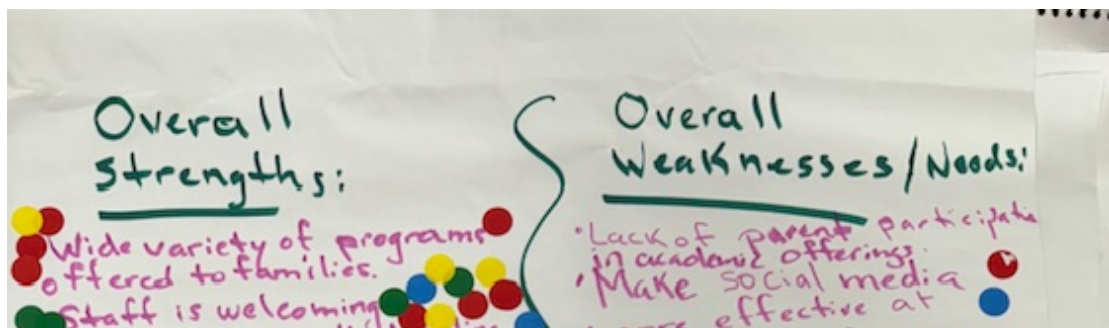
- Boys and Girls Club, Big Brothers/Big Sisters, UTEP & EPCC Partnership, UTEP
- Robotics, Student Council, UIL, NPFH Coalition, WINN, AR Club, MD/FS
- Read Across America, Spelling Bee, Career Day, Etiquette Class, Kids Heart Challenge, Marathon Kids, Homecoming Parade, Student Led Morning Announcements, Field Trips, Red Ribbon Week, Friendship Wekk, Science Fair, Generation Tx, Every Healthy Kid Week

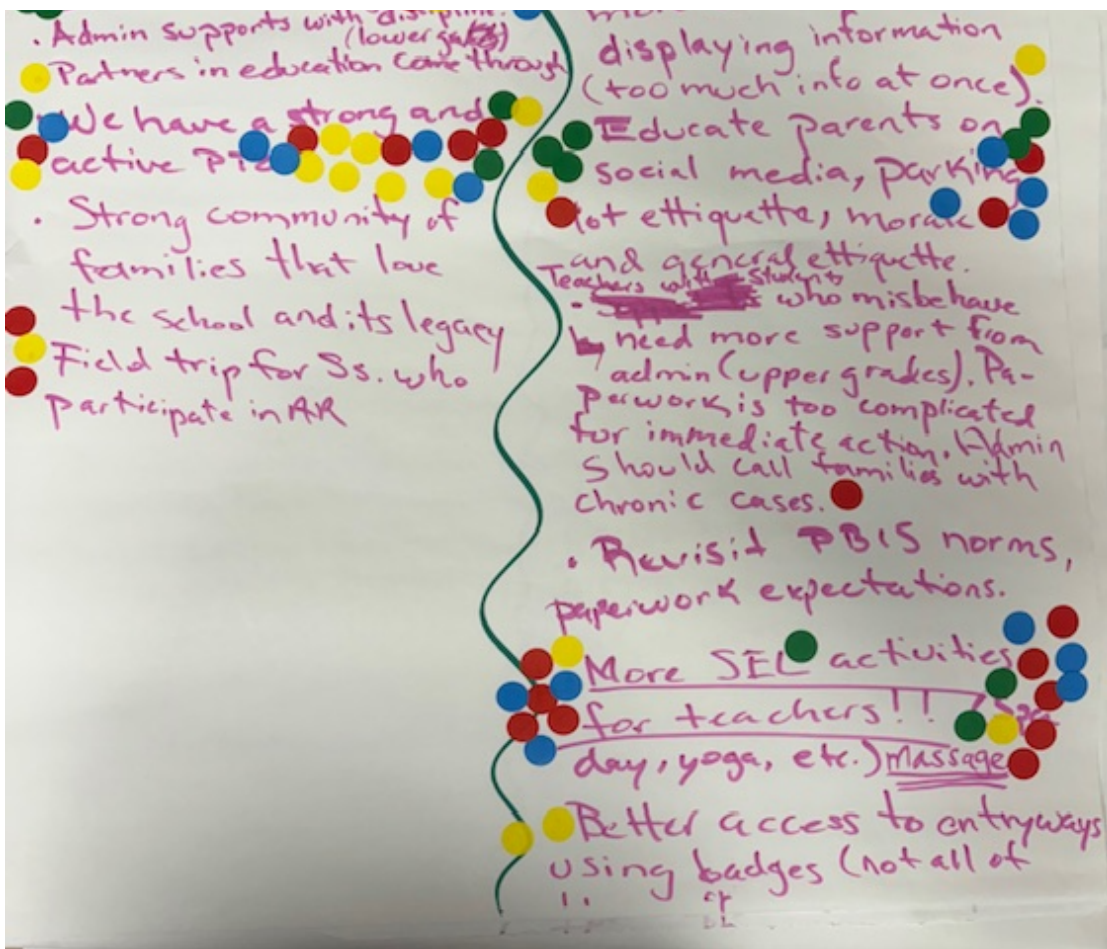
Incentives:

- Eagle Dollars/store
- Carnival
- Popcorn
- Popsicles
- Free Dress
- Dance
- Bike Drawing
- Trophies/Plaques/Ribbons

Partnerships:

- Charlie Clark Nissan, Abundant Church, Ft BLiss, Immunize El Paso, Kinghts of Columbus, EPCC, UTEP, NWECHS, CHS, Lions Club, Operation School Bell, Westside Community Church, Albertsons, Walmart, Little Cesars, Peter Piper, Braden Aboud, Emergence, CISD POLice, Chik Fil A, Lupitas Tamalaes, Texas Park and Wildlife, Action Healthy Kids, Dentistry 4 Kids
- Parent univerisities, Fighting Hunger, PAC meetings, Parent compact review, CIC, Coffe with principal, P/T conferences, LPAC, STEM Night, Reading Night, Backpack drive and supplies, blackboard communication, social media outlets, smores newsletter, zoom, shared calendar, veterans day, grandparents day, drive up food pantry, hygiene closet, thanksgiving luncheon, kids excel, winter around the world, fall carnival, spring carnival, open house, community closet, dr seuss musical, cte, surveys and suggestion box





Strengths


Strengths:

- The CES PTO is present and has active members that are willing to assist for the greater good of the students and school.
- The staff at CES is welcoming and makes everyone feel like a family.
- There are a wide variety of programs and classes that are available to students and families at CES.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.</p>	<p>Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.</p>
<p>2 ★</p> <p>Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.</p>	<p>Opportunities on campus where parents participate and interact with teachers and other students.</p>
<p>3 ★</p> <p>Campus needs to be updated-beautification and give a sense of welcoming.</p>	<p>Exterior campus has outdated fence, plants, garden, etc. and is not being maintained.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Attendance declined from 98.5% to 95.7%. This decline also showed a decline in academic student achievement across tested subjects.

Excessive absences impacts learning.

2
★

Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.

Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.

3
★

Educational gaps and academic achievement of the students going from each grade level needs to be bridged across campus to assist in closing gaps across all subjects. To include but not limited to trainings, materials, resources for students and staff.

Funds and staff availability for PLCs vertically and grade level aligning throughout the year is not consistent or readily available.

4
★

Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.

Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.

5
★

The need for academic tutors, aides and highly qualified staff to support needs of all students for all subjects with pd, resources, etc.

Not enough personnel, such as subs

6
★

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

7
★

Supports, pd and resources for EL's are needed to close the gaps in all subjects, as well as necessary materials as their counterparts in monolingual settings for staff and students.

Not enough resources in Spanish to support students

8
★

Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.

Opportunities on campus where parents participate and interact with teachers and other students.

9
★

Many students are getting out of the dual language program and/or do not belong in the program.

A better explanation of home language survey needs to be conducted for parents as they enroll their children in understanding what it entails and what it means to be a dual language learner.

10
★

Increase in students that are ED, SPED, 504 or At Risk with large academic gaps in core content areas,

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

11
★

Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.

Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.

12
★

Campus needs to be updated-beautification and give a sense of welcoming.

Exterior campus has outdated fence, plants, garden, etc. and is not being maintained.

★ = Priority



Goals

Goal 1

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

Performance Objective 1

For the 2025-26 school year, Canutillo Elementary will increase positive discipline strategies through avenues to include but not limited to PBIS, counseling, reflections, restorative circles, etc that help foster a positive school climate and decrease the number of referrals and incidents by 3%.

Evaluation Data Source: PBIS team data, MTSS committee data, teacher/student survey data, TEAMS, educlimber, sentinel, climate surveys

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Celebrate drug free week campus wide during October 2025

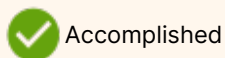
Strategy's Expected Result/Impact: Increase student awareness and provide strategies to deal with various risky behaviors and situations.

Staff Responsible for Monitoring: Counselor, Admin, Teachers, MTSS committee, PBIS team

Problem Statements: Perceptions 1

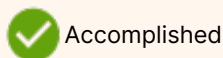
ESF Levers: Lever 3: Positive School Culture

Formative Reviews



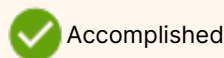
Accomplished

November



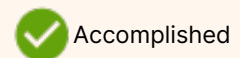
Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

.Create Awareness about anti-bullying throughout the year and culminate activities during Friendship Week in February 2026.

Strategy's Expected Result/Impact: Increase awareness and strategies for students to handle bullying and saying something to others.

Staff Responsible for Monitoring: Counselor, Admin, Teachers, MTSS committee, PBIS team

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

No Progress

January



Accomplished

March



Accomplished

June

Strategy 3

Implement No Place for Hate activities, conduct monthly student coalition meetings and assign student representatives to have various duties that promote our campus initiatives: anti-bullying, safety for all, and leadership for the 2025-26 school year.

Strategy's Expected Result/Impact: Increase student awareness and responsibilities on ways to conduct themselves in various areas of the campus and be recognized for positive actions.

Staff Responsible for Monitoring: Counselor, Admin, Teachers, MTSS committee, PBIS team, student peers

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.

Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.

Performance Objective 2 High Priority

By the end of the 2025-26 school year, Canutillo Elementary will increase its overall ratings by 2% on state performance Domain 1 (Student Achievement), Domain 2 (School Progress), and Domain 3 (Closing the Gaps).

Evaluation Data Source: TAPR Reports, Accountability Ratings, STAAR Data, School Report Card, district benchmarks, unit assessments

Summative Evaluation: Met Performance Objective

Strategy 1

Provide ongoing and purposeful professional development training and resources for teachers in all core subjects, for all grade levels so they may provide quality instruction, high expectations, and instructional support and resource material assists to increase student achievement. Included, but not limited to virtual, in person, region 19, or other means of professional development opportunities and/or resources needed.

Strategy's Expected Result/Impact: Enhance student instruction and rigor, resulting in high student achievement. Using manipulatives to supplement instruction and reinforce objectives taught.

Staff Responsible for Monitoring: Instructional Coach, Admin

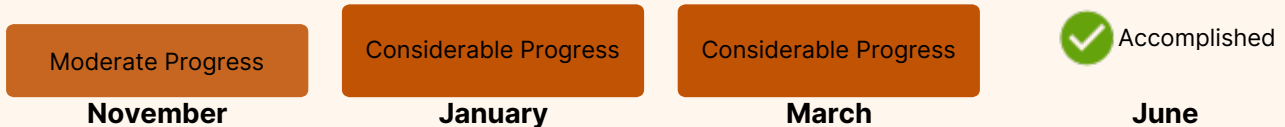
Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Funding Sources: Amazon-instructional materials 211-Title I-Part A, \$682.26, Reading Materials - Library Books 211-Title I-Part A, \$995.91, Parent Liaison parent Engagement resources & supplies 211-Title I-Part A, \$1,068.32, Reading Materials - Chapter Books 211-Title I-Part A, \$83.1, Parent Engagement, Power Night Resources 211-Title I-Part A, \$984.89, Amazon-student classroom essentials 211-Title I-Part A, \$256.85, Amazon-LN 185-State Compensatory Education, \$462.96, Parent Liaison - Parent University resources & materials 211-Title I-Part A, \$644.79, Instructional Materials & STEM Manipulatives 211-Title I-Part A, \$7,221.58, Amazon-teacher resources 211-Title I-Part A, \$378.02

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Provide training, such as vertical alignment PLCs, inclusion support, HQIM reviews, and Structured Literacy practices , that assists with differentiation and provide early and effective assistance for all students through the RTI/MTSS process. To include implementation of WINN (What I Need Now) time , targeted small group instruction, independent practice and adaptive learning with fidelity and allow academic tutors and RTI staff to assist during this time.

Strategy's Expected Result/Impact: Earlier recognition and intervention of students in need will allow for more consistent student progress monitoring and enhance student achievement.

Staff Responsible for Monitoring: Instructional Coach, MTSS/RTI Committee, Teachers, Admin

Problem Statements: Student Learning 2

Funding Sources: Amazon-manipulatives 185-State Compensatory Education, \$89.19

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Provide students with highly qualified teachers as well as rigorous curriculum instruction for all diversified groups of students; such as English Learners, Migrant, 504, SPED, and GT, by having students set goals on weekly, monthly and assessment basis.

Strategy's Expected Result/Impact: Students and Teachers will be able to see an Increase in student achievement and adjust according to data trends.

Staff Responsible for Monitoring: Teachers, students, Instructional Coach, Admin

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Funding Sources: Title 1 Personnel- Instructional Coach, Llibrary Aide & Parent Liaison 211-Title I-Part A, \$151,200, SCE Personnel- At-Risk Teacher & RTI teacher 185-State Compensatory Education, \$163,836.35

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

2

Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.

Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Supports, pd and resources for EL's are needed to close the gaps in all subjects, as well as necessary materials as their counterparts in monolingual settings for staff and students.

Not enough resources in Spanish to support students

Performance Objective 3 High Priority

For the 2025-26 school year, Canutillo Elementary will increase overall student achievement scores in Reading, Math and Science by 2% in all areas (Approaches, Meets, Master).

Evaluation Data Source: TAPR Reports, Accountability Ratings, STAAR Data, School Report Card, district benchmarks, unit assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We will continue pushing for growth

Strategy 1

Structured Literacy will be implemented with high quality instruction, rigor and fidelity to increase reading performances for all students, using HQIM materials, such as Wonder and Maravillas.

Strategy's Expected Result/Impact: Student monitoring and providing individualized assistance through all teacher teacher data profile sheets, which will result in students to be reading at grade level or above.

Staff Responsible for Monitoring: Admin, teachers, RTI staff, instructional coach

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

Provide ongoing opportunities for purposeful staff development for SPED, ELLs, At Risk interventionists in STAAR/STAAR ALT testing preparation, documentation of IEPs and ARDs and interpretation, RTI strategies and implementation for teachers of struggling students and all necessary resources to staff throughout the year for all tested subjects.

Strategy's Expected Result/Impact: Interventions, resources and strategies implemented to allow for student progress and student achievement.

Staff Responsible for Monitoring: Admin, instructional coach, teachers

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategy 3

Teachers will utilize and implement specific strategies in Writing for all K-5th grade students, providing effective interventions by scaffolding instruction.

Strategy's Expected Result/Impact: Early student progress monitoring allowing for student achievement growth.

Staff Responsible for Monitoring: Instructional coach, admin, teachers

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

Students will receive recognition for earning points through Accelerated Reader, Renaissance

Strategy's Expected Result/Impact: Increase in reading levels and participation resulting in increase student achievement, student involvement and leadership skills.

Staff Responsible for Monitoring: Librarian, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 5

Math instruction will be implemented with high quality instruction, rigor and fidelity to increase reading performances for all students, using Stemscores Math.

Strategy's Expected Result/Impact: Student monitoring and providing individualized assistance through all teacher teacher data profile sheets, which will result in students to be at grade level or above.

Staff Responsible for Monitoring: Admin, teachers, RTI staff, instructional coach

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 6

Science instruction will be implemented with high quality instruction, rigor and fidelity to increase reading performances for all students, using Stemscores and SAVAAS.

Strategy's Expected Result/Impact: Student monitoring and providing individualized assistance through all teacher teacher data profile sheets, which will result in students to be at grade level or above.

Staff Responsible for Monitoring: Admin, teachers, RTI staff, instructional coach

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The need for academic tutors, aides and highly qualified staff to support needs of all students for all subjects with pd, resources, etc.	Not enough personnel, such as subs

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.	The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.
2 Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.	Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.
3 Increase in students that are ED, SPED, 504 or At Risk with large academic gaps in core content areas,	The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.</p>	<p>Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.</p>
<p>2 Supports, pd and resources for EL's are needed to close the gaps in all subjects, as well as necessary materials as their counterparts in monolingual settings for staff and students.</p>	<p>Not enough resources in Spanish to support students</p>

Performance Objective 4 High Priority

Canutillo Elementary will increase its attendance rate from 96% to 98% through Positive Behavior Interventions Supports and strategies for the 2025-26 school year.

Evaluation Data Source: Attendance Reports, PEIMS data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We will continue

Strategy 1

Attendance Celebrations/recognitions will be on a weekly basis and shared throughout campus and social media using the following but not limited to methods of ten frame popcorn sheets, wheel of names, drawings, etc. Winners will receive such items as, but not limited, to pizza parties, ice cream, movies, etc as well as bikes for perfect attendance at the end of the year.

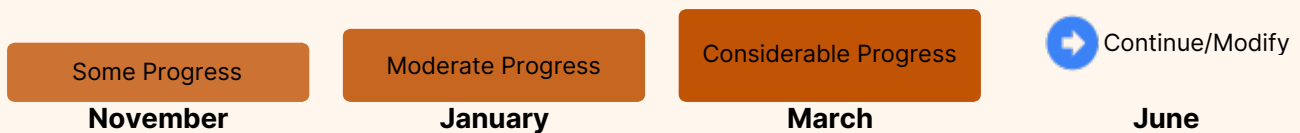
Strategy's Expected Result/Impact: Students earn dollars for attending class daily, in turn increase in student involvement, leadership and initiative; increasing in weekly, monthly and yearly attendance percentage.

Staff Responsible for Monitoring: teachers, students, parents, admin

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Canutillo Elementary will maintain enrichment programs and conferences during and after school that engage students in opportunities that promote positive role models, programs and outlets, as well as partnerships with UTEP, Big Brothers Big Sister, NWECHS, and CSHS; such as NPFH, Robotics, MD/FS, UIL, Student Council, Tx ACES, etc.

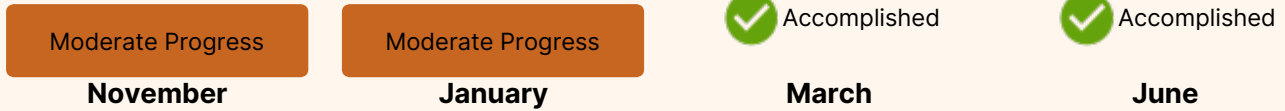
Strategy's Expected Result/Impact: Increase in student involvement, leadership of student ambassadors and taking initiative; increasing in weekly, monthly and yearly attendance percentage and participation.

Staff Responsible for Monitoring: teachers, students, parents, admin, counselor, instructional coach

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.	Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.

Performance Objective 5

By May 2026, Canutillo Elementary will provide professional development and support on the implementation of MTSS to effectively support all our students and teachers. SEL strategies and services will be incorporated throughout the process.

Evaluation Data Source: MTSS committee meetings, CIT trainings, Counselor & Nurse modules, educlimber

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: We will continue.

Strategy 1

Counselor will be available to students in order to provide guidance in academic and SEL choices that affect their future and educational.

Strategy's Expected Result/Impact: More student awareness and intervention strategies and coping skills

Staff Responsible for Monitoring: Counselor, admin, teachers, students

Problem Statements: Student Learning 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Individualized counseling sessions by student and classes to promote SEL and coping skills in children and the campus.

Strategy's Expected Result/Impact: More student awareness and intervention strategies and coping skills

Staff Responsible for Monitoring: Counselor, teachers, admin

Problem Statements: Student Learning 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 6

CES will increase and expand awareness in College and Career Readiness, as well as Career Exploration processes with a strategic approach, focusing on 100% of students Prek-5 participating in at least three activities during the 2025-26 school year.

Evaluation Data Source: Counselor, admin

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: We will do this again and incorporate more technology

Strategy 1

Fire Safety, Generation Texas Week, Career Fair, EPCC Program Partnership and College Week Promotion to encourage students to pursue a post high school education and awareness of the various job opportunities and programs throughout El Paso and the US.

Strategy's Expected Result/Impact: Awareness of all pathways and opportunities available to them and an increase of our job force in the future.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 2 - Perceptions 1, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.

Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.

Performance Objective 6 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.

Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.

3

Campus needs to be updated-beautification and give a sense of welcoming.

Exterior campus has outdated fence, plants, garden, etc. and is not being maintained.

Performance Objective 7

During the 2025-26 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate to vigorous physical activity minutes, but also promote a healthy lifestyle and align and reinforce core curriculum standards within the classroom.

Evaluation Data Source: overall increase in student achievement and student participation in classes

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

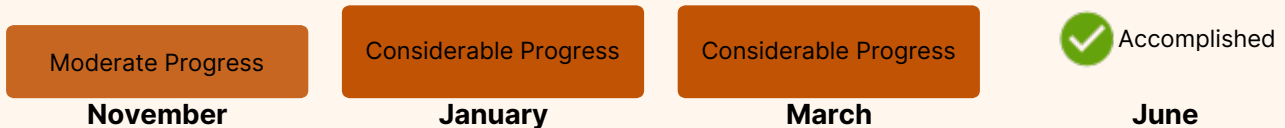
Proper resources and materials that not only increase moderate to vigorous physical activity minutes, but also promote a healthy lifestyle and align and reinforce core curriculum standards within the classroom.

Strategy's Expected Result/Impact: increase of student achievement within classes

Staff Responsible for Monitoring: Elective teachers and admin

Problem Statements: Student Learning 1

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 8 High Priority HB3 Goal

For the 2025-2026 Structured Literacy will be followed with fidelity using the scheduled 120 minutes for each grade level to ensure that all areas, such as whole group, targeted small group, adaptive learning, and independent practice is being addressed throughout each lesson.

Evaluation Data Source: Increase reading performances from K-3rd grade

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue and include action plan based on analysis

Strategy 1

HQIMs and pertinent resources for structured literacy to include whole group, individualized instruction, personalized practice, and adaptive learning will be used and implemented with fidelity from K-3rd grade.

Strategy's Expected Result/Impact: Student monitoring and providing whole group/individualized assistance through all lessons, which will result in students to be reading at grade level or above.

Staff Responsible for Monitoring: Admin, teachers, rti, IC

Problem Statements: Student Learning 2

Funding Sources: FRINGES 185-State Compensatory Education, \$583.89, ACADEMIC TUTORS 185-State Compensatory Education, \$5,768.69, INTERCESSION TEACHERS 185-State Compensatory Education, \$6,294.17, ASSIGNMENT STIPEND 185-State Compensatory Education, \$1,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.

Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.

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

Performance Objective 1

All Canutillo Elementary teachers will gain expertise in utilizing the Texas Teacher Evaluation and Support System (TTESS) and the Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted PD by the end of 2025-26 school year.

Evaluation Data Source: Eduphoria Data, TTESS walkthroughs and evaluations, pre and post conferences, TIA & National Board Certified Teachers

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Teachers will self manage and achieve professional and classroom goals through self reflections, as well as SLO growth.

Strategy's Expected Result/Impact: Better teacher understanding and self reflection to make instructional adjustments, positive culture and climate amongst teachers and staff, overall increase in student achievement.

Staff Responsible for Monitoring: Instructional coach, admin, teachers

Problem Statements: School Processes & Programs 1, 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.</p>	<p>Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.</p>

3

Educational gaps and academic achievement of the students going from each grade level needs to be bridged across campus to assist in closing gaps across all subjects. To include but not limited to trainings, materials, resources for students and staff.

Funds and staff availability for PLCs vertically and grade level aligning throughout the year is not consistent or readily available.

Performance Objective 2

By May 2026, Canutillo Elementary will provide meaningful and grade level appropriate professional development for all campus employees on teaching and learning with technology, using effective skills and implementation of programs for instruction. Listed, but not limited to CLI Engage, Circle, Tejas Lee, Apple services and programs, Stemsopes, Wonders, Maravillas, SAVAAS, etc

Evaluation Data Source: Campus & District Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Technology hardware, software and licenses and training will be purchased to effectively assist in instruction and implementation for all curriculum and resources needed to effectively implement standards in all content areas.

Strategy's Expected Result/Impact: An increase in student performance and positive attitude amongst staff utilizing and implementing the programs

Staff Responsible for Monitoring: teachers, admin, instructional coach

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Continuous professional development and resource training/monitoring for HQIMS and district curriculum, to include but not limited to, Structured Literacy, SAAVAS, and Stemsopes to assist in staff success and curriculum implementation across the whole campus.

Strategy's Expected Result/Impact: Increase in grade level outcomes and overall participation resulting in increase student achievement, student involvement and leadership skills.

Staff Responsible for Monitoring: Admin, RTI, IC, teachers

Problem Statements: Student Learning 2

Funding Sources: TEPSA Professional Development 255-Title II-Part A Teacher/Principal, \$1,912.02

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.</p>	<p>Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.</p>

Performance Objective 3

By May 2026, CES will provide professional development opportunities to support all classroom teachers that focus on building relationships and effective classroom management strategies which include a bully prevention framework, de-escalating strategies, behavioral issues, etc.

Evaluation Data Source: PBIS data, parent surveys

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Our faculty and staff will participate in activities such as but not limited to, appreciation breakfast, ice breakers, stress reducing activities, small incentives, celebrations, etc.

Strategy's Expected Result/Impact: Increase in school culture and climate

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

The PBIS Team will attend professional development throughout the 2025-26 school year.

Strategy's Expected Result/Impact: Bring new strategies back to campus and assist in building school culture and climate

Staff Responsible for Monitoring: teachers and admin, PBIS team

Problem Statements: Student Learning 1 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

Some Progress

January



Accomplished

March



Accomplished

June

Strategy 3

Teachers and staff will attend relevant PD for deescalating behaviors and various SEL strategies to implement into their classrooms to provide support for all their students' needs.

Strategy's Expected Result/Impact: Bring new strategies back to campus and assist in building school culture and climate

Staff Responsible for Monitoring: teachers, admin, staff

Problem Statements: Student Learning 1 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.	The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.	Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.	Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.
3 Campus needs to be updated- beautification and give a sense of welcoming.	Exterior campus has outdated fence, plants, garden, etc. and is not being maintained.

Performance Objective 4

By May 2026, Canutillo Elementary will promote workplace wellness to improve employee morale and increase productivity and engagement amongst staff and faculty, by participating in five or more activities, workshops, presentations, and/or challenges.

Evaluation Data Source: Wellness team data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Staff members that are part of CES wellness, will participate in monthly wellness challenges and activities.

Strategy's Expected Result/Impact: Increase morale, climate and staff participation

Staff Responsible for Monitoring: Wellness Team, teachers

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Goal 3

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

Performance Objective 1

Canutillo Elementary will offer workshops in the core subjects as support to assist parents in improving their child's academic skills and master assessments throughout the 2025-26 school year.

Evaluation Data Source: Scheduled monthly events on calendar
Sign In sheets
Agenda

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Canutillo Elementary Parent Liaison will provide workshops to parents to assist their children's needs and academic expectations. Core subjects will be targeted with make and takes, skills and strategies to assist parents.

Strategy's Expected Result/Impact: Parent/student relationship growth and growth in student achievement

Staff Responsible for Monitoring: Admin and Parent Liaison

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Through Power Nights in STEAM and Reading, parents will be given strategies to help their child at home with academics. Prizes, resources, make and takes and other items will be given to parents.

Strategy's Expected Result/Impact: Increase in positive relationships between school and home, more parental involvement, increase student achievement

Staff Responsible for Monitoring: Admin, teachers, parent liaison

Problem Statements: Student Learning 1, 3 - Perceptions 2

Funding Sources: Amazon-Delgado 185-State Compensatory Education, \$94.87, Amazon-PL 211-Title I-Part A, \$438.89, Amazon-PL 211-Title I-Part A, \$87.8, Amazon-PL 211-Title I-Part A, \$17.09, Amazon-RoundUp-IC 211-Title I-Part A, \$367.11, Lakeshore Learning 211-Title I-Part A, \$234.46

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

Moderate Progress
March

 Accomplished
June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.	The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.
3	Increase in students that are ED, SPED, 504 or At Risk with large academic gaps in core content areas,	The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.	Opportunities on campus where parents participate and interact with teachers and other students.

Performance Objective 2

Canutillo Elementary will promote parent engagement and leadership sessions through parent workshops, representation in various committees and invitations to various events held at the campus throughout the 2025-26 school year.

Evaluation Data Source: Scheduled monthly events on calendar

Sign In sheets

Agenda

Flyers

Social Media Outlets

Summative Evaluation: Met Performance Objective

Strategy 1

Hold CIC, SHAC, LPAC, and PAC meetings in which parents and community members can provide input on students and campus needs; including Title 1 and other Entitlements, safety concerns, PAC and Entitlement meetings with meetings in am and pm, as well as through zoom or google if needed. CIP is accessible to parents and community throughout various locations at Canutillo Elementary.

Strategy's Expected Result/Impact: Increase parental involvement, staff and community voice and empowerment, improvement of community-school relationship

Staff Responsible for Monitoring: Parent Liaison, admin

Problem Statements: Demographics 1 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

No Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Parents participate in promoting academic success in core contents and family support through various events, such as but not limited to Reading and Math Nights, carnivals, veterans, grandparents, mothers, fathers, physical education participation and other events held on campus.

Strategy's Expected Result/Impact: More parental involvement and community outreach

Staff Responsible for Monitoring: Parent Liaison, admin

Problem Statements: Perceptions 2

Funding Sources: Amazon-Instructional Coach 211-Title I-Part A, \$367.11, Sam's Club 211-Title I-Part A, \$650

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

No Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Parents and Community will participate in reviewing and editing the Parent Engagement Policy and Student/Parent Compact, which is distributed in Fall 2025 and Spring 2026 during Parent Teacher Conferences and available throughout the year in English and Spanish.

Strategy's Expected Result/Impact: Increase parental involvement and community leadership

Staff Responsible for Monitoring: Admin and parent liaison

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Attendance declined from 98.5% to 95.7%. This decline also showed a decline in academic student achievement across tested subjects.	Excessive absences impacts learning.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.	Opportunities on campus where parents participate and interact with teachers and other students.

Performance Objective 3

Canutillo Elementary will build and maintain new and current Partners in Education Program in a meaningful and cooperative manner throughout the 2025-26 school year, in conjunction with our Parent Liaison community outreach.

Evaluation Data Source: Partners in education list
Visibility on campus and events

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

CES will host a Community Health Fair during the 2025-26 school year

Strategy's Expected Result/Impact: parental involvement, community involvement and outreach

Staff Responsible for Monitoring: Admin, staff and parent liaison

Problem Statements: Student Learning 1 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

No Progress

January



Accomplished

March



Accomplished

June

Strategy 2

CES will continue to build impactful and sustainable relationships with community members and businesses; such as local churches, businesses, EPCC, NWECHS, Big Brothers/Big Sisters, UTEP for academic assistance, SEL support and supplies such as clothing, food, and school items.

Strategy's Expected Result/Impact: Increase parental and community involvement

Staff Responsible for Monitoring: Admin, staff, counselor and parent liaison

Problem Statements: Perceptions 1, 2

Funding Sources: Amazon 211-Title I-Part A, \$802.97

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The continual need for academic supports for all students throughout the year in tested subjects due to academic gaps to include but not limited to academic tutors, manipulatives, resources, trainings, etc. with regards to the whole child, as well as staff; mental, physical and emotional.

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Increase the availability for students to participate and/or showcase their talents to their families in various activities to include but not limited to fine arts, band, choir, pbis, npfh, drug free, bully free. counseling, student council, clubs, etc.	Opportunity for students to express their creativity through dance, art, music, and sport that is not readily available to them.
2	Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.	Opportunities on campus where parents participate and interact with teachers and other students.

Performance Objective 4

Throughout the 2025-26 school year, CES will maintain its website and social media outlets with current and relevant information for all internal and external stakeholders and highlight campus events and achievements at a minimum of a monthly basis.

Evaluation Data Source: website and social media traffic and posts

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

CES will keep all stakeholders informed as provided from the district and campus level with the use of but not limited to newsletters, zoom/google, blackboard, class dojo, callouts, web pages, social media, marquee, and teacher discussions with parents in both english and spanish.

Strategy's Expected Result/Impact: Increase in community, parent and school participation and communication

Staff Responsible for Monitoring: Admin, office

Problem Statements: Perceptions 2, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>2 Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.</p>	<p>Opportunities on campus where parents participate and interact with teachers and other students.</p>
<p>3 Campus needs to be updated- beautification and give a sense of welcoming.</p>	<p>Exterior campus has outdated fence, plants, garden, etc. and is not being maintained.</p>

Goal 4

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

Performance Objective 1

Strategic Budget allocation of Sate Compensatory Education and Title 1 will be completed by September 2025 to successfully provide resources to all students in order to meet student academic and social emotional goals during the 2025-26 school year..

Evaluation Data Source: Accounts and expenditures

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Parent entitlement review shared with parents during the Parent Advisory meeting to review programs, allocations and resources.

Strategy's Expected Result/Impact: Community awareness on budget allocation and resources

Staff Responsible for Monitoring: Principal and Parent Liaison

Problem Statements: Perceptions 2

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

All classroom teachers, counselor, instructional aides, elective teachers, and rti teachers will align purchase orders, expenditures and curriculum to CIP in order to provide a cohesive and targeted program leading to student success

Strategy's Expected Result/Impact: expenditures aligned to CIP

Staff Responsible for Monitoring: Admin team, teachers and staff

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Students will participate in the use of supplemental instructional programs that provide a baseline to identify student progress based on performance including but not limited to library books for renaissance.

Strategy's Expected Result/Impact: resource availability impacts student performance

Staff Responsible for Monitoring: teachers, staff, principal

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

Teachers, instructional aides, admin and staff to include but limited to office, custodial, dietary, library, counseling and crossing/safety guards will have the needed instructional resources, supplies and materials to ensure high quality instruction and a safe environment conducive to learning.

Strategy's Expected Result/Impact: the adequate resources to ensure environment is conducive for learning

Staff Responsible for Monitoring: admin, teachers, and all staff

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2, 3

Formative Reviews

Moderate Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The need for academic tutors, aides and highly qualified staff to support needs of all students for all subjects with pd, resources, etc.

Not enough personnel, such as subs

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Increase in students that are ED, SPED, 504 or At Risk with large academic gaps in core content areas,

The educational gaps and needs that students are coming in with, such as SEL, academic and influx of children from other countries is increasing.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Lack of PD and training for programs used in the district and on campus; to include but not limited district curriculum and state mandates.

Refresher courses or updates are not done in a timely fashion or are not consistent. Programs evolve and teachers need to be well versed.

2

Supports, pd and resources for EL's are needed to close the gaps in all subjects, as well as necessary materials as their counterparts in monolingual settings for staff and students.

Not enough resources in Spanish to support students

3

Educational gaps and academic achievement of the students going from each grade level needs to be bridged across campus to assist in closing gaps across all subjects. To include but not limited to trainings, materials, resources for students and staff.

Funds and staff availability for PLCs vertically and grade level aligning throughout the year is not consistent or readily available.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Lack of parental involvement, participation and understanding of partnership between the school and home and all the expectations in between.

Opportunities on campus where parents participate and interact with teachers and other students.

Goal 5

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

Performance Objective 1

100% of CES teachers and staff will implement district and campus technology, have the adequate updated resources for a safe and functional learning environment to effectively provide instruction throughout the 2025-26 school year and improve overall student performance.

Evaluation Data Source: usage of various programs and technology resources data, trainings, pos

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue

Strategy 1

Conduct a needs assessment for students, parents and staff in regards to technology and resources available. Provide staff development to integrate technology across the curriculum to assist in the learning of all students that especially in risk of falling behind and ensure that all staff has the appropriate resources to improve and guide instruction.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Instructional coach, admin, IT

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

All CES students, teachers and staff will receive the adequate resources and supports in purchasing technology items and maintaining proper trainings and updated hardware throughout the school year of 2025-26. This includes, but not limited to projectors, document cameras, interactive boards, ipads, apple tvs, smartboards, laptops, labs, etc.

Strategy's Expected Result/Impact: positive impact of student performance

Staff Responsible for Monitoring: Librarian, admin, teachers and staff

Problem Statements: Student Learning 2

Funding Sources: Dell technologies - monitors / Chromebooks 185-State Compensatory Education, 11.6398, \$3,757.4, Dell technologies- computers 211-Title I-Part A, \$16,233, Reading Materials - Library Books 185-State Compensatory Education, 12.6329, \$1,528.24, RTI Resources 185-State Compensatory Education, 11.6399, \$3,744.92

Formative Reviews

Some Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategy 3

Monitoring connectivity and purchasing of any supplies needed to ensure students can successfully complete online testing, common assessments, and daily strategies and applications; including upgrading preexisting desktops, laptops, motherboards, accessories, etc.

Strategy's Expected Result/Impact: positive student performance

Staff Responsible for Monitoring: Admin, librarian, teachers and staff

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Teachers and students need the tools, time, resources and pd, for programs, campus alignment and implementation of curriculum and HQIMS , that allow them to engage students, facilitate lessons, and increase student comprehension and achievement. This includes, but not limited to updated software, resources (desktops/laptops), accessories, labs and resources.

Adequate PD and resources with the equipment and programs needed to engage students and increase rigor in a timely fashion across whole campus and grade levels. Resources need to stay updated and be able to support new curriculum and software needed on a daily basis.



State Compensatory Education

State Compensatory

Budget for Canutillo Elementary School

Total SCE Funds: \$178,872.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Canutillo Elementary School

Name	Position	FTE
Laura Rodriguez	RTI Teacher	1
Patricia Martin	At- Risk Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Christopher Ambriz	Instructional Coach		1
Claudia Martell	Library Aide		1
Gabriel Catarino	Library Aide		1
Yazmin Ruiz	Paraprofessional		1



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Amazon-instructional materials	--	\$682.26
1	2	1	Reading Materials - Library Books	--	\$995.91
1	2	1	Parent Liaison parent Engagement resources & supplies	--	\$1,068.32
1	2	1	Reading Materials - Chapter Books	--	\$83.10
1	2	1	Parent Engagement, Power Night Resources	--	\$984.89
1	2	1	Amazon-student classroom essentials	--	\$256.85
1	2	1	Parent Liaison - Parent University resources & materials	--	\$644.79
1	2	1	Instructional Materials & STEM Manipulatives	--	\$7,221.58
1	2	1	Amazon-teacher resources	--	\$378.02
1	2	3	Title 1 Personnel- Instructional Coach, Library Aide & Parent Liaison	--	\$151,200.00
3	1	2	Amazon-PL	--	\$438.89
3	1	2	Amazon-PL	--	\$87.80
3	1	2	Amazon-PL	--	\$17.09
3	1	2	Amazon-RoundUp-IC	--	\$367.11
3	1	2	Lakeshore Learning	--	\$234.46
3	2	2	Amazon-Instructional Coach	--	\$367.11
3	2	2	Sam's Club	--	\$650.00
3	3	2	Amazon	--	\$802.97
5	1	2	Dell technologies- computers	--	\$16,233.00
Sub-Total					\$182,714.15
Budgeted Fund Source Amount					\$183,736.00
+/- Difference					\$1,021.85

255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	TEPSA Professional Development	--	\$1,912.02
				Sub-Total	\$1,912.02
				Budgeted Fund Source Amount	\$2,000.00
				+/- Difference	\$87.98

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Amazon-LN	--	\$462.96
1	2	2	Amazon-manipulatives	--	\$89.19
1	2	3	SCE Personnel- At-Risk Teacher & RTI teacher	--	\$163,836.35
1	8	1	FRINGES	--	\$583.89
1	8	1	ACADEMIC TUTORS	--	\$5,768.69
1	8	1	INTERCESSION TEACHERS	--	\$6,294.17
1	8	1	ASSIGNMENT STIPEND	--	\$1,500.00
3	1	2	Amazon-Delgado	--	\$94.87
5	1	2	Dell technologies - monitors / Chromebooks	11.6398	\$3,757.40
5	1	2	Reading Materials - Library Books	12.6329	\$1,528.24
5	1	2	RTI Resources	11.6399	\$3,744.92
				Sub-Total	\$187,660.68
				Budgeted Fund Source Amount	\$189,872.00
				+/- Difference	\$2,211.32

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$59,026.00
				+/- Difference	\$59,026.00