

# Canutillo Independent School District



## 2025-2026 District Improvement Plan

# **Mission Statement**

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

# **Vision**

**LEAD today. IMPACT tomorrow.**

# **Value Statement**

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
(071907001) - Canutillo H S	939	1,468	63.96%	955	1,549	61.65%	1,074	1,642	65.41%	1,050	1,541	68.14%	902	1,442	62.55%
(071907003) - Northwest Early College H S (Nwechs)	204	388	52.58%	196	367	53.41%	214	361	59.28%	212	371	57.14%	211	373	56.57%
(071907041) - Canutillo Middle	427	696	61.35%	419	688	60.90%	449	700	64.14%	455	718	63.37%	432	717	60.25%
(071907042) - Jose J Alderete Middle	450	656	68.60%	434	663	65.46%	428	595	71.93%	385	561	68.63%	381	571	66.73%
(071907101) - Canutillo EL	392	521	75.24%	396	511	77.50%	424	519	81.70%	386	494	78.14%	374	480	77.92%
(071907102) - Deanna Davenport EL	257	283	90.81%	271	301	90.03%	279	304	91.78%	284	313	90.73%	262	304	86.18%
(071907103) - Jose H Damian EL	343	540	63.52%	312	526	59.32%	342	515	66.41%	333	487	68.38%	324	473	68.50%
(071907104) - Bill Childress EL	301	391	76.98%	300	412	72.82%	310	401	77.31%	296	381	77.69%	292	386	75.65%
(071907105) - Gonzalo And Sofia Garcia EL	293	494	59.31%	259	447	57.94%	292	466	62.66%	269	458	58.73%	279	424	65.80%
(071907106) - Congressman Silvestre & Carolina School	199	598	33.28%	170	627	27.11%	222	573	38.74%	207	580	35.69%	191	577	33.10%
(071907) - Canutillo ISD	3,805	6,035	63.05%	3,712	6,091	60.94%	4,034	6,076	66.39%	3,877	5,904	65.67%	3,648	5,747	63.48%

At-Risk Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

Campus	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Total Student Count	At Risk Count	At Risk Campus %	Total Student Count	At Risk Count	At Risk Campus %	Total Student Count	At Risk Count	At Risk Campus %	Total Student Count	At Risk Count	At Risk Campus %	Total Student Count	At Risk Count	At Risk Campus %
(071907001) - Canutillo H S	1,468	884	60.29%	1,549	953	61.59%	1,642	1,027	62.50%	1,541	966	62.70%	1,442	859	59.60%
(071907003) - Northwest Early College H S (Nwechs)	388	100	25.80%	367	132	36.00%	361	122	33.80%	371	133	35.80%	373	126	33.80%
(071907041) - Canutillo Middle	696	403	57.90%	688	572	83.10%	700	548	78.30%	718	406	56.50%	717	465	64.90%
(071907042) - Jose J Alderete Middle	656	412	62.80%	663	544	82.10%	595	405	68.10%	561	344	61.30%	571	337	59.00%
(071907101) - Canutillo EL	521	390	74.90%	511	436	85.30%	519	392	75.50%	494	360	72.90%	480	347	72.30%
(071907102) - Deanna Davenport EL	283	221	78.10%	301	244	81.10%	304	248	81.60%	313	238	76.00%	304	217	71.40%
(071907103) - Jose H Damian EL	540	377	69.80%	526	376	71.50%	515	309	60.00%	487	328	67.40%	474	318	67.10%
(071907104) - Bill Childress EL	391	278	71.10%	412	342	83.00%	401	286	71.30%	381	259	68.00%	386	247	64.00%
(071907105) - Gonzalo And Sofia Garcia EL	494	327	66.20%	447	342	76.50%	466	326	70.00%	458	312	68.10%	424	296	69.80%
(071907106) - Congressman Silvestre & Carolina School	598	425	71.10%	627	469	74.80%	573	397	69.30%	580	393	67.80%	577	371	64.30%
(All) - All Campuses	6,035	3,817	63.20%	6,091	4,410	72.40%	6,076	4,060	66.80%	5,904	3,719	63.30%	5,748	3,583	62.30%

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 3 Possible Years for All Campuses

County-District Number: 071907 District Name: CANUTILLO ISD

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Fall English Learner Year Comparison Percentages - Number of Years Displayed: 3 Possible Years for All Campuses

	2022 - 2023			2023 - 2024			2024 - 2025		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
071907001 - Canutillo H S	488	1,642	29.72%	475	1,541	30.82%	437	1,442	30.31%
071907003 - Northwest Early College H S (Nwechs)	54	361	14.9584	75	371	20.2156	53	373	14.2091
071907041 - Canutillo Middle	196	700	28	207	718	28.8301	187	717	26.0809
071907042 - Jose J Alderete Middle	254	595	42.6891	251	561	44.7415	210	571	36.7776
071907101 - Canutillo EL	208	519	40.0771	208	494	42.1053	211	480	43.9583
071907102 - Deanna Davenport EL	126	304	41.4474	126	313	40.2556	134	304	44.0789
071907103 - Jose H Damian EL	171	515	33.2039	164	487	33.6756	184	474	38.8186
071907104 - Bill Childress EL	158	401	39.4015	147	381	38.5827	145	386	37.5648
071907105 - Gonzalo And Sofia Garcia EL	150	466	32.1888	158	458	34.4978	144	424	33.9623
071907106 - Congressman Silvestre & Carolina School	221	573	38.5689	208	580	35.8621	196	577	33.9688
071907 - Canutillo ISD	2026	6076	33.3443	2019	5904	34.1972	1901	5748	33.0724



## CISD STUDENT ATTENDANCE RATE 2024-2025

### Elementary Campuses

CAMPUS	1 <sup>ST</sup> 9WKS 8/5-10/4/24	2 <sup>ND</sup> 9WKS 10/14-12/20/24	3 <sup>RD</sup> 9WKS 1/7-3/21/25	4 <sup>TH</sup> 9WKS 3/24-5/29/25	SNAPSHOT DAY OCT 25, 2024	Cumulative per campus
BCE (104)	96.53%	95.08%	93.93%	95.81%	94.93%	95.34 %
CES (101)	96.83%	95.18%	94.17%	95.07%	98.24%	95.30%
DDE (102)	96.18%	94.20%	93.52%	94.79%	99.82%	94.65%
GES (105)	95.80%	94.51%	93.09%	94.50%	95.50%	94.52%

JDE (103)	95.90%	94.92%	93.13%	93.76%	<b>98.31%</b>	94.39%
RES (106)	96.98%	96.21%	95.18%	95.82%	<b>97.66%</b>	96.01%

ADA STATE REPORTED ABSENCES

**Secondary Campuses**

CAMPUS	1 <sup>ST</sup> 9WKS 8/5-10/4/24	2 <sup>ND</sup> 9WKS 10/14-12/20/24	3 <sup>RD</sup> 9WKS 1/7-3/21/25	4 <sup>TH</sup> 9WKS 3/24-5/29/25	SNAPSHOT DAY OCT 25, 2024	Cumulative per campus
AMS (042)	96.59%	95.10%	94.96%	95.65%	<b>97.73%</b>	95.57%
CMS (041)	96.04%	95.17%	94.46%	94.44%	<b>96.24%</b>	95.00%
NWECHS (003)	97.62%	96.69%	96.16%	96.20%	<b>96.79%</b>	96.59%
CHS (001)	93.77%	91.93%	90.60%	89.34%	<b>94.00%</b>	91.40%

DISTRICT PER 9WKS: **95.80%**    **94.42%**    **93.44%**    **93.65%**    **96.36%**

**DISTRICT-CUMULATIVE: 94.31%**

updated 06/5/2025

(23-24 District Cumulative 95.14%, decrease of 0.83%)

**Section 1: TAPR: 23-24 District Graduation Profile**



Graduates (Annual 2022-2023 Graduates)	District Count	District Percent	State Count	State Percent
<b>Total Graduates:</b>	<b>440</b>	<b>100%</b>	377,367	100%
<b>By Graduation type:</b>				
Minimum HS Program	0	0%	433	0.1%
Recommended HS Program/Distinguished Achievement Program	0	0%	270	0.1%
Foundation HS Program (No Endorsement, 22 credits)	22	5%	49,278	13.1%
Foundation HS Program (Endorsement, 22 credits)	33	7.5%	16,475	4.4%
Foundation HS Program (DLA – Distinguished Level of Achievement, 26 credits plus endorsement)	385	87.5%	310,689	82.3%
Special Education Graduates	28	6.4%	34,589	9.2%
Economically Disadvantaged Graduates	279	63.4%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	91	20.7%	50,229	13.3%
At-Risk Graduates	215	48.9%	168,430	44.6%
CTE Completers	162	36.8%	119,959	31%

CANUTILLO A Premier District



**Section 1: TAPR**

**23-24 College, Career, & Military Readiness (CCMR) Profile:**

Annual Graduates Class of 2023	CISD	Reg 19	State
CCMR Met (Total Percentage)	<b>81.5%</b>	81.7%	76.3%
<b>College Ready</b>	<b>60.2%</b>	67.3%	57.8%
Met TSI Criteria in ELAR	<b>64.3%</b>	70.1%	62.8%
Met TSI Criteria in Math	<b>58.9%</b>	62.1%	54.3%
Met TSI Criteria in Both Subjects	<b>53.9%</b>	53%	48.4%
Met AP Criteria	<b>22.3%</b>	20.4%	20.4%
Associate Degree Completion	<b>14.3%</b>	6.6%	2.5%
Dual Course Credits in Any Subject	<b>25.5%</b>	27.7%	23.6%
Onramps Course Credits	<b>3.0%</b>	8.4%	4.8%
Special Education Graduates: Advanced Diploma	<b>5%</b>	6%	5.6%
<b>Career or Military Ready</b>	<b>58.6%</b>	41.0%	39.5%
Approved Industry Based Certification (CTE)	<b>54.3%</b>	35.2%	33.4%

## Strengths

### Strengths:

- Identification of student needs
- AAA District
- Implementation of DL with fidelity
- High number of GT students
- High number of military students
- Above the state average in graduation
- Variety of programs to attract families/students (PTECH, Montessori, ACE, Advanced classes, at middle school)
- Highest number of NBC(National Board Certified) and TIA (Teacher Incentive Allotment) teachers in the region
- Decrease At-Risk DAEP referrals
- TOA (The Opportunity Academy)helps support students in danger of dropping out
- Truancy prevention procedures are improving
- Attendance rates are higher than the state and region
- Students can graduate with associates/60 credits
- Bilingual/ESL certified 16.4% (higher than the state 5.9%)
- 37% of our teachers have 11-20 years experience
- Strong systems in place for elementary ISS
- UTEP & EPCC partnership with the district

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The social emotional needs of our teachers became a more prominent issue this year.	There is no intentional, explicit training in the development of empathy, compassion, gratitude, and other social-emotional skills for teachers. These skills are imperative not only for teacher personal well-being but to improve student learning.
2 ★	Addressing the whole child this year was difficult due to lack of data that measures student learning of social-emotional competencies and academics.	There is a lack of support on the learning of the social-emotional competencies and its connection to academics.
3 ★	Our district and each campus attendance rates did not meet the goal of 97%.	Students experience higher rates of illness, chronic illness, family issues, trauma, housing problems, and lack of transportation. In addition, school climate, academics, relationships, and disciplinary practices play a role.
4 ★	Non-compliance of mandated initiatives such as Multi-tiered Systems of Support (MTSS), Behavior Threat Assessments (BTA), and discipline and attendance procedures occurred this past year.	There is a lack of regular audits, effective training programs, and cultivating a compliance-focused culture. Reduction of force has limited the availability of current staff to support compliance practices district-wide.
5 ★	Low performance of students that are double coded as Emergent Bilingual and in Special Education.	Perception that parents of students with disabilities must choose between bilingual and special education services. In addition, lack of Bilingual or ESL Certified staff in Special Education.

★ = Priority

# Student Learning

## Summary

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 CANUTILLO ISD (071907) - EL PASO COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	75.2%	<b>68.9%</b>	80.0%	68.5%	84.6%	*	*	-	*	70.4%	64.9%	55.4%
2020-21	65.2%	72.0%	<b>58.9%</b>	80.0%	57.9%	78.9%	-	-	-	*	70.0%	55.0%	39.5%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	61.3%	<b>46.9%</b>	40.0%	46.4%	76.9%	*	*	-	*	0.0%	40.5%	33.9%
2020-21	52.7%	62.8%	<b>48.1%</b>	60.0%	46.9%	73.7%	-	-	-	*	6.7%	42.4%	22.4%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	63.7%	<b>51.8%</b>	60.0%	51.3%	76.9%	*	*	-	*	0.0%	42.7%	23.2%
2020-21	56.1%	63.8%	<b>52.6%</b>	60.0%	51.4%	73.7%	-	-	-	*	6.7%	46.2%	11.8%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	52.5%	<b>42.7%</b>	60.0%	41.7%	69.2%	*	*	-	*	7.4%	36.9%	25.0%
2020-21	45.7%	53.2%	<b>41.1%</b>	60.0%	39.1%	73.7%	-	-	-	*	10.0%	35.7%	17.1%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	44.6%	<b>36.9%</b>	40.0%	36.1%	69.2%	*	*	-	*	0.0%	30.8%	19.6%
2020-21	40.4%	45.4%	<b>34.3%</b>	40.0%	32.6%	68.4%	-	-	-	*	6.7%	29.4%	6.6%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	19.4%	<b>20.9%</b>	0.0%	20.7%	38.5%	*	*	-	*	0.0%	17.2%	12.5%
2020-21	21.3%	17.8%	<b>20.7%</b>	0.0%	19.8%	42.1%	-	-	-	*	0.0%	20.2%	17.1%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	5.5%	<b>16.0%</b>	0.0%	15.9%	30.8%	*	*	-	*	0.0%	11.8%	7.1%
2020-21	2.6%	5.9%	<b>13.8%</b>	0.0%	12.3%	47.4%	-	-	-	*	6.7%	9.7%	1.3%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	30.5%	<b>35.8%</b>	20.0%	35.7%	53.8%	*	*	-	*	0.0%	28.0%	21.4%
2020-21	25.9%	32.7%	<b>35.9%</b>	40.0%	34.8%	57.9%	-	-	-	*	6.7%	29.4%	9.2%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	8.8%	<b>6.2%</b>	0.0%	5.8%	23.1%	*	*	-	*	0.0%	3.9%	0.0%
2020-21	4.4%	9.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	31.4%	<b>46.7%</b>	60.0%	46.2%	61.5%	*	*	-	*	70.4%	44.4%	32.1%
2020-21	24.2%	21.2%	<b>23.2%</b>	80.0%	21.3%	47.4%	-	-	-	*	70.0%	21.0%	21.1%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	25.8%	<b>44.4%</b>	40.0%	44.3%	53.8%	*	*	-	*	33.3%	42.7%	32.1%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 CANUTILLO ISD (071907) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	91.3%	<b>93.5%</b>	95.2%	93.5%	94.4%	93.1%	96.2%	*	95.8%	92.2%	92.8%	93.2%
2020-21	95.0%	96.4%	<b>97.9%</b>	99.3%	97.8%	98.7%	98.3%	97.7%	*	99.1%	96.9%	97.4%	97.1%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	29.5%	<b>19.3%</b>	9.5%	19.7%	15.6%	28.6%	8.3%	*	11.1%	25.9%	23.1%	20.8%
2020-21	15.0%	10.0%	<b>6.0%</b>	1.5%	6.2%	2.8%	0.0%	15.0%	0.0%	2.8%	10.8%	7.3%	8.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.6%	<b>0.1%</b>	0.0%	0.1%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.0%
2020-21	0.9%	0.6%	<b>0.1%</b>	0.0%	0.1%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.3%

Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.8%	1.2%	0.0%	1.2%	2.8%	*	*	*	0.0%	2.6%	1.3%	1.6%
2020-21	2.4%	2.6%	1.6%	0.0%	1.7%	0.0%	*	*	-	0.0%	3.6%	1.9%	2.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	86.6%	93.4%	*	93.8%	85.7%	*	*	-	*	71.0%	92.8%	92.6%
Received TxCHSE	0.3%	0.7%	0.2%	*	0.2%	0.0%	*	*	-	*	0.0%	0.4%	0.0%
Continued HS	3.5%	5.4%	3.1%	*	3.0%	0.0%	*	*	-	*	22.6%	3.2%	1.9%
Dropped Out	6.4%	7.4%	3.3%	*	3.0%	14.3%	*	*	-	*	6.5%	3.6%	5.6%
Graduates and TxCHSE	90.0%	87.2%	93.6%	*	94.0%	85.7%	*	*	-	*	71.0%	93.2%	92.6%
Graduates, TxCHSE, and Continuers	93.6%	92.6%	96.7%	*	97.0%	85.7%	*	*	-	*	93.5%	96.4%	94.4%
Class of 2021													
Graduated	90.0%	85.5%	94.5%	100.0%	94.3%	95.0%	-	*	-	*	85.2%	93.0%	89.3%
Received TxCHSE	0.3%	0.6%	0.2%	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	6.9%	2.8%	0.0%	2.7%	5.0%	-	*	-	*	7.4%	3.7%	5.3%
Dropped Out	5.8%	6.9%	2.5%	0.0%	2.7%	0.0%	-	*	-	*	7.4%	3.3%	5.3%
Graduates and TxCHSE	90.3%	86.2%	94.7%	100.0%	94.6%	95.0%	-	*	-	*	85.2%	93.0%	89.3%
Graduates, TxCHSE, and Continuers	94.2%	93.1%	97.5%	100.0%	97.3%	100.0%	-	*	-	*	92.6%	96.7%	94.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.1%	95.9%	100.0%	95.8%	95.0%	-	*	-	*	85.2%	95.9%	92.0%
Received TxCHSE	0.4%	0.9%	0.2%	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	1.3%	0.9%	0.0%	0.7%	5.0%	-	*	-	*	7.4%	0.8%	0.0%
Dropped Out	6.3%	7.7%	3.0%	0.0%	3.2%	0.0%	-	*	-	*	7.4%	3.3%	8.0%
Graduates and TxCHSE	92.7%	91.0%	96.1%	100.0%	96.0%	95.0%	-	*	-	*	85.2%	95.9%	92.0%

Texas Education Agency  
2022-23 STAAR Performance (TAPR)  
CANUTILLO ISD (071907) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	2%	3%	*	2%	20%	-	-	-	*	*	-	3%	0%	3%	0%
	2022	13%	2%	1%	-	1%	0%	-	-	-	*	-	-	1%	*	2%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	78%	79%	85%	79%	88%	100%	91%	*	87%	44%	76%	79%	79%	75%	72%
	2022	74%	74%	76%	87%	75%	86%	90%	90%	100%	85%	43%	72%	76%	75%	70%	67%
At Meets Grade Level or Above	2023	49%	48%	50%	62%	49%	63%	92%	79%	*	67%	22%	44%	51%	50%	44%	40%
	2022	48%	44%	48%	55%	47%	59%	70%	67%	88%	59%	23%	41%	48%	47%	40%	37%
At Masters Grade Level	2023	20%	17%	18%	24%	17%	35%	33%	56%	*	24%	5%	14%	18%	17%	13%	13%
	2022	23%	19%	22%	27%	21%	34%	10%	57%	38%	32%	6%	15%	22%	21%	16%	16%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	78%	85%	77%	89%	*	82%	*	88%	37%	72%	78%	78%	74%	68%
	2022	75%	74%	75%	89%	75%	86%	100%	92%	*	83%	39%	67%	75%	75%	69%	63%
At Meets Grade Level or Above	2023	53%	51%	53%	72%	52%	69%	*	71%	*	76%	20%	43%	53%	53%	46%	41%
	2022	53%	49%	52%	61%	52%	66%	80%	69%	*	69%	20%	39%	53%	52%	44%	39%
At Masters Grade Level	2023	20%	17%	18%	21%	17%	38%	*	41%	*	24%	5%	14%	18%	18%	12%	13%
	2022	25%	21%	23%	31%	22%	37%	0%	62%	*	29%	7%	11%	24%	21%	17%	18%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	77%	79%	82%	78%	85%	*	93%	*	85%	47%	79%	79%	76%	74%	74%
	2022	72%	73%	73%	76%	72%	83%	*	92%	*	83%	44%	76%	73%	73%	68%	68%
At Meets Grade Level or Above	2023	45%	44%	47%	45%	46%	55%	*	86%	*	62%	25%	43%	48%	44%	40%	43%
	2022	42%	39%	40%	36%	40%	47%	*	58%	*	48%	25%	44%	41%	39%	34%	35%
At Masters Grade Level	2023	19%	15%	17%	24%	16%	31%	*	64%	*	23%	5%	14%	18%	15%	13%	15%
	2022	20%	17%	18%	21%	18%	27%	*	50%	*	39%	7%	19%	18%	19%	14%	16%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	79%	81%	88%	80%	90%	*	100%	-	86%	53%	84%	82%	79%	77%	73%
	2022	76%	75%	79%	100%	78%	92%	*	*	*	88%	46%	74%	79%	79%	74%	73%
At Meets Grade Level or Above	2023	47%	45%	47%	65%	46%	66%	*	78%	-	50%	18%	47%	48%	47%	41%	35%
	2022	47%	41%	48%	58%	47%	65%	*	*	*	59%	23%	39%	47%	49%	41%	36%

Texas Education Agency  
2022-23 STAAR Performance (TAPR)  
CANUTILLO ISD (071907) - EL PASO COUNTY

											Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
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	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Ed (Current)	Ed (Former)	ously Enrolled	ously Enrolled	Econ Disadv	& Monitored
At Masters Grade Level	2023	18%	14%	16%	24%	15%	31%	*	67%	-	7%	2%	20%	16%	16%	11%	10%
	2022	21%	15%	20%	17%	19%	33%	*	*	*	41%	4%	18%	19%	21%	14%	14%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	80%	83%	100%	83%	90%	*	*	*	92%	53%	74%	82%	87%	80%	77%
	2022	75%	75%	82%	100%	82%	88%	-	*	*	90%	61%	79%	83%	79%	77%	72%
At Meets Grade Level or Above	2023	52%	52%	57%	86%	55%	65%	*	*	*	77%	26%	53%	55%	60%	51%	39%
	2022	50%	46%	52%	100%	51%	62%	-	*	*	50%	26%	42%	54%	46%	44%	33%
At Masters Grade Level	2023	27%	25%	26%	43%	25%	48%	*	*	*	46%	10%	0%	26%	26%	20%	14%
	2022	30%	25%	30%	50%	29%	44%	-	*	*	10%	8%	16%	30%	29%	23%	16%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CANUTILLO ISD (071907) - EL PASO COUNTY

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	78%	79%	77%	-	-	77%	-	-	66%	73%	66%	56%	72%	84%	70%	96%
	2022	74%	74%	76%	73%	*	-	73%	*	-	62%	67%	61%	-	67%	81%	65%	91%
At Meets Grade Level or Above	2023	49%	48%	50%	49%	-	-	49%	-	-	33%	46%	31%	18%	39%	56%	38%	80%
	2022	48%	44%	48%	44%	*	-	44%	*	-	30%	37%	28%	-	33%	53%	33%	70%
At Masters Grade Level	2023	20%	17%	18%	22%	-	-	22%	-	-	7%	10%	7%	1%	10%	21%	11%	38%
	2022	23%	19%	22%	22%	*	-	22%	*	-	10%	12%	10%	-	12%	25%	13%	37%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	77%	78%	79%	-	-	79%	-	-	60%	72%	60%	46%	71%	84%	66%	93%
	2022	75%	74%	75%	75%	-	-	75%	*	-	55%	74%	52%	-	66%	83%	61%	87%
At Meets Grade Level or Above	2023	53%	51%	53%	52%	-	-	52%	-	-	32%	48%	31%	23%	39%	60%	38%	81%
	2022	53%	49%	52%	50%	-	-	50%	*	-	30%	46%	28%	-	37%	60%	36%	72%
At Masters Grade Level	2023	20%	17%	18%	27%	-	-	27%	-	-	6%	12%	5%	1%	9%	20%	12%	36%
	2022	25%	21%	23%	29%	-	-	29%	*	-	10%	17%	9%	-	15%	27%	15%	33%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	77%	79%	80%	-	-	80%	-	-	67%	72%	66%	58%	75%	81%	73%	97%
	2022	72%	73%	73%	72%	-	-	72%	*	-	62%	67%	61%	-	66%	76%	66%	91%
At Meets Grade Level or Above	2023	45%	44%	47%	52%	-	-	52%	-	-	32%	43%	29%	8%	46%	50%	40%	76%
	2022	42%	39%	40%	42%	-	-	42%	*	-	28%	38%	25%	-	31%	43%	33%	65%
At Masters Grade Level	2023	19%	15%	17%	21%	-	-	21%	-	-	9%	7%	10%	0%	11%	19%	13%	39%
	2022	20%	17%	18%	19%	-	-	19%	*	-	11%	13%	11%	-	10%	20%	13%	37%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	79%	81%	65%	-	-	65%	-	-	74%	80%	73%	83%	69%	86%	71%	99%
	2022	76%	75%	79%	70%	-	-	71%	*	-	73%	56%	76%	-	61%	82%	70%	95%
At Meets Grade Level or Above	2023	47%	45%	47%	30%	-	-	30%	*	-	33%	55%	32%	7%	29%	55%	31%	81%
	2022	47%	41%	48%	33%	-	-	33%	*	-	32%	28%	33%	-	26%	54%	31%	71%
At Masters Grade Level	2023	18%	14%	16%	13%	-	-	13%	-	-	5%	13%	4%	0%	10%	20%	7%	41%
	2022	21%	15%	20%	11%	-	-	11%	*	-	9%	7%	9%	-	9%	24%	9%	42%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	80%	83%	-	-	-	-	-	-	76%	67%	77%	*	63%	85%	75%	97%
	2022	75%	75%	82%	*	*	-	-	-	-	67%	61%	68%	-	100%	86%	69%	96%
At Meets Grade Level or Above	2023	52%	52%	57%	-	-	-	-	-	-	35%	42%	35%	*	31%	63%	35%	81%
	2022	50%	46%	52%	*	*	-	-	-	-	29%	20%	31%	-	27%	59%	28%	71%
At Masters Grade Level	2023	27%	25%	26%	-	-	-	-	-	-	11%	13%	11%	*	19%	32%	11%	36%
	2022	30%	25%	30%	*	*	-	-	-	-	12%	5%	13%	-	18%	36%	12%	43%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	65%	64%	68%	-	-	68%	-	-	57%	56%	56%	66%	67%	65%	61%	82%
All Grades ELA/Reading	2023	63%	63%	61%	65%	-	-	65%	-	-	53%	53%	52%	66%	58%	63%	57%	78%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CANUTILLO ISD (071907) - EL PASO COUNTY

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	66%	68%	71%	-	-	71%	-	-	61%	58%	62%	-	76%	68%	66%	90%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	44%	42%	47%	-	-	47%	-	-	37%	38%	38%	21%	43%	44%	40%	100%
All Grades ELA/Reading	2023	35%	39%	37%	41%	-	-	41%	-	-	31%	28%	33%	21%	41%	41%	34%	*
All Grades Mathematics	2023	40%	49%	47%	53%	-	-	53%	-	-	44%	44%	44%	-	45%	47%	46%	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- 2023-2024 US History EOC comparison to state average:

- Overall passing rate: 2% above state average
- Approaches rate: 1% above state average
- Meets rate: 4% above state average
- 2023-2024 8th Grade Social Studies STAAR comparison to state average:
  - Overall passing rate: 14% above state average
  - Approaches rate: 7% above state average
  - Meets rate: 5% above state average
  - Masters rate: 1% above state average
- 2023-2024 8th Grade Science STAAR comparison to state average:
  - Overall passing rate: 11% above state average
  - Meets rate: 9% above state average
  - Masters rate: 4% above state average
- 2023-2024 5th Grade Science STAAR comparison to state average:
  - Overall passing rate: 8% above state average
  - Approaches rate: 7% above state average
  - Meets rate: 4% above state average
- 2023-2024 Algebra I EOC comparison to state average:
  - Overall passing rate: 3% above state average
  - Approaches rate: same as state average
  - Meets rate: 4% above state average
- 2023-2024 8th Grade Math STAAR comparison to state average:
  - Overall passing rate: 9% above state average
  - Meets rate: 3% above state average
  - Masters rate: 6% above state average
- 2023-2024 5th Grade Math STAAR comparison to state average:
  - Overall passing rate: 7% above state average
  - Approaches rate: 3% above state average
  - Meets rate: 5% above state average
- 2023-2024 4th Grade Math STAAR comparison to state average:
  - Overall passing rate: 7% above state average
  - Approaches rate: 2% above state average
  - Meets rate: 7% above state average
- 2023-2024 3rd Grade Math STAAR comparison to state average:
  - Overall passing rate: 7% above state average
  - Approaches rate: 4% above state average
  - Meets rate: 3% above state average
- 2023-2024 English II EOC comparison to state average:
  - Overall passing rate: 2% above state average

- Meets rate: 3% above state average
- 2023-2024 English I EOC comparison to state average:
  - Overall passing rate: 2% above state average
  - Meets rate: 1% above state average
  - Masters rate: 1% above state average
- 2023-2024 5th Grade STAAR Reading comparison to state average:
  - Overall passing rate: 9% above state average
  - Meets rate: 7% above state average
  - Masters rate: 3% above state average
- 2023-2024 4th Grade STAAR Reading comparison to state average:
  - Overall passing rate: 6% above state average
  - Approaches rate: 1% above state average
  - Meets rate: 3% above state average
  - Masters rate: 2% above state average
- 2023-2024 3rd Grade STAAR Reading comparison to state average:
  - Overall passing rate: 6% above state average
  - Approaches rate: 6% above state average
  - Meets rate: 3% above state average
- 2023 to 2024 SPED 3rd Grade STAAR Reading comparison
  - Overall passing rate: 20% above 2023 average
  - Approaches rate: 4% above 2023 average
  - Meets rate: 13% above 2023 average
  - Master rate: 4% above 2023 average
- 2023- 2024 2nd grade Reading (Istation) growth on Tier 1
  - August- 50%
  - January- 52%
  - May- 54%
  - TPRI/Tejas LEE increase in Spelling Sets, Word Reading, Fluency and Reading Comprehension from BOY to EOY
- 2023 - 2024 1st grade Reading (Istation) on Tier 1
  - August- 38%
  - January- 49%
  - May- 60%
  - TPRI/Tejas LEE increase from BOY to EOY in Graphophonemic Knowledge, Word Reading and Reading comprehension
- 2023 - 2024 Kindergarten Reading Texas KEA Data
  - BOY - EOY increase from 53% to 74% On Track in Vocabulary
  - BOY - EOY increase from 63% to 81% On Track in Listening Comprehension

- BOY - EOY increase from 56% to 78% On Track in Math
- 2023-2024 Pre Kindergarten CIRCLE Data
  - BOY - EOY increase from 33% to 84% On Track in Rapid Letter Naming
  - BOY - EOY increase from 37% to 79% On Track in Rapid Vocabulary
  - BOY - EOY increase from 87% to 96% On Track in Math
  - EOY- Early Writing 92% On Track in Early Writing Skills
- Math STEMScopes Benchmark Data
  - BOY - EOY 64% increase to 71%

## Strengths

### Strengths:

- CTE /IBS offered by every high school teacher
- ^ increased the # in enrollment in completers
- Average in Algebra are above state in meets, masters, and approaches
- Bil. Ed. ^ increase in average 3.45 A, meets & masters decreased by 2.3%
- All EBs within 8-10% performance ti non-EBs
- EB/ESL ^ increase by 20% writing 2021 to 2023
- TIA teachers align to student growth
- Over 50% increase in TIA designated teachers
- 2023-2024 US History EOC comparison to state average:
  - Overall passing rate: 2% above state average
  - Approaches rate: 1% above state average
  - Meets rate: 4% above state average
- 2023-2024 8th Grade Social Studies STAAR comparison to state average:
  - Overall passing rate: 14% above state average
  - Approaches rate: 7% above state average
  - Meets rate: 5% above state average
  - Masters rate: 1% above state average
- 2023-2024 8th Grade Science STAAR comparison to state average:
  - Overall passing rate: 11% above state average



# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase.	EB students decreased by 2.3% in masters
2 ★	If a system of coherence and training is established district-wide, then PEIMS coding will be accurate.	Student coding issue-need to find root of problem
3 ★	If SPED/GEN ED teachers are provided with effective training for teaching SPED students, then state and local assessments will increase.	SPED STAAR /EOC low across the board 20- 30%
4 ★	If students in HB1416 receive intentional Tier 1 instruction and High Impact Tutoring as defined by TEA, then student growth will increase.	District student growth averaged 61% across the district. However HB 1416 students only increasing about 37 %
5 ★	If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase.	At-Risk students are 5-15 % below district average in every subject

6  
★

If 5th math teachers receive high-quality instruction training and work effectively during PLCs, then student scores will increase.

# of 5th graders obtaining masters in Math - more training for teachers

7  
★

If intervention sections are implemented at the secondary level in reading language arts classes utilizing multi-tiered instruction and support, student growth will increase

Secondary level needs intervention teachers ELAR (writing included)

8  
★

If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective.

Training and PLC's for all teachers in SPED tier 1 strategies

9  
★

If campuses identify 5th grade students who meet SB 2124 criteria early in the spring using interim scores, then middle schools can create master schedules to accommodate Algebra 1 courses. Final STAAR scores can then verify their enrollment.

SB 2124 Top 40% of students on 5th grade STAAR Math must be enrolled in a middle school math course that provides them an opportunity to take Algebra 1 in middle school

10  
★

If English Language Development and Acquisition courses are established and utilize instructional material designed to support language acquisition at the secondary level, student growth will be increased.

EB students performed below region in ELAR & Math

11  
★

If teachers utilize ELAR HQIM materials and follow the scope and sequence provided, and writing is implemented across all content areas, then all students will have consistent opportunities to strengthen their writing skills.

Writing block in every grade @ elementary level (The Writing Academy)

12  
★

If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes.

More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

13  
★

If CISD adopts and implements a Literacy and Math Framework, then all stakeholders will understand how to impact literacy and math proficiency for all students.

Implement CISD Literacy and Math Framework to establish district wide expectations and practices in reading language arts and mathematics classrooms.

14  
★

If campuses have a dedicated science block for all grade levels that includes laboratory investigations as required by the Science TEKS, then district science assessment averages will increase.

Opportunities for laboratory investigations for students K-5 students, 5th grade science STAAR passing rates low at 65% approaches, 27% meets, 9% Masters

15  
★

Teachers do not feel confident in teaching enrichment in many subjects.

There is not enough training for enrichment in subjects, but specifically in non-core subjects.

★ = Priority

# District Processes & Programs

## Summary

[Attendance.Grad.Drop.\(TAPR\)](#)

[TAPR\(staff\)](#)

Teacher Years of Experience for All Campuses for Multiple Years						
County-District Number: 071907 District Name: CANUTILLO ISD						
Generated: 03/03/2025 16:31:41						
Teacher Years of Experience for All Campuses for Multiple Years						
Years of Experience by Subject	2022 - 2023		2023 - 2024		2024 - 2025	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
<b>Beginning Teachers</b>	16.1	3.8%	20.6	4.9%	21.8	5.4%
All Core Subjects	5.7	35.3	11.5	55.7	3.5	15.9
Reading / ELA	1.5	9	2.3	11.2	1.1	4.9
Mathematics	1.9	11.6	2.2	10.7	1	4.6
Science	1.3	7.8	1.6	7.7	0.6	2.7
Social Studies	1.1	7	5.4	26.1	0.8	3.7
<b>1 - 5 Years Experience</b>	92.9	22	91.1	21.8	76.4	18.9
All Core Subjects	37.5	40.3	40	43.9	21.6	28.3
Reading / ELA	12.9	13.9	15.2	16.7	6.7	8.8
Mathematics	12.4	13.4	11.6	12.8	6	7.9
Science	6.1	6.6	8.8	9.7	5.1	6.6
Social Studies	6	6.4	4.3	4.7	3.8	5
<b>6 - 10 Years Experience</b>	87.8	20.8	79.3	19	76.9	19
All Core Subjects	39	44.4	35	44.1	21.9	28.5
Reading / ELA	12.6	14.3	11.6	14.6	8.3	10.8
Mathematics	9.9	11.3	9.2	11.6	5.4	7
Science	6.7	7.7	7	8.8	3.9	5.1
Social Studies	9.8	11.1	7.2	9.1	4.3	5.6
<b>11 - 20 Years Experience</b>	154.3	36.6	156.7	37.5	158.6	39.3
All Core Subjects	62.9	40.8	64.9	41.4	40.7	25.7
Reading / ELA	21.9	14.2	20.1	12.8	14.2	9
Mathematics	13.9	9	14.8	9.4	8.1	5.1
Science	14.6	9.4	13.5	8.6	8.1	5.1
Social Studies	12.5	8.1	16.6	10.6	10.3	6.5
<b>Over 20 Years Experience</b>	71	16.8	69.7	16.7	69.9	17.3
All Core Subjects	27.3	38.4	25.5	36.6	17.3	24.7
Reading / ELA	10.5	14.8	9.6	13.8	6.9	9.8
Mathematics	5.3	7.4	7.7	11	4.5	6.5
Science	6.4	9	4.5	6.5	2.8	4
Social Studies	5.1	7.2	3.8	5.4	3	4.3
<b>Total Teacher FTEs</b>	422	100	417.4	100	403.7	100

Staff Retention Rate			
County-District Number: 071907 District Name: CANUTILLO ISD			
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### Staff Retention Rate

087 Retention Rates	2022 - 2023	2023 - 2024	2024 - 2025
District / Campus	[ -- ] = No Data		
(071907) - Canutillo ISD	84.4%	84.2%	85.3%
(071907001) - Canutillo H S	89.5%	83.3%	78.6%
(071907003) - Northwest Early College H S (Nwechs)	73.9%	73.1%	87.5%
(071907041) - Canutillo Middle	81.3%	83.3%	89.4%
(071907042) - Jose J Alderete Middle	87.0%	82.6%	80.5%
(071907101) - Canutillo EL	91.7%	75.0%	94.3%
(071907102) - Deanna Davenport EL	72.0%	72.0%	73.1%

**District Improvement Plan** Campus #071907

Generated by Plan4Learning.com, June 16, 2026 at 12:46 PM

(071907103) - Jose H Damian EL	71.1%	86.5%	82.4%
(071907104) - Bill Childress EL	88.2%	100.0%	90.3%
(071907105) - Gonzalo And Sofia Garcia EL	76.5%	85.3%	90.9%
(071907106) - Congressman Silvestre & Carolina School	97.1%	94.3%	93.9%

# TAPR: 22-23 District Graduation Profile

Graduates (Annual 2021-2022 Graduates)	District Count	District Percent	State Count	State Percent
<b>Total Graduates:</b>	<b>450</b>	<b>100%</b>	<b>368, 686</b>	<b>100%</b>
<b>By Graduation type:</b>				
Minimum HS Program	0	0%	433	0.1%
Recommended HS Program/Distinguished Achievement Program	0	0%	134	0.0%
Foundation HS Program (No Endorsement, 22 credits)	26	5.8%	51, 023	13.8%
Foundation HS Program (Endorsement, 22 credits)	28	6.2%	14, 179	3.8%
Foundation HS Program (DLA – Distinguished Level of Achievement, 26 credits plus endorsement)	396	88%	302, 917	82.2%
Special Education Graduates	27	6%	32, 447	8.8%
Economically Disadvantaged Graduates	279	62%	194, 571	52.8%
Emergent Bilingual (EB)/English Learner (EI) Graduates	76	17.8%	32,809	9.1%
At-Risk Graduates	214	50.2%	148,836	41.3%
CTE Completers	174	40.8%	99,076	27.6%

CANUTILLO A Premier District

## TAPR 22-23

## College, Career, & Military Readiness (CCMR) Profile:

Annual Graduates Class of 2022	CISD	Reg 19	State
CCMR Met (Total Percentage)	<b>68.9%</b>	75.2%	70%
<b>College Ready</b>	<b>46.9%</b>	61.3%	52.9%
Met TSI Criteria in ELAR	<b>51.8%</b>	63.7%	57.1%
Met TSI Criteria in Math	<b>42.7%</b>	52.5%	48.2%
Met TSI Criteria in Both Subjects	<b>36.9%</b>	44.6%	42.2%
Met AP Criteria	<b>20.9%</b>	19.4%	20.5%
Associate Degree Completion	<b>16%</b>	5.5%	2.4%
Dual Course Credits in Any Subject	<b>35.8%</b>	30.5%	24%
Onramps Course Credits	<b>6.2%</b>	8.8%	4.4%
<b>Career or Military Ready</b>	<b>46.7%</b>	31.4%	33.5%
Approved Industry Based Certification (CTE)	<b>44.4%</b>	25.8%	28%

Completed IEP & Workforce Readiness	1.1%	1.6%	2.5%
Special Education Students earning Advanced Diploma	4%	5.9%	4.4%

# PEIMS FINANCIAL REPORTING

## 22-23 Actual Financial Data

**2021 - 2022 Actual Financial Data**  
**Totals for CANUTILLO ISD (071907)**  
**Total Enrolled Membership: 6,076**

	District						State		
	General Fur	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Instruction (Function 11,95)</b>	<b>\$36,035,473</b>	<b>52.42%</b>	<b>\$5,931</b>	<b>\$41,340,401</b>	<b>52.70%</b>	<b>\$6,804</b>	<b>\$36,035,016,731</b>	<b>55.85%</b>	<b>\$6,671</b>
Instructional Resources & Media Services (Function 12)	\$771,093	1.12%	\$127	\$979,566	1.25%	\$161	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$927,471	1.35%	\$153	\$2,262,101	2.88%	\$372	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$1,128,326	1.64%	\$186	\$1,286,384	1.64%	\$212	\$1,113,087,139	1.73%	\$206
School Leadership (Function 23)	\$4,000,550	5.82%	\$658	\$4,227,820	5.39%	\$696	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$2,247,867	3.27%	\$370	\$2,457,994	3.13%	\$405	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$217,243	0.32%	\$36	\$388,652	0.50%	\$64	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$962,821	1.40%	\$158	\$1,285,830	1.64%	\$212	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$1,652,927	2.40%	\$272	\$1,766,156	2.25%	\$291	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$5,239,771	7.62%	\$862	\$5,379,918	6.86%	\$885	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$1,723,551	2.51%	\$284	\$1,970,212	2.51%	\$324	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$3,579,579	5.21%	\$589	\$3,665,891	4.67%	\$603	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$7,292,155	10.61%	\$1,200	\$7,530,852	9.60%	\$1,239	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$1,016,233	1.48%	\$167	\$1,041,149	1.33%	\$171	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$1,923,108	2.80%	\$317	\$2,396,591	3.06%	\$394	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$22,540	0.03%	\$4	\$461,140	0.59%	\$76	\$326,634,310	0.51%	\$60
<b>Total Operating Expenditures by Function</b>	<b>\$68,740,708</b>	<b>100.00%</b>	<b>\$11,313</b>	<b>\$78,440,657</b>	<b>100.00%</b>	<b>\$12,910</b>	<b>\$64,517,811,062</b>	<b>100.00%</b>	<b>\$11,943</b>

CANUTILLO A Premier District

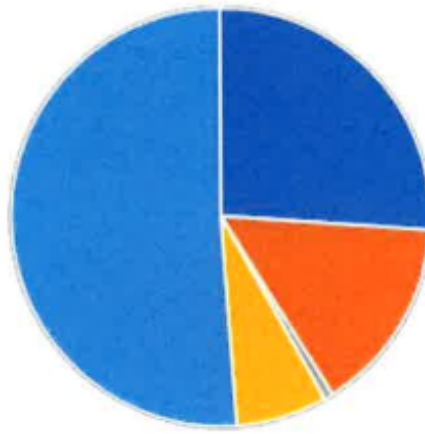


## Section 4: District Performance Objectives

Canutillo ISD District Goals	Goal 1: District operations will meet Canutillo ISD need to optimize a functional, secured, & Engaging Learning Environment	Goal 2: Canutillo ISD students will show annual measurable growth in all subject areas.	Goal 3: Canutillo ISD staff & students will be highly effective & well supported to increase teacher and student performance.	Goal 4: Canutillo ISD families will be engaged in a meaningful parent partnership linked to their child's education.	Goal 5: Canutillo ISD will convey & share a positive image & culture.
Objectives:	4	5	7	4	3
Summative Evaluation:	Met Objectives	Met Objectives	Significant progress made	Significant progress made	Exceeded performance objectives
Recommendation:	Continue for next school year	Expand & enhance for next school year	Create attendance campaign with PIO	Continue for next school year	Re-design and improve campus/CISD main websites.

## Enrollment in Postsecondary Institutions

2021 Graduates: 426



- 4-Year Public University: 111
- 2-Year Public University: 63
- Independent College/University: 3
- Non-Trackable: 32
- Not-Found: 217

## Section 7: 22-23 Progress on District Board-Adopted HB 3 Goals

Early Literacy		College, Career, Readiness Measures
Reading	Mathematics	CCMR
The percentage of 3 <sup>rd</sup> grade students that score meets grade level or above will increase from 34% in June 2021, to 70% by June 2027.	The percentage of 3 <sup>rd</sup> grade students that score meets grade level or above will increase from 22% in June 2021, to 70% by June 2027.	The percentage of graduates that earn a CCMR indicator will increase from 58% in 2021, to 88% by June 2027.
<b>2022- 2023: 54%</b>	<b>2022-2023: 55%</b>	<b>2022-2023: 68.9%</b>

Staff FTE Counts and Sa February 29, 2024, 4\_54 pm .XLSX

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A1:G1 Staff FTE Counts and Salary Report for 2022, 2023, 2024 for Canutillo ISD

	A	B	C	D	E	F
		2021 - 2022	2022 - 2023	2023 - 2024		
	Staff	FTE Total	FTE Total	FTE Total		
1	Staff FTE Counts and Salary Report for 2022, 2023, 2024 for Canutillo ISD					
2						
3						
4	<b>Total Staff</b>	952.67	1,001.95	959.49		
5	<b>Professional Staff</b>	556.44	573.52	564.09		
6	<b>Teachers</b>	413.31	422.04	417.37		
7	(047) - Substitute Teacher	0.43				
8	(087) - Teacher	412.88	422.04	417.37		
9	<b>Professional Support</b>	107.80	118.40	117.90		

# Strengths

## Strengths:

- TIA designated teachers
- UTEP - Teacher mentor program (teacher mentor per campus)
- Majority of Educators are experienced (11-20 years of experience)
- TAPR is closely aligned to TIA & T-TESS
- Currently staffed with Police Officers
- Classroom size ratio (elementary campuses)
- Graduation Rates
- GRIT SEL Bowl
- Campus authority to decide on professional development opportunities.
- Alignment of Safety procedures
- CREED partnership
- Leadership Planning Taskforce (Early Stages)
- Holdsworth Principal Pipeline

# Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>The lack of strategies, support and use of technology for instruction that impacts adequate systems to target Emergent Bilingual &amp; struggling learners</p>	<p>Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. Parent training is needed to maintain support learning.</p>
<p><b>2</b> ★</p> <p>Processes and procedures to establish learning and supportive environments in all programs &amp; departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates.</p>	<p>Lack of training, follow ups, communication, written processes and procedures. Edit Associated Areas</p>
<p><b>3</b></p> <p>The RTI process must be aligned with Social and emotional processes to address the whole child. The implementation of the MTSS approach needs to be aligned at every tier.</p>	<p>To better address student needs, we will implement a data system to ensure comprehensive and accurate information collection. We aim for 90% data completeness in six months, with staff training and quarterly reviews to ensure effectiveness.</p>
<p><b>4</b> ★</p> <p>Low performance on TELPAS specifically in middle and high school.</p>	<p>Lack of knowledge from teachers, parents and students on the purpose and importance of TELPAS, lack of recognition for students who excel and testing procedures not conducive to improving student performance.</p>

★ = Priority

# Perceptions

## Summary

<https://drive.google.com/drive/folders/1fmauk-1zSqZLIoTNtL7RohjCNJH6Quni> - Student Support Needs Assessment 2023-24

<https://drive.google.com/drive/folders/1fmauk-1zSqZLIoTNtL7RohjCNJH6Quni> - Student Support Needs Assessment 2024-25

<https://docs.google.com/presentation/d/1R9jhlaZIsARUfULrvywAAXXt5erilOZ/edit?slide=id.p1#slide=id.p1> - CISD 2024-2025 Reviews - Attendance and Truancy

Elementary Climate Survey							
Elementary Student Survey (3rd-5th Grade)							
	BCE (151)	CES (237)	GES (157)	RES (281)	DDE (130)	JDE (187)	District Average
Climate Total	3.40	3.30	3.30	3.30	3.30	3.30	3.32
School Connectedness & Belonging	3.40	3.40	3.30	3.30	3.40	3.30	3.38
Staff-Student Relationships	3.70	3.60	3.60	3.50	3.60	3.60	3.58
Peer Relationships/Prosocial Behavior	3.30	3.10	3.00	2.90	3.10	3.00	3.07
Family Involvement/Engagement	3.60	3.60	3.50	3.60	3.40	3.70	3.67
Academic Culture/Learning Environment	3.70	3.70	3.70	3.60	3.60	3.60	3.65
Discipline and Behavioral Expectations	3.30	3.20	3.30	3.10	3.10	3.20	3.20
School Safety	3.60	3.50	3.60	3.50	3.50	3.50	3.53
Peer Conflict/Bullying	2.80	2.50	2.60	2.50	2.60	2.50	2.58
			1.1.8	2.2.8	3.3.8		

Elementary Staff Survey							
GES & CES							
	BCE (42)	CES (48)	GES (118)	DDE (15)	JDE (50)		District Average
Climate Total	3.20	3.30	3.40	3.50	3.40		3.36
Staff Connectedness & Morale	3.20	3.30	3.40	3.60	3.50		3.48
Administrative Support	2.90	3.00	3.00	3.40	3.50		3.28
Staff-Student Relationships	3.30	3.30	3.40	3.70	3.50		3.44
Peer Relationships/Prosocial	3.20	3.20	3.20	3.50	3.30		3.28
Staff-Family Relationships	3.30	3.40	3.50	3.40	3.60		3.44
Family Involvement/Engagement	3.20	3.20	3.40	3.10	3.40		3.28
Physical Environment	3.10	3.20	3.50	3.40	3.50		3.30
Academic Culture/Learning Environment	3.20	3.30	3.40	3.40	3.30		3.32
Discipline & Behavioral Expectations	2.80	3.20	3.30	3.40	3.30		3.20
School Safety	3.30	3.40	3.50	3.60	3.50		3.44
Peer Conflict & Bullying	3.20	3.30	3.20	3.50	3.40		3.32
Substance Use	3.60	3.30	3.60	3.80	3.70		3.60

Elementary Family Survey							
	BCE (7)	CES (52)	GES (19)	RES (60)	DDE (13)	JDE (80)	District Average
Climate Total	3.20	3.30	3.60	3.50	3.50	3.60	3.45
School Connectedness & Belonging	3.50	3.40	3.50	3.60	3.70	3.50	3.53
Staff-Student Relationships	3.20	3.20	3.50	3.30	3.60	3.70	3.42
Parent-staff Relationships	3.10	3.20	3.50	3.30	3.40	3.50	3.42
Family Involvement/Engagement	3.50	3.40	3.60	3.60	3.60	3.60	3.55
Physical Environment	2.80	3.50	3.90	3.70	3.70	3.70	3.58
Academic Culture & Learning Environment	3.60	3.60	3.70	3.50	3.70	3.70	3.58
Discipline and Behavioral Expectations	2.70	3.30	3.50	3.40	3.50	3.60	3.35
School Safety	3.30	3.50	3.70	3.60	3.70	3.70	3.58
Peer Conflict/Bullying	2.70	3.50	3.20	3.20	3.00	3.20	3.13
Substance Use	3.40	2.70	3.60	3.60	3.20	3.70	3.37
			1.1.8	2.2.8	3.3.8		

Student					
	CHS (648)	NECHS (115)	AMS (465)	CMS (289)	District Avg.
Climate Total	2.8	3.1	2.9	3.1	2.98
School Connectedness & Belonging	2.9	3	3	3.1	3.00
Staff-Student Relationships	2.8	3.1	3	3.2	3.03
Peer Relationships/Prosocial Behavior	2.7	3	2.7	2.8	2.80
Family Involvement/Engagement	3.4	3.5	3.4	3.6	3.48
Physical Env.	2.9	2.9	2.9	3.1	2.95
Academic Culture and Learning Environment	2.8	3.1	3.1	3.2	3.05
Discipline and Behavioral Expectations	2.9	3.2	3.2	3.4	3.18
School Safety	2.9	3.1	3	3.2	3.05
Peer Conflict/Bullying	2.3	2.9	2.4	2.5	2.53
Substance Use	2.4	3.3	3	2.9	2.90
Mental Health & Well Being	2.7	3	3	3.1	2.95
Building Skills	2.6	3	3.1	3.2	2.98

Staff					
	CHS (45)	NECHS (15)	AMS (56)	CMS (40)	District Avg.
Climate Total	2.4	3.2	3.2	3	2.95
Staff Connectedness & Morale	2.3	3.2	3.4	3.2	3.03
Administrative Support	2.1	3	3.3	2.9	2.83
Staff-Student Relationships	2.7	3.3	3.3	3.1	3.18
Peer relationships/prosocial	2.7	3.2	3.1	3	3.00
Staff-Family Relationships	2.8	3.4	3.4	3.3	3.23
Family Involvement/Engagement	2.5	3.3	3.2	3.1	3.03
Physical Environment	2.6	3.2	3.3	3	3.03
Academic Culture/Learning Environment	2.6	3.4	3.3	3.1	3.18
Discipline & Behavioral Expectations	2.2	2.9	3.2	3	2.83
School Safety	2.5	3.3	3.4	3.3	3.13
Peer Conflict & Bullying	2.4	3.1	3.1	2.8	2.85
Substance Use	1.7	3	3	2.7	2.60

Family					
	CHS (46)	NECHS (4)	AMS (133)	CMS (10)	District Avg.
Climate Total	2.8	3.1	3.2	3	3.03
School Connectedness & Belonging	3.2	2.9	3.4	3.2	3.18
Staff-Student Relationships	2.8	3.3	3.2	2.9	3.05
Parent-staff Relationships	2.7	3.1	3.1	2.9	2.95
Family Involvement/Engagement	3.3	3.2	3.3	3	3.20
Physical Environment	3.3	3.8	3.5	3.5	3.53
Academic Culture & Learning Environment	3.1	3.3	3.4	3	3.20
Discipline and Behavioral Expectations	2.6	3.4	3.3	3	3.08
School Safety	3	3.3	3.4	3.2	3.23
Peer Conflict/Bullying	2.1	2.4	2.6	2.2	2.33
Substance Use	1.9	2.8	2.8	2.6	2.53
	1.1.9				
	2.2.9				
	3.3.9				
	3.6.4.0				

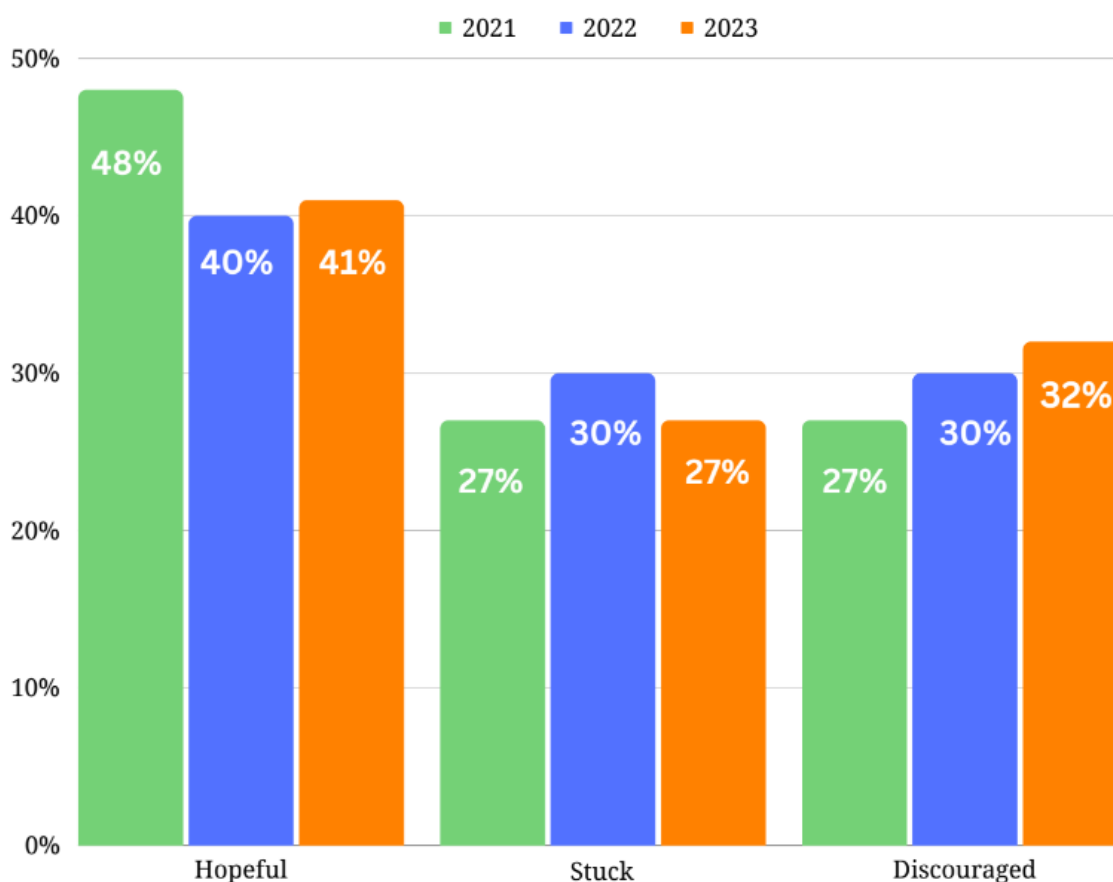
## 22-23 Report on Violent or Criminal Incidents on Campuses

Reason Code	Description	Canutillo High School	Canutillo Middle School	Alderete Middle School
14	Used, exhibited, possessed prohibited weapon	*		
16	Arson		*	

36	Felony controlled substance violation			5
	Total Incidents:	*	*	
	Student Enrollment (Fall 2021 PEIMS Snapshot):	1642	700	595
	Incident Rate:	0.1%	0.1%	0.8%

## CISD Gallup Poll - Hope

The ideas and energy students have for the future



• **Common challenges seen in 2023 include: Lowest scores**

- Students feel there is no positive reinforcement
- Students unable to problem-solve
- Students feel uncared for
- Low self-awareness
- Unable to advocate for self

### Purpose:

By increasing social and emotional competence the likelihood of improving high school graduation rates, readiness for postsecondary

education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship exists.



# AT-RISK REPORTS 2022-2023

<b>AT-RISK REPORTS</b>	<b>2022 CPS Reports</b>	<b>2022 Suicide Protocol</b>	<b>2023 CPS Reports</b>	<b>2023 Suicide Protocol (CIT - Red/Green)</b>
BCE	14	2	-	-
JDE	5	2	12	5
CES	3	0	-	3
DDE	3	4	1	2
RES	6	2	-	2
GES	11	2	1	3
AMS	5	13	11	11
CMS	2	10	10	14
CHS	10	6	-	6
NECHS	1	6	1	6
DAFP	5	1	3	2



# CRISIS INTERVENTION TEAM CALLS

(DECEMBER 5, 2022 - JUNE 30, 2023)

**Code White:** Medical Emergency

## Emergent Calls

**Code Red:** High Risk, Suicidal ideations (SI) with plan/intent, actively self-harming, active psychosis

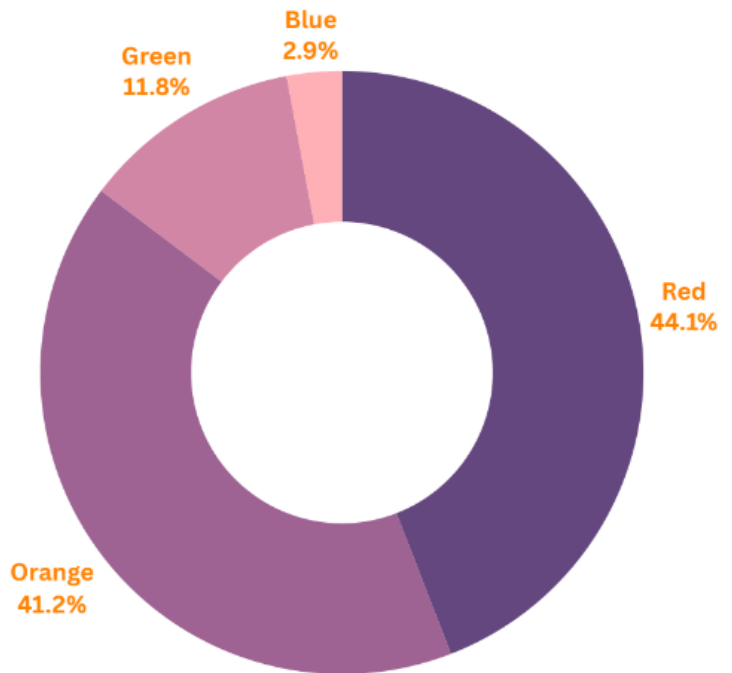
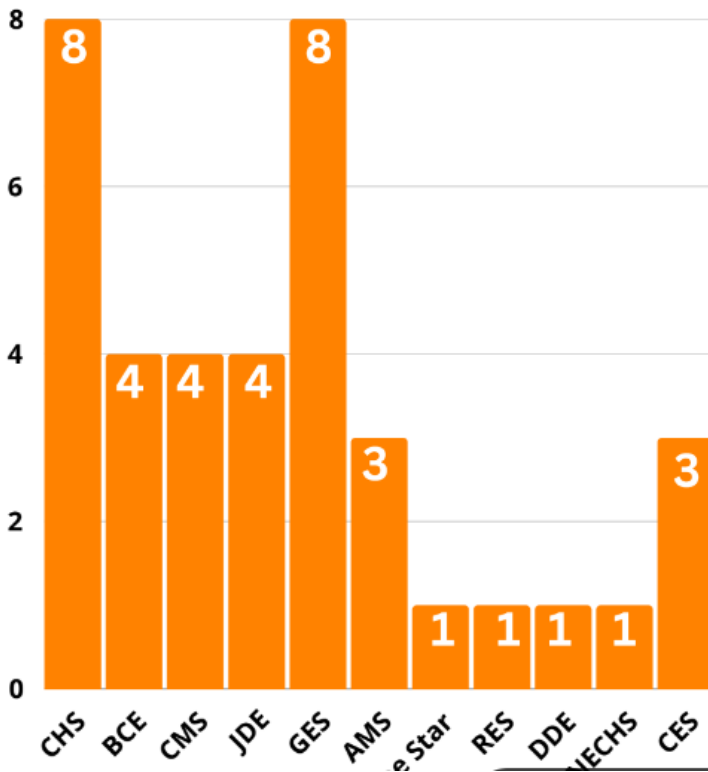
**Code Blue:** Homicidal ideations (HI) with plan/intent, school threats, active shooter

**Code Orange:** Escalated Behaviors, emotionally distressed, destroying property and verbally/physically aggressive

## Urgent Calls

**Code Green:** Low Risk, death wishes, suicidal ideations w/o plan, drastic change in behaviors, welfare checks

**Code Yellow:** Victimization, emotionally distressed and reports sexual assault, physical assault, abuse, neglect



**Total calls**

**37**

# Strengths

## Strengths:

- Low numbers in bullying
- Process /Investigations/counseling anonymous alerts, restorative circles
- Established MTSS process
- Students/teachers feel safer (front door-raptor)
- Relationship with Police
- Admin is more intentional on visibility
- CIT provides a safe space
- School design/vulture 5/10 schools participating in transcend
- Triple A rating
- 191 TAPS
- Multiple system in place to address behavioral/mental health
- Practice of mid-year review on attendance.



# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1  
★

There is an increase in disciplinary actions, Crisis Intervention Team (CIT) engagements, mental health referrals, and students encountering more trauma and trauma at an earlier age within their households.

Widespread social media access and lack of parental supervision increase students' exposure to age-inappropriate content. Additionally, generational gaps, with more grandparents raising grandchildren, can weaken parental connections and affect family support.

2  
★

There has been an increase in engagements with the Crisis Intervention Team (CIT), Behavioral Threat Assessments (BTA), Multi-Tiered Systems of Support (MTSS), and mental health referrals. It is crucial that we adhere to state and federal guidelines for assessing and addressing behavioral and mental health needs to effectively support our students, families, and staff.

The inconsistent implementation of strategies has been a significant barrier to effectively supporting our students, families, and staff.

3  
★

Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community.

The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

4  
★

There has been a rise in vaping, substance use, dating violence, domestic violence, and truancy, accompanied by a decrease in parental awareness and identification of these issues. Communication with guardians has been hindered due to lack of internet access or other resources, making home visits the primary method for engaging parents and addressing these challenges.


Limited resources available to families have led students to develop maladaptive coping mechanisms, intensifying existing issues and increasing the need for immediate intervention.

5  
★

It is crucial that we foster a culture of safe and supportive environments utilizing a central reporting system and referral process for assessing and addressing behavioral and mental health needs to effectively support our students, families, and staff.

The inconsistent implementation of strategies has been a significant barrier to effectively supporting our students, families, and staff.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

It is crucial that we foster a culture of safe and supportive environments utilizing a central reporting system and referral process for assessing and addressing behavioral and mental health needs to effectively support our students, families, and staff.

The inconsistent implementation of strategies has been a significant barrier to effectively supporting our students, families, and staff.

2  
★

There has been a rise in vaping, substance use, dating violence, domestic violence, and truancy, accompanied by a decrease in parental awareness and identification of these issues. Communication with guardians has been hindered due to lack of internet access or other resources, making home visits the primary method for engaging parents and addressing these challenges.

Limited resources available to families have led students to develop maladaptive coping mechanisms, intensifying existing issues and increasing the need for immediate intervention.

3  
★

Parent and family engagement has not yet rebounded to pre-pandemic levels. Given the heightened needs of students, it is crucial to bridge this gap and enhance family involvement to better support our school community.

The post-pandemic period has not only exacerbated mental health issues but also increased homelessness, led to more guardians working multiple jobs, and reduced the frequency of parental engagement with students. Addressing these challenges is essential for supporting student well-being and success.

4  
★

There has been an increase in engagements with the Crisis Intervention Team (CIT), Behavioral Threat Assessments (BTA), Multi-Tiered Systems of Support (MTSS), and mental health referrals. It is crucial that we adhere to state and federal guidelines for assessing and addressing behavioral and mental health needs to effectively support our students, families, and staff.

The inconsistent implementation of strategies has been a significant barrier to effectively supporting our students, families, and staff.

5  
★

There is an increase in disciplinary actions, Crisis Intervention Team (CIT) engagements, mental health referrals, and students encountering more trauma and trauma at an earlier age within their households.

Widespread social media access and lack of parental supervision increase students' exposure to age-inappropriate content. Additionally, generational gaps, with more grandparents raising grandchildren, can weaken parental connections and affect family support.

6  
★

The social emotional needs of our teachers became a more prominent issue this year.

There is no intentional, explicit training in the development of empathy, compassion, gratitude, and other social-emotional skills for teachers. These skills are imperative not only for teacher personal well-being but to improve student learning.

7  
★

Addressing the whole child this year was difficult due to lack of data that measures student learning of social-emotional competencies and academics.

There is a lack of support on the learning of the social-emotional competencies and its connection to academics.

8  
★

Our district and each campus attendance rates did not meet the goal of 97%.

Students experience higher rates of illness, chronic illness, family issues, trauma, housing problems, and lack of transportation. In addition, school climate, academics, relationships, and disciplinary practices play a role.

9  
★

Non-compliance of mandated initiatives such as Multi-tiered Systems of Support (MTSS), Behavior Threat Assessments (BTA), and discipline and attendance procedures occurred this past year.

There is a lack of regular audits, effective training programs, and cultivating a compliance-focused culture. Reduction of force has limited the availability of current staff to support compliance practices district-wide.

10  
★

Low performance of students that are double coded as Emergent Bilingual and in Special Education.

Perception that parents of students with disabilities must choose between bilingual and special education services. In addition, lack of Bilingual or ESL Certified staff in Special Education.

11  
★

If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase.

EB students decreased by 2.3% in masters

12  
★

If a system of coherence and training is established district-wide, then PEIMS coding will be accurate.

Student coding issue-need to find root of problem

13  
★

If SPED/GEN ED teachers are provided with effective training for teaching SPED students, then state and local assessments will increase.

SPED STAAR /EOC low across the board 20- 30%

14  
★

If students in HB1416 receive intentional Tier 1 instruction and High Impact Tutoring as defined by TEA, then student growth will increase.

District student growth averaged 61% across the district. However HB 1416 students only increasing about 37 %

15  
★

If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase.

At-Risk students are 5-15 % below district average in every subject

16  
★

If 5th math teachers receive high-quality instruction training and work effectively during PLCs, then student scores will increase.

# of 5th graders obtaining masters in Math - more training for teachers

17  
★

If intervention sections are implemented at the secondary level in reading language arts classes utilizing multi-tiered instruction and support, student growth will increase

Secondary level needs intervention teachers ELAR (writing included)

18  
★

If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective.

Training and PLC's for all teachers in SPED tier 1 strategies

19  
★

If campuses identify 5th grade students who meet SB 2124 criteria early in the spring using interim scores, then middle schools can create master schedules to accommodate Algebra 1 courses. Final STAAR scores can then verify their enrollment.

SB 2124 Top 40% of students on 5th grade STAAR Math must be enrolled in a middle school math course that provides them an opportunity to take Algebra 1 in middle school

20  
★

If English Language Development and Acquisition courses are established and utilize instructional material designed to support language acquisition at the secondary level, student growth will be increased.

EB students performed below region in ELAR & Math

21  
★

If teachers utilize ELAR HQIM materials and follow the scope and sequence provided, and writing is implemented across all content areas, then all students will have consistent opportunities to strengthen their writing skills.

Writing block in every grade @ elementary level (The Writing Academy)

22  
★

If teachers receive the professional development needed to effectively administer and evaluate assessment data, they will have the data necessary to impact student outcomes.

More checkpoints in PK-2nd beyond of BOY, MOY, & EOY in ELAR & Math, review special pop data to target areas

23  
★

If CISD adopts and implements a Literacy and Math Framework, then all stakeholders will understand how to impact literacy and math proficiency for all students.

Implement CISD Literacy and Math Framework to establish district wide expectations and practices in reading language arts and mathematics classrooms.

24  
★

If campuses have a dedicated science block for all grade levels that includes laboratory investigations as required by the Science TEKS, then district science assessment averages will increase.

Opportunities for laboratory investigations for students K-5 students, 5th grade science STAAR passing rates low at 65% approaches, 27% meets, 9% Masters

25  
★

The lack of strategies, support and use of technology for instruction that impacts adequate systems to target Emergent Bilingual & struggling learners

Teachers and staff need additional training on utilizing instructional and intervention strategies through technology. Providing SPED services as per IEP/ARDC decisions was a major issue. Parent training is needed to maintain support learning.

26  
★

Low performance on TELPAS specifically in middle and high school.

Lack of knowledge from teachers, parents and students on the purpose and importance of TELPAS, lack of recognition for students who excel and testing procedures not conducive to improving student performance.

27  
★

Processes and procedures to establish learning and supportive environments in all programs & departments are a challenge and require a system that is cohesive and streamlined to ensure effectiveness of all programs and/or mandates.

Lack of training, follow ups, communication, written processes and procedures. Edit Associated Areas

28  
★

Teachers do not feel confident in teaching enrichment in many subjects.

There is not enough training for enrichment in subjects, but specifically in non-core subjects.

★ = Priority



# Goals

# Goal 1

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

## Performance Objective 1 High Priority HB3 Goal

By May 2026, CISD students in grades Pre K - 2 will demonstrate a 5% growth in reading fundamental skills across respective assessments.

**Evaluation Data Source:** Circle Progress Monitoring - Pre K  
Circle Kindergarten Progress Monitoring - K  
TPRI Grades 1-2  
Tejas LEE Grades 1-2

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue implementation of this performance objective.

### Strategy 1

C&I: Support district implementation of Structured Literacy through professional development and on-going technical assistance.

**Strategy's Expected Result/Impact:** Increased teacher proficiency in internalizing and delivering instruction using Wonders/Maravillas.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator.

#### Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

### Strategy 2

C&I: All K-3 teachers and principals will demonstrate a comprehensive understanding of the Science of Teaching Reading by completing the Texas Reading Academies.

**Strategy's Expected Result/Impact:** Ensure all teachers and principals implement the reading academies effectively for student learning

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 3 Equity Plan

K-2 teachers will collaboratively design and create integrated lessons that use Fine Arts strategies to enrich reading fluency instruction (e.g., using rhythm, movement, or visual art to support phonemic awareness and pace). Teachers will implement the lessons weekly in their classrooms and track their impact by comparing student fluency scores from MOY to EOY assessments.

**Strategy's Expected Result/Impact:** aiming for a minimum 2% increase.

**Staff Responsible for Monitoring:** Fine Arts Director, Campus Admin

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 4

C&I: To build knowledge and vocabulary, all K-2 ELAR classes will implement Wonders/Maravillas to provide complex, knowledge-rich texts for both whole group reading and independent practice with multiple texts on a single topic (text sets).

**Strategy's Expected Result/Impact:** Students will build background knowledge to support their comprehension.

Students will build their basic, academic and content-specific vocabulary.

Student reading comprehension will improve.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

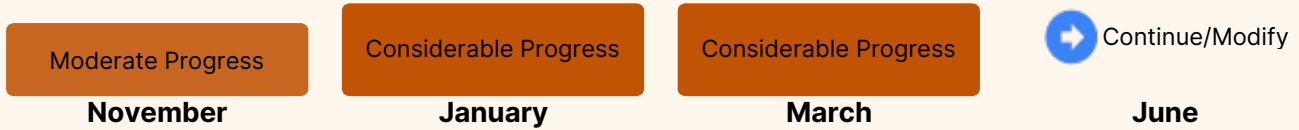
## Strategy 5

C&I: All K-3 teachers will provide explicit, systematic instruction in foundational skills to every child by internalizing and implementing the Wonders/Maravillas Curriculum.

**Strategy's Expected Result/Impact:** Student proficiency in word reading and language comprehension skills will improve.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

### Formative Reviews



## Strategy 6

C&I: All K-2 teachers will use small-group reading time to provide grade-level appropriate practice and targeted-small group intervention based on Wonders/Maravillas progress monitoring assessment data.

**Strategy's Expected Result/Impact:** Student mastery of word recognition and language comprehension skills will develop at a grade-level appropriate rate.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

### Formative Reviews



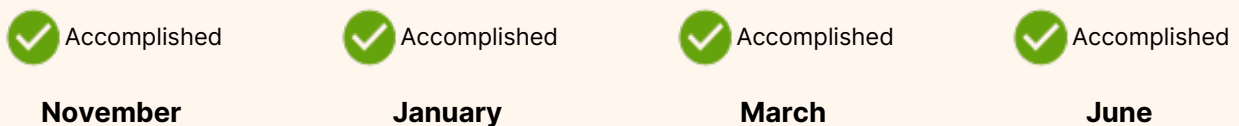
## Strategy 7

C&I: Grade levels K-4 will provide 120 minutes of ELAR instructional time each day as defined by the CISD Structured Literacy Block. Grade 5 will provide 100 minutes of ELAR instructional time each day as defined by the CISD Structured Literacy Block.

**Strategy's Expected Result/Impact:** Student mastery of word recognition and language comprehension skills will develop at a grade-level appropriate rate.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

### Formative Reviews



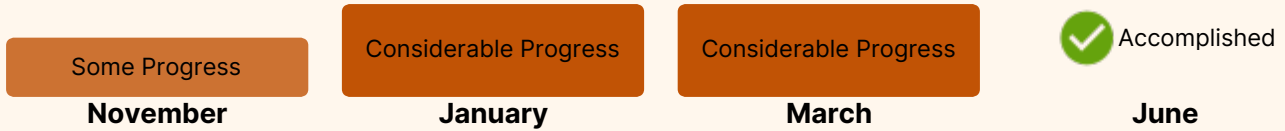
## Strategy 8

C&I: All K-2 teachers will provide personalized practice opportunities daily using Wonders Adaptive Learning to accelerate instruction for students performing below grade-level, on grade-level or above grade-level on ELAR skills.

**Strategy's Expected Result/Impact:** Students will develop ELAR skills at their point of need.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

**Formative Reviews**



**Strategy 9**

ALS: EB students are identified by the LPAC process as established by state criteria and continue to implement the 3 - Step Parent Denial process.

**Strategy's Expected Result/Impact:** By reducing the parent denials, there will be improved listening, speaking, reading and writing skills among emergent bilingual students.

**Staff Responsible for Monitoring:** LPAC Aides, Campus Administrator and Bilingual Coordinator

**Problem Statements:** District Processes & Programs 2

**Formative Reviews**



**Performance Objective 1 Problem Statements Identifying District Processes & Programs**

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

**Performance Objective 2**  High Priority  HB3 Goal

By May 2026, all CISD students in grade levels 3-10 will demonstrate a 3% growth on overall (77%-81%) English Language Arts and Reading (ELAR) meets (53%-56%) + masters (16%-19%) level.

**Evaluation Data Source:** STAAR Assessment  
STAAR Interim Assessment  
Common Unit Assessments

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue implementation of this performance objective.

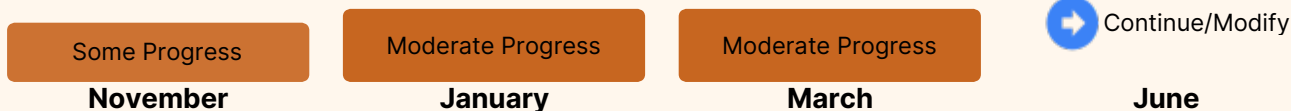
### Strategy 1 Results Driven Accountability

C&I: Provide explicit, systematic, grade-level appropriate instruction to every child in 3-12 ELAR classrooms by internalizing and implementing High Quality Instructional Material (Wonders/ Maravillas and myPerspectives).

**Strategy's Expected Result/Impact:** Grade-level appropriate tier 1 instruction will be delivered using High-Quality Instructional Material.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
English Language Arts and Reading Curriculum Coordinator

#### Formative Reviews



### Strategy 2

C&I: To build knowledge and vocabulary, all 3-12 ELAR classes will implement High-Quality Instructional Material to provide complex, knowledge-rich texts for both whole group reading and independent practice with multiple texts on a single topic (text sets).

**Strategy's Expected Result/Impact:** Students will build background knowledge to support their comprehension.  
Students will build their basic, academic and content-specific vocabulary.  
Student reading comprehension will improve.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

#### Formative Reviews



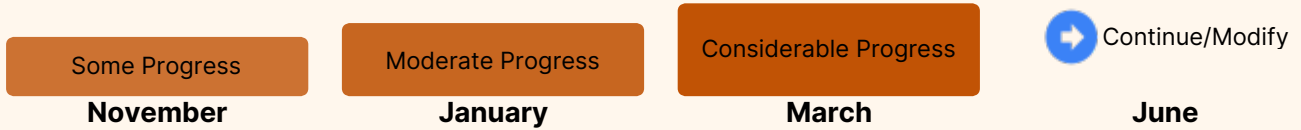
### Strategy 3

C&I: 3-12 ELAR classes will provide daily opportunities for students to ground reading, writing and speaking in evidence from complex, grade-level and culturally relevant texts.

**Strategy's Expected Result/Impact:** Students will develop their ability to respond to text-based responses through speaking and writing.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

### Formative Reviews



## Strategy 4

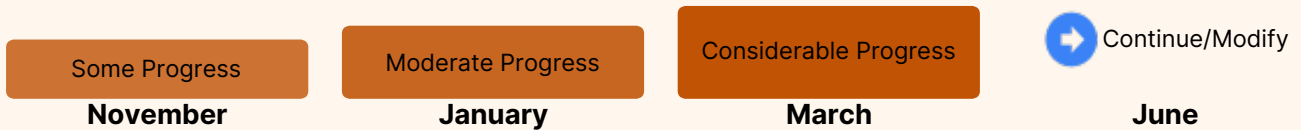
C&I: Provide daily opportunities for all 3-12 students to access complex, grade-level and culturally relevant texts through the use of High-Quality Instructional material.

**Strategy's Expected Result/Impact:** Students will develop reading comprehension skill at a grade-level appropriate rate.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
ELAR Curriculum Coordinator

**Funding Sources:** SCE personnel (C&I)- ELAR Instructional Intervention Coordinator & RTI facilitator  
185-State Compensatory Education, \$173,651.26

### Formative Reviews



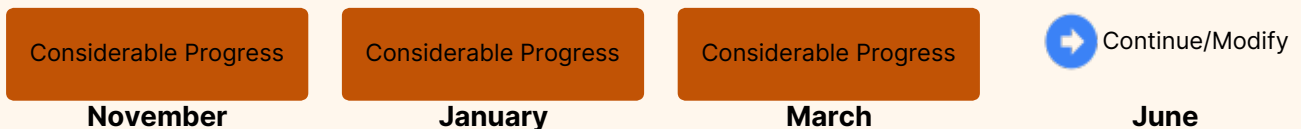
## Strategy 5

C&I and Special Programs: Support At-Risk teachers, Instructional Coaches and SPED department with the district implementation of High-Quality Instructional Materials and Research-Based Instructional Strategies through professional development and ongoing technical assistance by Curriculum Coordinators and Special Programs team.

**Strategy's Expected Result/Impact:** Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction,  
SPED Director  
RLA Coordinator

### Formative Reviews



## Strategy 6

SPED- sped teachers will be provided classroom support through the design of the inclusion walkthrough tool, with follow-up recommendations.

**Strategy's Expected Result/Impact:** Increase student growth through academic and behavioral strategies and interventions

**Staff Responsible for Monitoring:** Sped Facilitator  
Sped Director

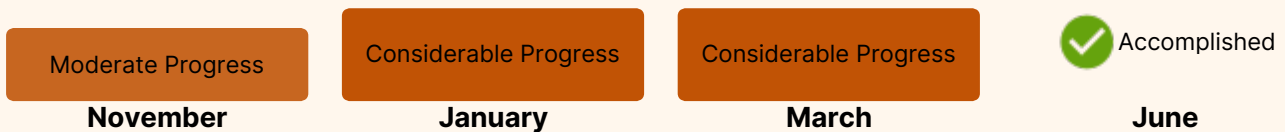
### Formative Reviews



## Strategy 7

Programs: Will support all campuses through training and visits, to ensure that students will be appropriately identified using the 15 At Risk criteria in order to provide continuous, timely and interventive assistance to increase student performance.

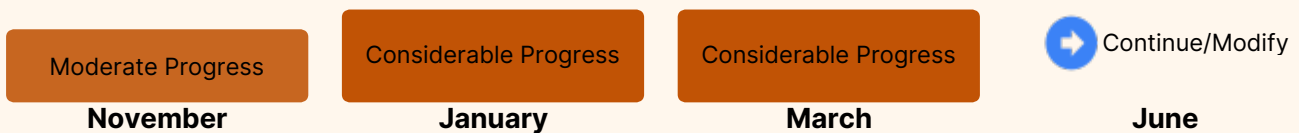
### Formative Reviews



## Strategy 8

Programs: Will coordinate and plan with Intervention Specialist to establish and implement a SCE handbook and prepare "At Risk" training to all campuses.

### Formative Reviews



## Strategy 9

Programs: Will review and collaborate with campuses to target their school-wide plan so interventions and support are implemented for all At-Risk students.

**Strategy's Expected Result/Impact:** Each campus and district will have a plan to monitor and complete annually.

**Staff Responsible for Monitoring:** Program Compliance Director/Campus Administrators

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 10

SPED-spced teachers will be provided classroom support for TEKS alignment with modified academic classes with follow up recommendations.

**Staff Responsible for Monitoring:** Sped Facilitator  
Sped Director

## Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

## Performance Objective 3 High Priority

By May 2025, Canutillo ISD students in grades K-2 will have at least 3% growth on STEMscopes Progress measurement assessment data from end-of-year.

**Evaluation Data Source:** STEMscopes BOY, MOY, EOY Assessment Data

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue implementation of this performance objective.

## Strategy 1

C&I: Provide explicit, systematic, grade-level appropriate instruction to every child in K-2 Mathematics classrooms by internalizing and implementing High Quality Instructional Material (STEMscopes).

**Strategy's Expected Result/Impact:** Grade-level appropriate tier 1 instruction will be delivered using High-Quality Instructional Material.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of C&I  
Math Curriculum Coordinator

## Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

## Strategy 2

Utilize the STEMscopes hands-on mathematics foundation and fluency kits for a minimum of 2 times per week.

### Strategy's Expected Result/Impact:

STEMscopes Progress measurement assessment data from end-of-year assessments.

### Staff Responsible for Monitoring:

Associate Superintendent  
Executive Director of Curriculum and Instruction  
Math Curriculum Coordinator

### Formative Reviews

No Progress

**November**

No Progress

**January**

No Progress

**March**



Continue/Modify

**June**

## Performance Objective 4 High Priority HB3 Goal

By May 2026, all CISD students in grade levels 3-9 will demonstrate a 3% growth on overall (73%-76%) mathematics meets (42%- 45%) + masters ( 16% - 19%) level through varied opportunities to participate in hands on mathematics and STEM learning experiences.

### Evaluation Data Source:

STAAR Assessment  
STAAR Interim Assessment  
Common Unit Assessments

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue implementation of this performance objective.

## Strategy 1

C&I: Provide explicit, systematic, grade-level appropriate instruction to every child in 3-9 Mathematics classrooms by internalizing and implementing High Quality Instructional Material (STEMscopes).

**Strategy's Expected Result/Impact:** Grade-level appropriate tier 1 instruction will be delivered using High-Quality Instructional Material.

### Staff Responsible for Monitoring:

Associate Superintendent  
Executive Director of C&I  
Math Curriculum Coordinator

**Funding Sources:** DAEP-EI Paso Office Products 185-State Compensatory Education, \$3,647.42

### Formative Reviews

Some Progress

**November**

Moderate Progress

**January**

Moderate Progress

**March**



Continue/Modify

**June**

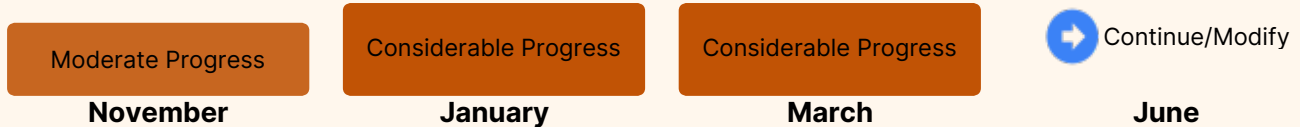
## Strategy 2

C&I and Special Programs: Support At-Risk teachers, Instructional Coaches and SPED department with the district implementation of High-Quality Instructional Materials and Research-Based Instructional Strategies through professional development and ongoing technical assistance by Curriculum Coordinators and Special Programs team.

**Strategy's Expected Result/Impact:** Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
SPED Director  
Mathematics Curriculum Coordinator

### Formative Reviews



## Strategy 2

C&I: Build conceptual and procedural mathematical understanding through the use of STEMscopes hands-on experiences.

**Strategy's Expected Result/Impact:** Students demonstrate growth between STEMscopes benchmark assessments (BOY, MOY, EOY).

**Staff Responsible for Monitoring:** Associate Superintendent  
Executive Director of Curriculum and Instruction  
Mathematics Curriculum Coordinator

### Formative Reviews



## Strategy 4

SPED-spced teachers will be provided classroom support through the design of the inclusion walkthrough tool with follow-up recommendations.

**Staff Responsible for Monitoring:** Sped Facilitator  
Sped Director

### Formative Reviews



## Strategy 5

SPED-spced teachers will be provided classroom support from TEKS alignment with modified academic classes and follow up recommendations.

**Staff Responsible for Monitoring:** Sped Facilitator  
Sped Director

### Formative Reviews



## Performance Objective 5 High Priority HB3 Goal

By May 2026, Seniors graduating College, Career, and Military Ready (CCMR) will increase the component score by a minimum of 6% from 54% to 60% .

**Evaluation Data Source:** TSI/ACT/SAT Score  
Dual Credit/Dual Enrollment Credits Earned  
AP Score  
Industry-Based Certification Completion (CTE)  
Military Enlistment

**Summative Evaluation:** Exceeded Performance Objective

**Next Year's Recommendation:** The CCMR indicator for this school year is 64% which exceed expectation and we are recommending goal to increase to 88% next school year.

## Strategy 1

CTE: Increase the number of CTE students receiving certifications by 1% and increase the diversity of industry certifications by 1%. CTE: Provide necessary equipment, supplies and materials/resources to all CTE classrooms to assist in the improvement, expansion and quality of CTE programs. CTE will provide opportunities for CTE teachers to attend professional development and student opportunities to compete in competitions and leadership conferences related to career programs.

**Strategy's Expected Result/Impact:** increase industry-based certifications earned, increased enrollment #s in CTE programs, CTE completers/concentrators, increase CCMR component score

**Staff Responsible for Monitoring:** CTE

### Formative Reviews



## Strategy 2

CTE: Provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and Emergent Bilingual students. Provide training on the integration of ELPS into daily activities and support to monitor progress of EB students. Promote College Readiness and support for EB and Migrant students.

**Strategy's Expected Result/Impact:** EOC results, PBMAS, PD sign-in sheets & meeting agendas, increased CCMR component score. Improved TELPAS scores for Emergent Bilingual students. Support EB and Migrant students with Scholarship applications, Essay writing, University Visits , and Financial Support opportunities.

**Staff Responsible for Monitoring:** CTE, SPED, Bilingual Coordinator, Executive Dir of C&I

**Problem Statements:** Student Learning 1

### Formative Reviews



## Strategy 3

CTE: Provide opportunities to earn dual-credit and/or associate's degree to students through a PTECH program; provide training, equipment, resources to teachers needed to offer dual-credit and/or advanced courses; provide marketing resources that promote PTECH and CTE programs.

**Strategy's Expected Result/Impact:** College-ready students leaving high school with Associate's degree; increases performance acknowledgements; college opportunities for first-generation college students and OBMs

**Staff Responsible for Monitoring:** CTE; Campus administration; PTECH Coordinator & teachers

### Formative Reviews

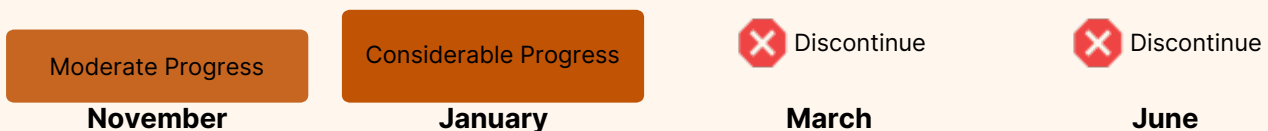


## Strategy 4

DAEP: Will support all students in their academic success. We will achieve this by working in unison and parallel to the secondary home campus of the students. These instructional tools will allow for seamless continuation of course work and reduce loss of credits.

**Funding Sources:** CDW Government Inc. 185-State Compensatory Education, \$217.93, STS Education 185-State Compensatory Education, \$946, SCE personnel (DAEP)- teachers (5), Coordinator, Counselor & Aide 185-State Compensatory Education, \$569,000

### Formative Reviews



## Strategy 5

C&I: Provide professional development for Advanced Academic Teachers on curriculum internalization and implementation using tools such as UWorld.

**Strategy's Expected Result/Impact:** Increase the number of passing scores in AP courses and limit student drops from AP program.

**Staff Responsible for Monitoring:** Executive Director of C&I  
Advanced Academic Curriculum Coordinator

### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 6

C&I: Provide ongoing support for Gifted and Talented/Advanced Academic program - to include identification, student testing, professional development updates on differentiation and materials.

**Strategy's Expected Result/Impact:** Ongoing Identification of Gifted and Talented students  
Teachers will complete 6 GT update hours  
Teachers will differentiate their instruction to support GT students

**Staff Responsible for Monitoring:** Executive Director of C&I  
Advanced Academics Coordinator

### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

## Strategy 7

C&I: Monitor, support and provide intervention options to all students at CHS and NW to increase student outcomes on all college preparation exams (i.e. TSI, ACT, SAT, PSAT, ...).

**Strategy's Expected Result/Impact:**  
Increasing students scores provides more opportunities for post-secondary success through increased scholarship opportunities, increased students taking AP and DC, and college acceptance.

**Staff Responsible for Monitoring:** C&I  
Campus Administration

### Formative Reviews

Moderate Progress

Moderate Progress

Considerable Progress



Continue/Modify

## Strategy 8

SSS: CHS and NW counselors will work closely with CTE and C&I staff to ensure that all students are provided with opportunities to graduate high school, College and Career ready.

**Strategy's Expected Result/Impact:** Increase the number of students graduating college and career ready.

**Staff Responsible for Monitoring:** SSS Director of Student and Community Services  
High school and early college counselors

### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

## Strategy 9

SPED- Provide professional development for staff and opportunities for students with disabilities in 18 plus program to access vocational training and skill building programs that are tailored to individuals abilities and needs.

**Strategy's Expected Result/Impact:** Teachers and staff are highly trained to work with 18 plus years for students with disabilities in a vocational setting. Students will gain work skills and soft skills.

**Staff Responsible for Monitoring:** SPED

### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

If students receive effective Tier 1 instruction as well as multi-tiered support, then meets and masters will increase.

EB students decreased by 2.3% in masters

## Performance Objective 6

Graduation rate will increase from 93% in 2024 to 96% for school year 2026.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

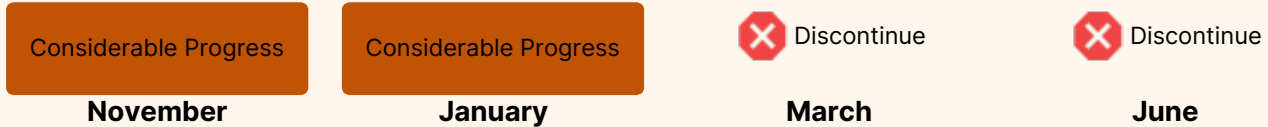
**Next Year's Recommendation:** Work in progress

### Strategy 1

DAEP- Provide effective tutoring and small group support to ensure student growth and retain to attend school. DAEP will provide instructional items needed to support student growth.

**Funding Sources:** El Paso Office Products- instructional supplies 185-State Compensatory Education, \$3,683.14, EAI Education 185-State Compensatory Education, \$63.32

#### Formative Reviews



### Strategy 2

DAEP is creating a new instructional setting where teachers will provide academic instruction in their own classroom. DAEP will update the academic instructional tools and equipment to match the home campus instructional opportunities for students and teachers.

#### Formative Reviews



### Strategy 3

Academics- Provide a flexible option for credit recovery and test preparation (i.e. TSI, ACT) with a self-paced online program at CHS, NW and TOA.

**Strategy's Expected Result/Impact:** Flexibility and self-paced options allow student to recover credits needed to graduate in a timely manner.

#### Formative Reviews



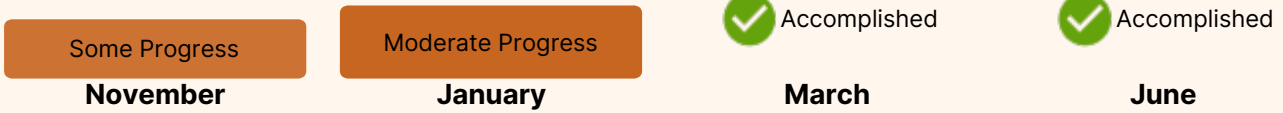
### Strategy 4

SSS: The Opportunity Academy (TOA) will purchase supplies, materials, equipment and software for the operation of the program to increase the students academic success.

**Strategy's Expected Result/Impact:** The Opportunity Academy will assist students deficient in credits and state assessments to ensure successful and timely completion of all graduation requirements with integrity and fidelity.

**Staff Responsible for Monitoring:** At Risk Case Manager

### Formative Reviews



## Performance Objective 7

By May 2026, Canutillo ISD will increase and monitor all student attendance rate from 94.3% to 96%.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** 94.24% for 25-26 school year

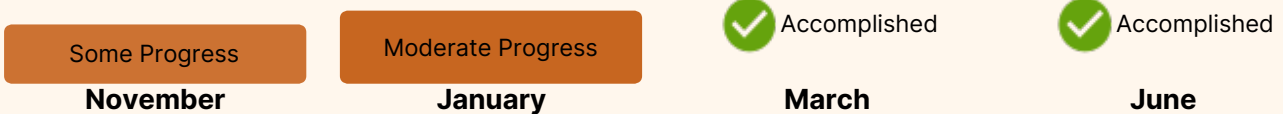
## Strategy 1

Student Support Services: The Teen Parent Programs will increase the students academic success by purchasing supplies, material, equipment, and software for the operation of the program

**Strategy's Expected Result/Impact:** Increase student achievement and ensure that teen parents remain in school with support

**Staff Responsible for Monitoring:** At Risk Case Manager and Supplemental Service Educator.

### Formative Reviews



## Strategy 2

Student Support Services: Assist teen parents and pregnant students with academics and resources (to include Compensatory Education Home Instruction (CEHI) for Pregnancy Related Services students), emotional and medical needs to include home visits as needed.

**Strategy's Expected Result/Impact:** Students will receive interventions and supplemental services according to their individual needs and to keep students in school.

**Staff Responsible for Monitoring:** At Risk Case Manager and Supplemental Services Educator

## Formative Reviews

No Progress

**November**

Considerable Progress

**January**

Considerable Progress

**March**



Accomplished

**June**

## Strategy 3

Student Support Services: Provide healthy snacks and drinks for pregnant students as needed while on campus to ensure attendance and academic success.

**Strategy's Expected Result/Impact:** Support Services to include health checks which will be provided to the student during the prenatal/postnatal period of the pregnancy while the student is attending/enrolled in school to include snacks and drinks to pregnant students as needed while on campus.

**Staff Responsible for Monitoring:** At Risk Case Manger and Supplemental Services Educator

## Formative Reviews

Some Progress

**November**

Some Progress

**January**

Moderate Progress

**March**



Accomplished

**June**

## Performance Objective 8

Student Safety & Well Being :

By May 2026, CISD will develop a personal social competencies baseline for CISD students.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

## Strategy 1

SSS: Purchase the necessary items (ie. supplies, materials, equipment, resources, software) for the operations of Student Support Services programs that serve students and families.

**Strategy's Expected Result/Impact:** Build a higher level of capacity in all stakeholders to include students, families, community members and CISD educators and staff to support student learning

**Staff Responsible for Monitoring:** SSS Executive Director, Student Support Services Staff

## Formative Reviews

Some Progress

**November**

Moderate Progress

**January**

Considerable Progress

**March**



Accomplished

**June**

## Strategy 2

SSS: District Behavior Threat Assessment Core (BTAC) will provide training and ongoing support to campus behavior threat assessment teams (BTAT) on conducting consistent meetings

throughout the school year, utilizing a database warehouse.

**Strategy's Expected Result/Impact:** Build on the personal social growth within students

**Staff Responsible for Monitoring:** District Behavior Threat Assessment Core

### Formative Reviews



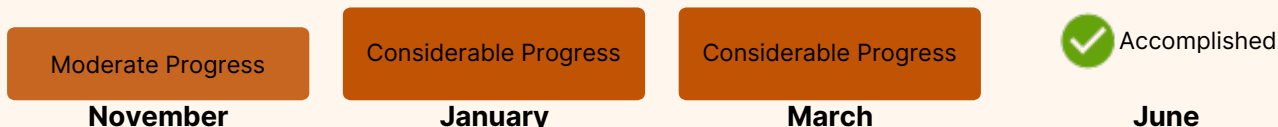
## Strategy 3

SSS: Resources (to include fidgets, furniture, software, etc.), supplies, and equipment necessary to support the objectives of the Stronger Connections Grant will be purchased for the campuses identified within the grant. This will support the Stronger Connection Grant Support Center within each campus.

**Strategy's Expected Result/Impact:** Build on the personal and social growth within students and the campus.

**Staff Responsible for Monitoring:** Student Support Services

### Formative Reviews



## Performance Objective 9 High Priority

By May 2026, CISD students in demonstrate a 3% growth on overall (78%- 81%) Social Studies meets (51%- 54%) + masters ( 24%-27%) level.

**Evaluation Data Source:** Common unit assessments  
STAAR interim assessments  
Social Studies STAAR grade 8 and 11

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Strategies were effective and 3% increase achieved at meets and masters levels. Continue to monitor and provide services for social studies outcomes.

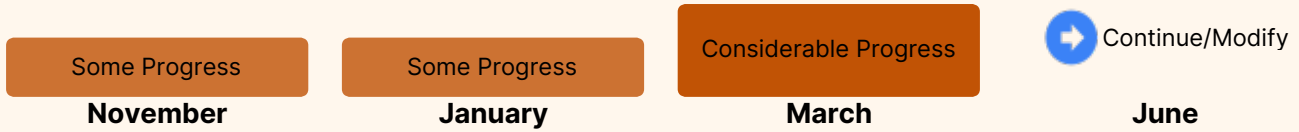
## Strategy 1 Results Driven Accountability

C&I and Special Programs : Support the district initiatives through professional development, ongoing technical assistance by Socials Studies Curriculum Coordinator, Lead teachers, At- Risk teachers, and ICs, data dig meetings and district PLCs.

**Strategy's Expected Result/Impact:** Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction  
Social Studies Coordinator  
Bilingual Coordinator  
SPED Director

### Formative Reviews



## Strategy 2

C&I: Ongoing process of curriculum alignment and development through common unit assessments and professional development focused on critical content.

**Strategy's Expected Result/Impact:** Improved tier 1 instruction through analysis of common unit assessment data.  
Early identification and intervention for students needing additional support.

**Staff Responsible for Monitoring:** C&I  
Social Studies Coordinator

### Formative Reviews

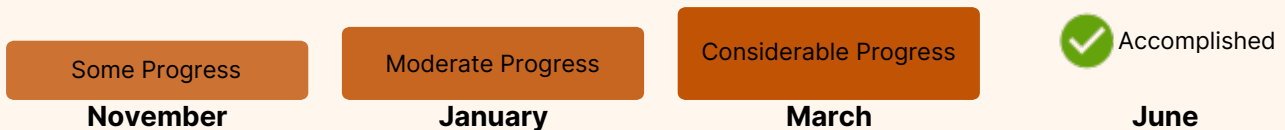


## Strategy 3 Results Driven Accountability

By May 2026, the Results Driven Accountability (RDA) performance level for 8th grade social studies will improve to a performance level 2.

**Staff Responsible for Monitoring:** Sped Facilitator  
Sped Director  
Curriculum Coordinator  
Bilingual Coordinator

### Formative Reviews



## Performance Objective 10

By May 2026, CISD students in will demonstrate a 3% growth on overall ( 79%- 82%) science meets (49%- 52%) + masters (16% 19%) level on STAAR through varied opportunities to participate in hands on science and STEM learning experiences.

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

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** STAAR data delayed due to implementation for new TEKS so we cannot determine exact progress toward meeting performance objectives but preliminary results look promising. Continue to monitor and support student outcomes in science.

### Strategy 1

C&I: Support campus and district science initiatives by providing instructional resources, time, training, and materials to support high quality science/STEM instruction for students.

**Strategy's Expected Result/Impact:** Improved student outcomes on district unit assessments, Interim and STAAR.

**Staff Responsible for Monitoring:** C&I  
District Science and Innovative learning Curriculum Coordinator

#### Formative Reviews



### Strategy 2

C&I: Ongoing process of curriculum alignment and development through common unit assessments, curriculum documents (scope and sequence, YAG) and professional development focused on critical content.

**Strategy's Expected Result/Impact:** Focus on critical content and effective first teach will lead to improved performance and district science measures.

**Staff Responsible for Monitoring:** C&I  
District Science and Innovative learning Curriculum Coordinator

#### Formative Reviews



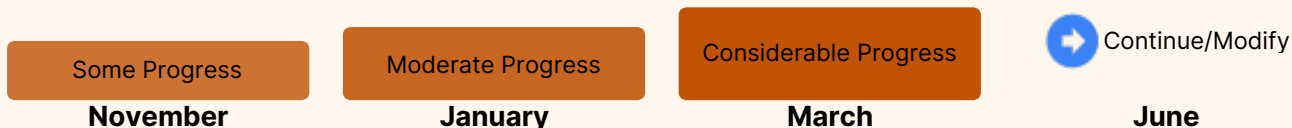
### Strategy 3

C&I: Support student growth and interest in STEM by providing financial assistance for student participation in regional and state STEM events (registration fees for contests, travel, subs. etc..), support campus Science/STEM fairs, district Science/STEM fair and summer STEM camps.

**Strategy's Expected Result/Impact:** Early exposure to STEM opportunities will increase the number of students taking STEM (science, technology, and math) AP and dual credit courses and participating in district TECH pathways.

**Staff Responsible for Monitoring:** C&I  
District Science and Innovative Learning Curriculum Coordinator

### Formative Reviews



## Performance Objective 11

Provide teachers with professional development and resources to increase their knowledge and ability to use Educational Technology, teach Technology Application TEKS, or provide 21st century learning experiences such as Robotics, coding, and AI to support students.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to support the use of educational technology, STEM and technology applications for students and teachers.

## Strategy 1

Provide training for Code.org, Launch K5, and similar programs to support and build student proficiency in K-8 Technology Applications TEKS.

**Strategy's Expected Result/Impact:** Students will receive high quality instruction and practice with grade appropriate computer science skills. Teachers will receive training and materials for teaching and integrating the K-5 technology application TEKS.

**Staff Responsible for Monitoring:** District Science and Innovative Learning Coordinator

### Formative Reviews



## Strategy 2

Provide training in effective use of educational technology to improve student outcomes in all subjects.

**Strategy's Expected Result/Impact:** Teachers will receive training in strategies for effective use of educational technology such as AI, LMS and Apple computers.

**Staff Responsible for Monitoring:** District Science and Innovative Learning Coordinator

## Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Performance Objective 12

By May 2026, all CISD students will be familiar with required state-mandated safety drills and respective expectations.

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Scheduled monthly safety drills.

**Strategy's Expected Result/Impact:** Students are aware of Safety Response Protocols.

**Staff Responsible for Monitoring:** Chief of Police, Principals.

#### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 2

SSS: Implement districtwide Safe and Supportive School Initiatives - Crisis Intervention Team (CIT), Safety Response Protocol (SRP), Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Behavior Threat Assessments (BTA) and Mental Health trainings and Lessons.

**Strategy's Expected Result/Impact:** Increase both student and staff personal social competence. Implementation of state and district initiatives with fidelity.

**Staff Responsible for Monitoring:** SSS executive Director, Student and Community Services Director, Principals

#### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

### Strategy 3

Student Support Services: Implement the districtwide placement of safety equipment and emergency medications in CISD buildings for the wellbeing of students and staff, as well as

monitor personnel trainings, compliance and progress,

**Strategy's Expected Result/Impact:** Campuses and auxiliary buildings will have staff that are prepared and equipped to respond to any health needs or health emergencies of staff and students.

**Staff Responsible for Monitoring:** Campus principals, directors and nurse coordinator

### Formative Reviews



## Strategy 4

Student Support Services: Coordinate the purchase of educational materials, supplies and fixed assets district wide for response to the health and safety needs of students and staff.

**Strategy's Expected Result/Impact:** Campuses and auxiliary buildings will have staff that are prepared and equipped to respond to any health needs or health emergencies of staff and students.

**Staff Responsible for Monitoring:** Campus principals, directors and nurse coordinator

### Formative Reviews



## Performance Objective 13 High Priority

Provide Professional Development to C&I personnel to increase their knowledge base in all content areas to include federal programs and funding that will help increase student success during the academic year 25-26.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to support C&I personnel professional development in line with district priorities.

## Strategy 1 Results Driven Accountability

Staff will assess and learn different ways of closing the gaps through research-based strategies and curriculum in all content areas.

**Staff Responsible for Monitoring:** C&I Department

## Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

## Performance Objective 14

By May 2026, Coordinated School Health (CSH) team will update action plans/calendar, district wide presentations and campus health fairs. Provide prevention educational materials, supplies and fixed assets.

**Evaluation Data Source:** Campus Improvement Plans, Campus Action Plans, Sign-in sheets, Agendas, Minutes, Invitations, Flyers

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

Physical Education (PE) teachers will assess, examine and work on closing the gaps between students who achieved and did not achieve the healthy fitness zones.

### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 15 High Priority

By May 2026 CISD students in grades 9-12 will demonstrate a 5% TELPAS Composite Growth from (18.97%-25%)

**Evaluation Data Source:** Campus Improvement Plans, Campus Action Plans, Sign-in sheets, Agendas, Minutes, Invitations. Teacher and student performance evaluation and monitoring tools. Supervisor observations

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

ALS: Will provide ongoing PD for teachers on: integrating the ELPS, Explicit teaching of academic language (listening, speaking, reading, writing), Content-area language routines found in CBLI strategies, and progress monitoring (years in school, proficiency level and program type). Provide parent engagement & capacity-building

**Staff Responsible for Monitoring:** ALS, Campus IC, Campus Admin,

### Formative Reviews

Moderate Progress

**November**

Considerable Progress

**January**

Considerable Progress

**March**



Accomplished

**June**

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

## Performance Objective 1

Professional Learning and Quality Staff:

By May 2026, 100% of district administrators will participate in professional development activities to improve leadership capabilities toward improving student outcomes.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

### Strategy 1

DAEP will stay up to date on Texas education legal developments through legal columns/blogs.

#### Formative Reviews



Accomplished

**November**



Accomplished

**January**



Accomplished

**March**



Accomplished

**June**

### Strategy 2

SSS: Provide staff training to all campuses on trauma and inform care, suicide awareness, CPS reporting, bullying and human trafficking.

**Strategy's Expected Result/Impact:** Staff to be prepared and informed on responding and understanding student trauma. Emphasis is placed on physical, psychological and emotional safety of the student.

**Staff Responsible for Monitoring:** Director of Student and Community Services, School Counselors

#### Formative Reviews

Moderate Progress

**November**



Accomplished

**January**



Accomplished

**March**



Accomplished

**June**


### Strategy 3

SSS: We will establish and maintain partnerships with outside mental health agencies for psychological and social emotional support services to our students.

**Strategy's Expected Result/Impact:** Direct services to students' mental health concerns.

**Staff Responsible for Monitoring:** Director of Student and Community Services

### Formative Reviews

Considerable Progress	Considerable Progress	Considerable Progress	 Accomplished
November	January	March	June


### Strategy 4

SSS: Provide targeted support to all students and staff addressing health, wellness, physical activity, counseling and behavioral health to ensure a positive impact on the well being of our students and staff.

**Strategy's Expected Result/Impact:** Increase students and staff attendance and participation for student learning by supporting their behavioral health, wellness and health needs.

**Staff Responsible for Monitoring:** SSS Executive Director, SSS staff

### Formative Reviews

Moderate Progress	Considerable Progress	Considerable Progress	 Continue/Modify
November	January	March	June

### Strategy 5

SSS/Social Worker/School Counseling: Will utilize outside community resources to address social, emotional and personal development to include but not limited to, coping techniques, decision making skills, problem solving, restorative practices, and social emotional learning

**Strategy's Expected Result/Impact:** Increase attendance and participation by students and staff for student learning by supporting behavior health, wellness and health needs.

**Staff Responsible for Monitoring:** Director of Student and Community Services, District Social Workers, Campus Counselors

**Funding Sources:** Title 1 personnel (SSS)- Prevention/ Facilitator 211-Title I-Part A, \$77,667.01, SCE personnel (SSS)- Supplemental Services Educator, Social Workers (2) & At-Risk aide 185-State Compensatory Education, \$262,816.78

### Formative Reviews

 Accomplished	 Accomplished	 Accomplished	 Accomplished
November	January	March	June

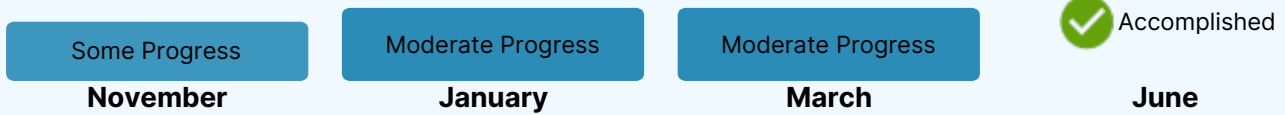
### Strategy 6

The Academics Department will provide aspiring leaders with professional development opportunities that will help improve student outcomes.

**Strategy's Expected Result/Impact:** Increase the leadership pipeline and help fill vacancies in the district with well prepared leaders.

**Staff Responsible for Monitoring:** Associate Superintendent Office

### Formative Reviews



## Strategy 7 Results Driven Accountability

ALS: Will support teachers by providing professional development on the previous TELPAS scores, the importance of being knowledgeable on effective second language acquisition strategies across all content areas.

Sharing the link between using best strategies and the integration of the English Language Proficiency Standards into their lessons to improve student performance. Provide opportunities in the integration of the English Language Proficiency Standards (ELPS) , Content Based Instruction, Dual Language, Reading Comprehension and Spanish language support.

**Strategy's Expected Result/Impact:** The initiatives outlined will impact student academic performance and enhance instructional strategies.

**Staff Responsible for Monitoring:** Bilingual Coordinator and Executive Director of C&I

**Problem Statements:** District Processes & Programs 4

**Funding Sources:** 263-Title III-Part A LEP,

### Formative Reviews



## Strategy 8

ALS will support teachers' professional growth by encouraging participation in conferences, workshops, and seminars aimed at improving the education of emergent bilingual students. In addition, ALS will lead a Dual Language Study Group to engage both teachers in exploring and discussing research on best practices for effective teaching.

**Strategy's Expected Result/Impact:** Teachers will gain new strategies and insights that directly enhance their ability to support emergent bilingual students.

**Staff Responsible for Monitoring:** Bilingual Coordinator and Executive Director of C&I

**Problem Statements:** Student Learning 5

**Funding Sources:** 263-Title III-Part A LEP,

## Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase.

At-Risk students are 5-15 % below district average in every subject

### Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

4

Low performance on TELPAS specifically in middle and high school.

Lack of knowledge from teachers, parents and students on the purpose and importance of TELPAS, lack of recognition for students who excel and testing procedures not conducive to improving student performance.

## Performance Objective 2

Professional Learning and Quality Staff: (TTESS)

By May 2026, all campuses will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

### Strategy 1

DAEP: Provide professional development and PLC opportunities to teachers, to increase student performance based on their individual needs.

**Funding Sources:** ESC Region 19- Border Conference- Marquez 185-State Compensatory Education, \$75, ESC Region 19- Knerl-9/3/25 185-State Compensatory Education, \$99, Walsh Gallegos Kyle Robinson & Roalson PC- Law Dawg 185-State Compensatory Education, \$75, ESC Region 19- Knerl 11/6/25 185-State Compensatory Education, \$100, ESC Region 19-9/3/25 185-State Compensatory Education, \$99, ESC Region 19-Behavior Conference 185-State Compensatory Education, \$100, Sibme 185-State Compensatory Education, \$1,080, ESC Region 19- Border Conference 185-State Compensatory Education, \$75


## Formative Reviews

Moderate Progress


November

Considerable Progress

January

 Discontinue

March

 Discontinue

June

## Strategy 2

HR- District will provide trainings to all new teachers on the Texas Teacher Evaluation Support System (TTESS) and embed process with the Student Learning Objectives (SLO's)


### Formative Reviews

Some Progress


November

Moderate Progress

January

 Accomplished

March

 Accomplished

June

## Performance Objective 3

Staff Satisfaction:

By May 2026, Canutillo ISD staff will increase by 3% annually Teacher Retention rate and Employee Attendance rate to 95%.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.

### Formative Reviews

Some Progress


November

Some Progress

January

Considerable Progress

March

 Accomplished

June

## Strategy 2

C&I: Through a strategic partnership with UTEP and TEA, Canutillo ISD will strengthen its educator pipeline by providing aligned professional development that supports UTEP Residents, new and novice teachers, mentors, and campus administrators, ensuring high-quality preparation, retention, and instructional leadership through the PREP and PREP programs.

**Strategy's Expected Result/Impact:** Increase quality of new classroom teachers and increase retention.

**Staff Responsible for Monitoring:** Advanced Academics Coordinator

### Formative Reviews



## Strategy 3

SSS: Provide professional development and resources to address teacher self-care and personal social competencies, to include the annual SEL Bowl.

**Strategy's Expected Result/Impact:** Decrease teacher burnout and CIT staff calls. Increase retention of teachers.

**Staff Responsible for Monitoring:** SSS staff

### Formative Reviews



## Performance Objective 4

Staff Safety and Well-Being:

By May 2026, all Canutillo ISD personnel will be trained on Safety Response Protocols (SRP). Additionally, personnel will indicate an increase in the learning and retention of protocols through the School Safety Survey .

**Summative Evaluation:** Met Performance Objective

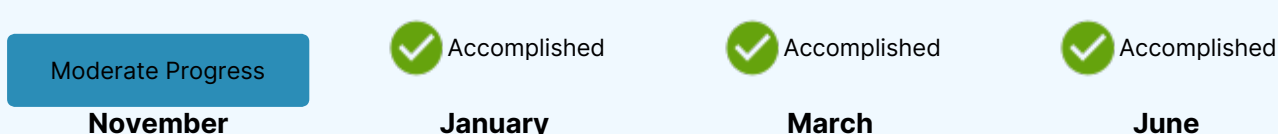
**Next Year's Recommendation:** Continue

## Strategy 1

Staff is trained in SRP at the beginning of the school year and receives updates as drills are completed.

**Staff Responsible for Monitoring:** Chief of Police, Principal, Administration.

### Formative Reviews



## Strategy 2

Safety Response Protocols (SRP) training and courses are mandated onboarding a annual trainings through SafeSchools and at New Employee Orientation.

**Strategy's Expected Result/Impact:** Learning of SRP and expectations.

**Staff Responsible for Monitoring:** Assistant Director of HR, Chief of Police.

### Formative Reviews



## Strategy 3

SSS: Provide staff training for districtwide Safe and Supportive School Initiatives - Crisis Intervention Team (CIT), Safety Response Protocol (SRP), Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Behavior Threat Assessments (BTA) and Mental Health trainings and Lessons.

**Strategy's Expected Result/Impact:** Increase staff's knowledge and role they play on the implementation of state and district initiatives with fidelity.

**Staff Responsible for Monitoring:** SSS executive Director, Student and Community Services Director, Principals

### Formative Reviews



## Performance Objective 5

By June 2026, the district will provide need-based professional development to address district priorities and provide a well-rounded education for all students such as: content area success, supporting special populations, and Social Emotional Learning.

**Evaluation Data Source:** Teacher Professional Development Survey  
T-TESS  
District Needs Assessment  
SEL Bowl 5.0

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

The Department of Academics will provide in-person, virtual, and regional or out-of-state professional development opportunities across all content areas to support growth in SEL,

special populations, and academics, thereby improving student growth of the whole child.

**Staff Responsible for Monitoring:** Department of Academics

**Problem Statements:** Demographics 1, 2 - Student Learning 8, 15

### Formative Reviews



### Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The social emotional needs of our teachers became a more prominent issue this year.	There is no intentional, explicit training in the development of empathy, compassion, gratitude, and other social-emotional skills for teachers. These skills are imperative not only for teacher personal well-being but to improve student learning.
2	Addressing the whole child this year was difficult due to lack of data that measures student learning of social-emotional competencies and academics.	There is a lack of support on the learning of the social-emotional competencies and its connection to academics.

### Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	If SPED and General Ed teachers receive high-quality instruction PD/ PLC's and campus support through the year, then tier 1 instruction will become more effective.	Training and PLC's for all teachers in SPED tier 1 strategies
15	Teachers do not feel confident in teaching enrichment in many subjects.	There is not enough training for enrichment in subjects, but specifically in non-core subjects.

# Goal 3

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

### Performance Objective 1

By May 2026, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue

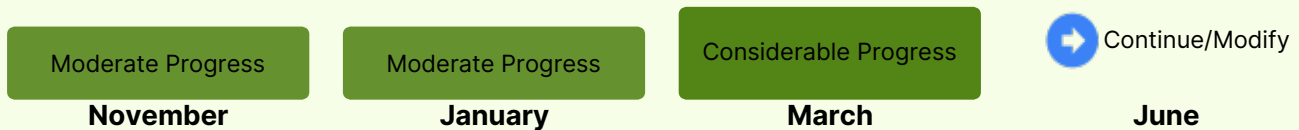
### Strategy 1

(CTE) The CTE Department will provide students with program of study options that meet the high-wage, high-demand, high-skill criteria as developed by the state of Texas Tri-Agency Initiative. Travel opportunities for campus, teacher, counselor and CTE administration to investigate program improvement, post-secondary options and field of study options for students and special populations groups.

**Strategy's Expected Result/Impact:** Higher number of students career and college ready, increase in CCMR percentages and IBCs earned. Focused program selection and less students changing or dropping CTE programs of study. Increased number of CTE completers which directly results in higher CCMR scoring.

**Staff Responsible for Monitoring:** CTE, Campus administration and counselors

#### Formative Reviews



### Strategy 2

(CTE) Provide support, updates, training to all district counselors, campus administration and CTE teachers concerning CTE programs & graduation endorsements. Provide travel opportunities for teachers to attend PD directly related to their content area. Involve parents, students and industry partners in CTE collaborative board meetings, parent tours and parent meetings that discuss program comprehensive local needs assessment for CTE programs offered and disseminates program information options.

**Strategy's Expected Result/Impact:** (CTE) Increase involvement with parents and their child's career options, more informed decisions made by families of CTE program options available for their child (less confusion and misunderstanding), more informed campus counselors and administration about CTE programs and compliance

**Staff Responsible for Monitoring:** CTE, campus administration

## Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

## Performance Objective 2

CISD parents and families will be provided a minimum of 7 training and workshop opportunities on how to actively engage as partners in their children's learning, to include special populations, by June 2026.

**Evaluation Data Source:** Parent and Family Title I Surveys, Campus surveys, Parent Universities and Parent Academies, Sign-in sheets, Agendas, Minutes and Invitations

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

CTE: Provide opportunities for parents to engage in their child's education through participation on CTE Advisory Board Committees; Better inform parents through social media avenues; Market CTE programs offered to Canutillo and surrounding communities; Updated program information disseminated through social media, mailers, open parent night tours, career fairs, interactive monitors at high & middle schools

**Strategy's Expected Result/Impact:** parents become more involved and informed of their children's learning and career path choices; community aware of CTE program offerings and part of decision-making body for program improvement and changes; students have more clear idea of what choices lead to what careers

**Staff Responsible for Monitoring:** CTE

## Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

## Strategy 2

SSS: Provide targeted support to all Tier 2 and Tier 3 identified students and their families.

**Strategy's Expected Result/Impact:** Provide individualized support and eliminate identified barriers that impact Tier 2 and 3 students/families. Reduce the number of Tier 2 and 3 students.

**Staff Responsible for Monitoring:** SSS Executive Director, SSS Student and Community Services Director

**Funding Sources:** Verizon 211-Title I-Part A, \$455.88

## Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

## Strategy 3

ALS Department will provide parent outreach and training to support the improvement of their child's English language skills, family literacy services and activities by encouraging attendance of T3 Engagement series, attending local conferences and workshops and improving communication via blackboard, newsletter and social platforms. Provide parents with resources to support student learning at home.

**Strategy's Expected Result/Impact:** Increase student performance and success by supporting families. Providing parents with resources to assist in student learning at home further enhances the learning experience, reinforcing concepts taught in school and promoting consistent academic progress.

**Staff Responsible for Monitoring:** Bilingual Coordinator and Executive Director C&I

**Problem Statements:** Perceptions 3

**Funding Sources:** 263-Title III-Part A LEP,

## Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 4

SSS: Executive Director and staff will attend professional development addressing strategies and services for students that are in need of intervention and support.

**Strategy's Expected Result/Impact:** Executive Director and Staff are informed on current updates and requirements for program compliance. Provide quality services to parents based on new learning.

**Staff Responsible for Monitoring:** SSS Executive Director

**Funding Sources:** Regoin 19- Mr. Juarez 211-Title I-Part A, \$100

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 5 Results Driven Accountability

SPED: Special Education department will provide opportunities for parent training and meetings to target parent engagement .

**Strategy's Expected Result/Impact:** Parents become engaged in their child's schools by sharing IEP processes and parents rights. Will meet to gain resources and strategies that will help our parents at home.

**Staff Responsible for Monitoring:** SPED Director

**Formative Reviews**



**Strategy 6**

Migrant Program will provide parents and families training on how to support students at home. This will be done by encouraging families to attend Migrant Advisory Meetings, the Health Fair, and local conferences and workshops. MEP program will provide resources to help address educational support, language barriers, access to resources, and advocacy for services that enhance the educational experience for migrant children.

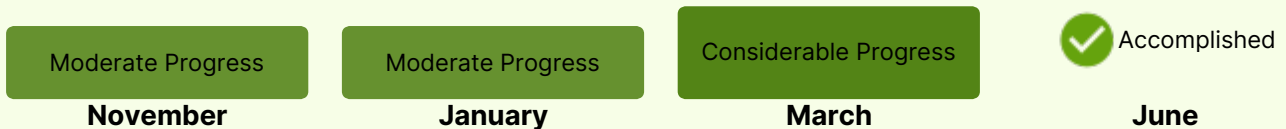
**Strategy's Expected Result/Impact:** This strengthened family involvement helps create a more consistent and supportive learning environment contributing to improved academic outcomes.

**Staff Responsible for Monitoring:** Migrant Specialist, Bilingual Coordinator, C&I Executive Director

**Problem Statements:** Perceptions 3

**Funding Sources:** 212-Title I-Part C Migrant,

**Formative Reviews**



**Performance Objective 2 Problem Statements Identifying Perceptions**

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

**Performance Objective 3**

By June 2026, to increase parent participation, CISD will provide 2 professional developments for campus administration on parent family engagement to expand each campus parent family engagement programs.

**Evaluation Data Source:** Increase quality family - school partnerships through campus administration role clarity, collaboration opportunities, effective communication methods.  
Parent Campus Climate surveys, District Parent and Family Title 1 Surveys

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

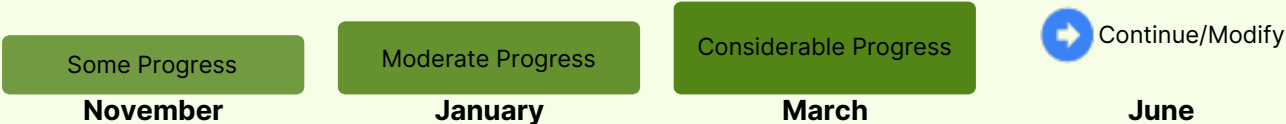
### Strategy 1

SSS: Parent liaisons, other district staff and Executive Director of SSS will attend trainings and parent conferences to address strategies and compliance on parent and family engagement.

**Strategy's Expected Result/Impact:** Executive Director, Parent liaisons and district staff are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning.

**Staff Responsible for Monitoring:** Executive Director, Parent Liaisons, Social Workers, Director

#### Formative Reviews



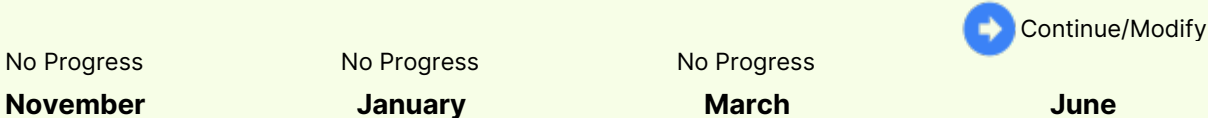
### Strategy 2

SSS: Audit campus improvement plans to ensure parent family engagement strategies and initiatives are established.

**Strategy's Expected Result/Impact:** All campuses have a parent family engagement component within the campus improvement plan.

**Staff Responsible for Monitoring:** SSS Executive Director, Principals, Parent Liaisons

#### Formative Reviews



### Performance Objective 4

For the 2025-2026 school year, all CISD campus and district committees will have a minimum of one parent serving as a member on every committee.

**Evaluation Data Source:** Campus and District Committee Membership

**Summative Evaluation:** Met Performance Objective

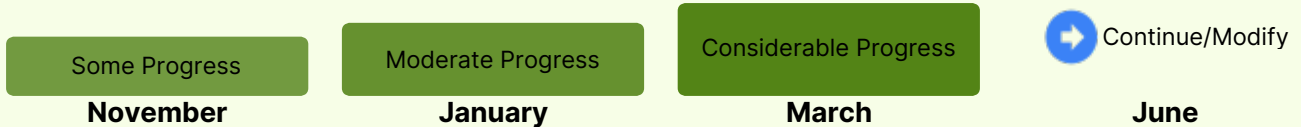
### Strategy 1

SSS: Inform, advertise, and recruit parents to serve on CISD campus and district committees as key shareholders.

**Strategy's Expected Result/Impact:** Building two-way communication, focused on student achievement, and building a positive school climate at the campus/district level in an effort to build trusting relationships with families and schools.

**Staff Responsible for Monitoring:** Executive Director of SSS, Principals, Parent Liaisons, PIO

#### Formative Reviews



### Strategy 2

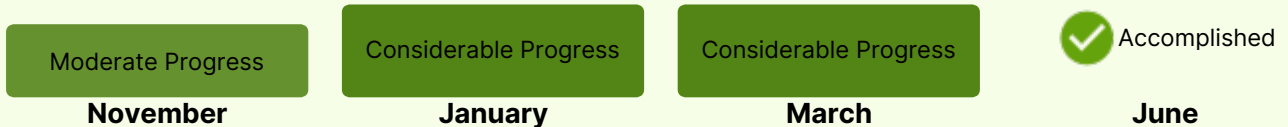
ALS: Ensure parent participation in the LPAC Committee meetings to provide support to students in the DL and ESL classes. ALS will conduct 2 monthly home visits per campus, disseminate newsletter.

**Strategy's Expected Result/Impact:** Accurate student placement, increase family involvement. Ensures EB support, resources, and educational opportunities to increase academic outcomes.

**Staff Responsible for Monitoring:** Bilingual Coordinator and LPAC Aides

**Problem Statements:** Student Learning 5, 10 - District Processes & Programs 2

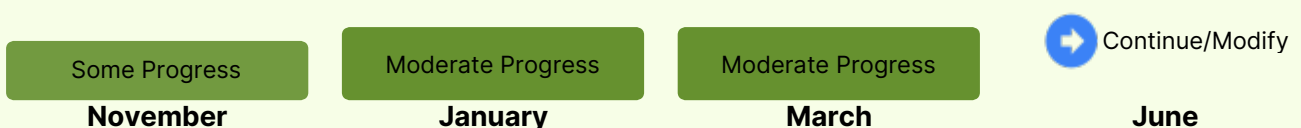
#### Formative Reviews



### Strategy 3

School Health Advisory Council (SHAC) members will receive materials and training's (local, regional, national) to learn about implementing best practices, policies, and/or programs that will benefit the students academically and physically.

#### Formative Reviews



## Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>5</b> If At-Risk students receive effective multi-tiered instruction and support, then district averages will increase.	At-Risk students are 5-15 % below district average in every subject
<b>10</b> If English Language Development and Acquisition courses are established and utilize instructional material designed to support language acquisition at the secondary level, student growth will be increased.	EB students performed below region in ELAR & Math

## Performance Objective 4 Problem Statements Identifying District Processes & Programs

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

# Goal 4

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

## Performance Objective 1

Fiscal Responsibility:

By May 2026, Canutillo ISD will maintain a TEA Financial Integrity Rating System of Texas (First) rating of Superior Achievement, will earn five Comptroller Transparency Stars, and will receive no findings in the yearly external audit report.

**Summative Evaluation:** Met Performance Objective

### Strategy 1

The Financial Services department will continue to stay abreast of new and existing policies and laws affecting financial processes and reporting and provide on-going training and dissemination of information to ensure due diligence and compliance is exercised in the execution of processes and protocols.

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 2

Strategic Allocation of Resources:

By May 2026, Canutillo ISD will decrease administrative cost ratio, maintain its revenue variance to 3% or less, and expenses will not exceed current revenues.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

### Strategy 1

By May 2026, CISD will maintain the administration cost ratio under 10%, communicating to stakeholders the support administration provides to campuses.

### Formative Reviews

Some Progress


November

Moderate Progress

January

Moderate Progress

March

 Accomplished

June

### Performance Objective 3

Planning for Growth:

By May 2026, Canutillo ISD will continue implementing the strategic plan and prior demographic study.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** In progress ans will continue

### Strategy 1

CISD will consider urgent capital improvement projects district wide; categorize them and consider funding sources for each.

#### Formative Reviews

Moderate Progress


November

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

### Strategy 2

Work with school board and develop any projects and/or strategies to tackle urgent issues that may arise in accordance with bond interest policy as needed.

#### Formative Reviews

Some Progress


November

Considerable Progress

January

Considerable Progress

March

 Accomplished

June

### Performance Objective 4

Well Maintained Facilities:

By May 2026, Canutillo ISD will provide yearly preventative and corrective maintenance updates, will make use of resources to increase work order productivity, and follow the facility master plan in accordance to budgetary constraints.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

The facilities department will review and analyze work order productivity and provide data as requested.

### Formative Reviews



## Strategy 2

Successful implementation of HVAC , roofing, and deferred maintenance will be tracked accordingly with bond manager as stipulated in master plan.

### Formative Reviews



## Performance Objective 5

By May 2026, CISD will utilize stakeholder surveys to measure the implementation and efficacy of an updated safety plan that encompasses protocols, personnel trainings, compliance and progress.

**Evaluation Data Source:** Parent Climate Surveys  
Trainings conducted  
Sign-in sheets, Agendas, Minutes, Invitations

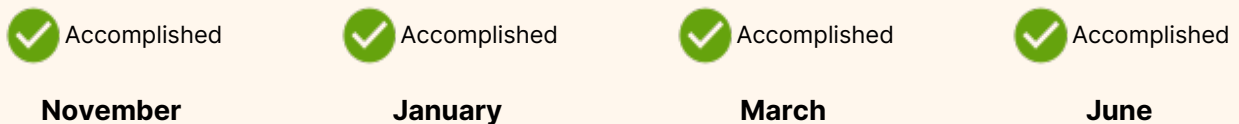
**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

Every campus will update their Emergency Operations Plan (EOP) annually or as needed. The District Emergency Operations Plan is also updated annually, or as needed. Campus EOPs are reviewed by Chief of Police, District EOP is reviewed by The Texas School Safety Center TXSSC.

### Formative Reviews



## Performance Objective 6

Business Services/HR:

By May 2026, Canutillo ISD will reinforce all standard protocols and procedures with consistency and common expectations in departmental practices.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

Human Resources will continue to assist administrators and supervisors in recruiting, hiring, and retaining the necessary highly-qualified personnel for their operations; assists district supervisors and managers in implementing district policy and procedures through timely training; assists in the development of employees' potential through educational opportunities provided by local, state and Title funds.

### Formative Reviews



## Strategy 2

FINANCE/COMPLIANCE- Provide opportunities for district personnel to attend trainings and receive resources on compliance requirements of Every Student Succeeds Act (ESSA), other Federal Entitlements and State Mandated Programs to provide effective support to our campuses and students.

**Funding Sources:** Shelby Distributions Inc. 185-State Compensatory Education, \$76

### Formative Reviews



# Goal 5

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

## Performance Objective 1

Infrastructure/Safety :

Throughout the year of 25-26, CISD will continue to refresh its current infrastructure. This will include all access points, switches, etc, at non-replacement campuses (CMS, AMS, DDE, and NWECHS). Physical security to include cameras, sensors, intrusion systems, panic buttons and emergency telephony services will be configured at all campuses for compliance. All non-replacement campuses are getting new camera systems with expanded functionality.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue working on refresh of current infrastructure.

### Strategy 1

50% of hardware will be refreshed

#### Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Performance Objective 2

Wireless access/Testing:

Throughout the year of 25-26 the district's technology wireless access points will be renewed with current technology to support enhanced capabilities of technology use in instructional and operations settings. This additionally will support full online testing as specified by state guidelines.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Work in progress

### Strategy 1

GES, CES and BCE campuses will be completed. CHS will also experience some upgrades.

## Formative Reviews

Considerable Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Strategy 2

Replacement campuses will be optimized with existing hardware while new campuses are delivered.

### Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Performance Objective 3

Infrastructure/Safety:

Throughout the year of 25-26 the district will continue to provide a comprehensive cybersecurity analysis and remediation. This includes implementing new technologies and strategies to ensure network traffic safety to comply with the Texas cyber command guidelines and CIPA requirements.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Completed 25-26 analysis

## Strategy 1

Content filter systems, student well-being and digital citizenship software will be reviewed and optimized.

### Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

## Strategy 2

All cybersecurity software management will be tuned up to best industry standards and renewal of cyber insurance attained.

## Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Strategy 3

In compliance with new regulations, CISD technology will continue working with parents and students to navigate district libraries, catalogs and circulation to support student learning and well being.

### Formative Reviews

Some Progress

November



Accomplished

January



Accomplished

March



Accomplished

June

## Performance Objective 4

Connectivity:

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

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Pending distribution of approximately 25%

## Strategy 1

Teacher/staff machine refresh.

### Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

## Strategy 2

Continue to follow the student refresh plan.

### Formative Reviews

Some Progress

Some Progress

Some Progress



Continue/Modify

## Performance Objective 5

Community Engagement:

By May 2026, 100% of Canutillo ISD campuses will maintain active portfolio of social media accounts with current and relevant information for all internal and external CISD stakeholders.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Create goals to focus on engagement of community members through social media.

### Strategy 1

Assess the creation and continuation of campus social media accounts and gauge efficacy using engagement metrics.

#### Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 2

By May 2026, the District will maintain active communication practices surrounding the progress of all Canutillo Bond 2024 progress, to include community engagement, social media posts, digital and printed materials, special events and other activities meant to inform the public about the state of construction and renovations.

#### Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 6

Community Engagement:

Public Information Office (PIO) will develop a marketing plan to promote district strategies and programming in hopes of increasing enrollment by May 2026.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Continue

## Strategy 1

PIO will work with campuses and departments to determine strengths and develop awareness campaigns that will be publicized and disseminated.

### Formative Reviews



## Strategy 2

PIO will work with real estate and business partners, as well as other stakeholders, to develop a welcome guide for all residents who purchase homes within the districts boundaries.

### Formative Reviews





# Goal Tables

# RDA Strategies

Goal	Performance Objective	Strategy	Description
1	2	1	C&I: Provide explicit, systematic, grade-level appropriate instruction to every child in 3-12 ELAR classrooms by internalizing and implementing High Quality Instructional Material (Wonders/Maravillas and myPerspectives).
1	9	1	C&I and Special Programs : Support the district initiatives through professional development, ongoing technical assistance by Socials Studies Curriculum Coordinator, Lead teachers, At- Risk teachers, and ICs, data dig meetings and district PLCs.
1	9	3	By May 2026, the Results Driven Accountability (RDA) performance level for 8th grade social studies will improve to a performance level 2.
1	13	1	Staff will assess and learn different ways of closing the gaps through research-based strategies and curriculum in all content areas.
2	1	7	ALS: Will support teachers by providing professional development on the previous TELPAS scores, the importance of being knowledgeable on effective second language acquisition strategies across all content areas. Sharing the link between using best strategies and the integration of the English Language Proficiency Standards into their lessons to improve student performance. Provide opportunities in the integration of the English Language Proficiency Standards (ELPS) , Content Based Instruction, Dual Language, Reading Comprehension and Spanish language support.
3	2	5	SPED: Special Education department will provide opportunities for parent training and meetings to target parent engagement .



# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan**    Signature of Assurance



# Funding Summary

# Funding Summary

## 211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Title 1 personnel (SSS)- Prevention/ Facilitator	--	\$77,667.01
3	2	2	Verizon	--	\$455.88
3	2	4	Regoin 19- Mr. Juarez	--	\$100.00
<b>Sub-Total</b>					\$78,222.89
<b>Budgeted Fund Source Amount</b>					\$1,435,169.00
<b>+/- Difference</b>					<b>\$1,356,946.11</b>

## 212-Title I-Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$60,429.00
<b>+/- Difference</b>					<b>\$60,429.00</b>

## 255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$208,455.00
<b>+/- Difference</b>					<b>\$208,455.00</b>

## 263-Title III-Part A LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7		--	\$0.00
2	1	8		--	\$0.00
3	2	3		--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$171,210.00
<b>+/- Difference</b>					<b>\$171,210.00</b>

# 185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	SCE personnel (C&I)- ELAR Instructional Intervention Coordinator & RTI facilitator	--	\$173,651.26
1	4	1	DAEP-EI Paso Office Products	--	\$3,647.42
1	5	4	CDW Government Inc.	--	\$217.93
1	5	4	STS Education	--	\$946.00
1	5	4	SCE personnel (DAEP)- teachers (5), Coordinator, Counselor & Aide	--	\$569,000.00
1	6	1	EI Paso Office Products- instructional supplies	--	\$3,683.14
1	6	1	EAI Education	--	\$63.32
2	1	5	SCE personnel (SSS)- Supplemental Services Educator, Social Workers (2) & At-Risk aide	--	\$262,816.78
2	2	1	ESC Region 19- Border Conference- Marquez	--	\$75.00
2	2	1	ESC Region 19- Knerl-9/3/25	--	\$99.00
2	2	1	Walsh Gallegos Kyle Robinson & Roalson PC- Law Dawg	--	\$75.00
2	2	1	ESC Region 19- Knerl 11/6/25	--	\$100.00
2	2	1	ESC Region 19-9/3/25	--	\$99.00
2	2	1	ESC Region 19-Behavior Conference	--	\$100.00
2	2	1	Sibme	--	\$1,080.00
2	2	1	ESC Region 19- Border Conference	--	\$75.00
4	6	2	Shelby Distributions Inc.	--	\$76.00
<b>Sub-Total</b>					\$1,015,804.85
<b>Budgeted Fund Source Amount</b>					\$3,000,000.00
<b>+/- Difference</b>					<b>\$1,984,195.15</b>

# 289- Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$115,124.00
<b>+/- Difference</b>					<b>\$115,124.00</b>