

Canutillo Independent School District



Canutillo High School

2026-2027 Performance Objectives

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Goal 1 FISCAL AND OPERATIONAL SYSTEMS: *Fiscal Responsibility *Strategic Allocation of Resources *Planning for Growth

Performance Objective 1 High Priority

Strategic Allocation of Resources : State Comp & Title 1

By June 2027, Canutillo High School will increase student enrollment by 3% from its official 2026-2027 beginning-of-year enrollment through coordinated recruitment, student retention, family outreach, and promotion of academic and career pathways.

Evaluation Data Source: PEIMS enrollment reports, withdrawal data, recruitment participation, and student retention rates.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	CHS enrollment has decreased, impacting campus enrollment and program participation.	Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.
15	Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.	Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.
19	Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.	Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	CHS enrollment has decreased, impacting campus enrollment and program participation.	Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

15

Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.

Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

20

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.

Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

7

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

10

CHS enrollment has decreased, impacting campus enrollment and program participation.

Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

CHS enrollment has decreased, impacting campus enrollment and program participation.

Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

6

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2

By June 2027, CHS will ensure that 100% of identified students requiring supplemental academic or graduation interventions are reviewed for appropriate services and resources through coordinated use of Title I, State Compensatory Education, and other available funding.

Evaluation Data Source: Intervention rosters, funding documentation, student progress reports, and quarterly program reviews.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Academic growth and EOC achievement remain below expectations across tested content areas. Academic Growth 64 * D	Tier 1 instruction varies in curriculum alignment, rigor, formative assessment, differentiation, checks for understanding, and timely reteach.
6	EB, SPED, economically disadvantaged, and At-Risk students continue to demonstrate achievement gaps. Closing the Gaps 60 * D	Supports for EB, SPED, economically disadvantaged, and At-Risk students are not consistently embedded in Tier 1 instruction. Teachers need ongoing in-the-moment coaching, lesson internalization, HQIM/RBIS support, MRS strategies, modeling, and feedback to strengthen rigor, engagement, and student achievement.
8	Students demonstrate gaps in literacy, language development, and academic performance across content areas. Student Achievement 72 * C; Overall 71 * C	Consistent literacy and language strategies, targeted reading interventions, specialized staffing, and teacher support are not fully implemented across content areas.
9	Students are not consistently monitored to ensure they remain on track for CCMR, credits, EOC completion, and graduation. 92% graduation	Campus systems for tracking student progress, assigning ownership, reviewing data, and providing timely interventions are not consistently implemented.
15	Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.	Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	EB, SPED, economically disadvantaged, and At-Risk students continue to demonstrate achievement gaps. Closing the Gaps 60 * D	Supports for EB, SPED, economically disadvantaged, and At-Risk students are not consistently embedded in Tier 1 instruction. Teachers need ongoing in-the-moment coaching, lesson internalization, HQIM/RBIS support, MRS strategies, modeling, and feedback to strengthen rigor, engagement, and student achievement.
2	Students demonstrate gaps in literacy, language development, and academic performance across content areas. Student Achievement 72 * C; Overall 71 * C	Consistent literacy and language strategies, targeted reading interventions, specialized staffing, and teacher support are not fully implemented across content areas.
3	Academic growth and EOC achievement remain below expectations across tested content areas. Academic Growth 64 * D	Tier 1 instruction varies in curriculum alignment, rigor, formative assessment, differentiation, checks for understanding, and timely reteach.
6	Students are not consistently monitored to ensure they remain on track for CCMR, credits, EOC completion, and graduation. 92% graduation	Campus systems for tracking student progress, assigning ownership, reviewing data, and providing timely interventions are not consistently implemented.
15	Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.	Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.	Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

12

Academic growth and EOC achievement remain below expectations across tested content areas.

Academic Growth 64 * D

Tier 1 instruction varies in curriculum alignment, rigor, formative assessment, differentiation, checks for understanding, and timely reteach.

13

EB, SPED, economically disadvantaged, and At-Risk students continue to demonstrate achievement gaps.

Closing the Gaps 60 * D

Supports for EB, SPED, economically disadvantaged, and At-Risk students are not consistently embedded in Tier 1 instruction. Teachers need ongoing in-the-moment coaching, lesson internalization, HQIM/RBIS support, MRS strategies, modeling, and feedback to strengthen rigor, engagement, and student achievement.

14

Students demonstrate gaps in literacy, language development, and academic performance across content areas. Student Achievement 72 * C; Overall 71 * C

Consistent literacy and language strategies, targeted reading interventions, specialized staffing, and teacher support are not fully implemented across content areas.

17

Students are not consistently monitored to ensure they remain on track for CCMR, credits, EOC completion, and graduation.

92% graduation

Campus systems for tracking student progress, assigning ownership, reviewing data, and providing timely interventions are not consistently implemented.

Goal 2 COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships *Customer Satisfaction

Performance Objective 1

Family Engagement:

By June 2027, CHS will increase documented family participation in campus-sponsored activities by 10% from the 2025-2026 baseline through consistent communication, outreach, and opportunities for meaningful family involvement.

Evaluation Data Source: Parent participation records, communication logs, family surveys, and event attendance.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	CHS enrollment has decreased, impacting campus enrollment and program participation.	Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.
10	Attendance concerns result in lost instructional time and place students at risk of falling behind academically and off track for graduation. 91% attendance	Early-warning systems, family communication, progress monitoring, and timely attendance interventions are not consistently coordinated.
12	Attendance procedures and interventions are not consistently implemented throughout the school year.	Early identification, communication, family outreach, and follow-up need greater consistency.
15	Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.	Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

19

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Attendance concerns result in lost instructional time and place students at risk of falling behind academically and off track for graduation.

91% attendance

Early-warning systems, family communication, progress monitoring, and timely attendance interventions are not consistently coordinated.

9

CHS enrollment has decreased, impacting campus enrollment and program participation.

Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

13

Attendance procedures and interventions are not consistently implemented throughout the school year.

Early identification, communication, family outreach, and follow-up need greater consistency.

15

Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.

Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

20

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Attendance procedures and interventions are not consistently implemented throughout the school year.

Early identification, communication, family outreach, and follow-up need greater consistency.

5

Systems for monitoring CCMR, TSI, graduation readiness, AP, Dual Credit courses and student pathways need strengthening.

Student-level tracking, staff training, advising, communication, and timely interventions are not consistently implemented.

7

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

10

CHS enrollment has decreased, impacting campus enrollment and program participation.

Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

16

Attendance concerns result in lost instructional time and place students at risk of falling behind academically and off track for graduation.

91% attendance

Early-warning systems, family communication, progress monitoring, and timely attendance interventions are not consistently coordinated.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

CHS enrollment has decreased, impacting campus enrollment and program participation.

Recruitment, retention, family outreach, and promotion of CHS academic and career pathways are not consistently implemented.

6

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2

By June 2027, CHS will achieve at least 80% favorable responses on student and family climate survey measures related to school connectedness, communication, and campus support.

Evaluation Data Source: Climate surveys, stakeholder feedback, and campus action-plan documentation. Intervention rosters, funding documentation, student progress reports, and quarterly program reviews.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

19

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

20

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Goal 3

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

Performance Objective 1

By June 2027, CHS will increase its overall accountability score from 71 to at least 80, increase Academic Growth from 64 to at least 75, increase Closing the Gaps from 60 to at least 70, and increase Student Achievement from 72 to at least 80 by strengthening Tier 1 instruction, literacy, data-driven instructional practices, and targeted interventions for all students and identified student groups.

Evaluation Data Source: STAAR/EOC results, accountability reports and projections, Academic Growth and Closing the Gaps data, common assessments, DOLs, literacy assessments, disaggregated subgroup data, walkthroughs, PLC documentation, intervention records, and student progress-monitoring data.

Performance Objective 2

Student Safety & Well Being:

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

Performance Objective 3

By June 2027, CHS will increase the percentage of graduates meeting at least one College, Career, or Military Readiness (CCMR) indicator from 70% to at least 90%+ and increase TSIA2 ELAR college readiness from 43% to at least 60% among students participating in the campus TSI intervention program through individualized planning, targeted intervention, and systematic progress monitoring.

Evaluation Data Source: CCMR tracker, TSIA2 results and diagnostic data, reassessment results, AP performance, Dual Credit completion, industry-based certification results, intervention records, and graduation cohort reports.

Performance Objective 4

By June 2027, CHS will increase its four-year graduation rate from 92% to at least 95% through systematic monitoring and individualized support for students at risk of not graduating on time.

Evaluation Data Source: Graduation cohort reports, credit audits, EOC completion data, graduation trackers, credit-recovery records, individualized graduation plans, and counselor documentation.

Performance Objective 5

Student Fitness

By June 2027, CHS will support student health and physical fitness through standards-aligned physical education curriculum, appropriate instructional resources, and opportunities for students to participate consistently in moderate to vigorous physical activity, as demonstrated through teacher observation,

student participation, grading, and fitness assessments.

Evaluation Data Source: Teacher observations, student participation and grades, physical fitness assessments, and PE instructional records.

Performance Objective 6

By June 2027, CHS will increase its average daily attendance rate from 91% to at least 95% by strengthening attendance monitoring, early intervention, family engagement, and student accountability.

Evaluation Data Source: PEIMS attendance reports, ADA and chronic absenteeism data, weekly attendance dashboards, parent contact logs, student conferences, attendance plans, and intervention records.

Performance Objective 7

By June 2027, CHS will strengthen a safe, positive, and supportive learning environment through consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) and reduce overall student discipline referrals by at least 5% from the 2025-2026 baseline of 417 referrals.

Evaluation Data Source: Discipline referral data, DAEP placement data, PBIS/MTSS documentation, intervention records, staff training records, and campus climate data.

Goal 4

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

Performance Objective 1

Professional Learning & Quality Staff:
By June 2027, 100% of instructional staff will participate in ongoing professional learning and coaching aligned to identified campus instructional priorities, with at least 80% demonstrating implementation of targeted instructional practices during documented classroom walkthroughs. (teachers will be provided specific training on MTSS, PBIS, T-TESS, TELPAS, SPED supports and curriculum updates as well as the opportunity to participate in content based or individual needs professional development.)

Evaluation Data Source: Professional development records, coaching logs, walkthrough data, and PLC documentation.

Performance Objective 2

For the 2026-2027 school year, CHS will practice campus-wide emergency procedures through scheduled drills and consistent implementation of safety and security protocols.

Evaluation Data Source: Emergency drill records, safety and security protocol compliance checks, staff feedback, incident reports, and campus safety monitoring.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
19	Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.	Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
20	Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.	Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 3

Staff Wellness, Satisfaction, and Campus Culture

By June 2027, CHS will achieve at least 80% favorable responses on staff climate survey measures related to communication, professional support, collaboration, recognition, and campus connectedness.

Evaluation Data Source: Staff climate survey results, staff participation and recognition records, committee involvement, and campus improvement monitoring.

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

19

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

20

Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.

Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.	Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
6 Systems supporting student/staff wellness, campus connectedness, and family engagement need strengthening.	Limited resources, staffing changes, inconsistent communication, and insufficient stakeholder engagement opportunities have affected morale and connectedness.

Goal 5 TECHNOLOGY RESOURCES: *Integration of Technology *Wireless Access/Testing *Infrastructure & Technology Safety

Performance Objective 1

Technology Integration and Student Monitoring

By June 2027, CHS will support teacher effectiveness and improve student outcomes by implementing a centralized student-progress monitoring system and utilizing current instructional and behavior-management software to monitor academic achievement, attendance, credits, EOC completion, CCMR, graduation readiness, student growth in reading, writing, and math, and student behavior for 100% of enrolled students.

Evaluation Data Source: Student monitoring dashboards, data accuracy reviews, staff training records, and intervention documentation.