

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held October 19, 2026, beginning at 7:30 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Although one or more board members may participate by video conference call, a quorum of the Board of Trustees will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act. One or more of the vendors being considered at this meeting may appear through video conference call/Microsoft Teams/Zoom. Any such presentation will be visible and audible to anyone attending the open meeting.

1. GENERAL FUNCTIONS-OTHER

- A. Call to Order
- B. Roll Call
- C. Pledge of Allegiance
- D. Texas Pledge of Allegiance
- E. CISD Vision and Mission Statements

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2. BOARD HONORS

- A. Recognition of the Canutillo ISD Human Resources Department in Honor of Texas Education Human Resources Day.
Presenter: Gustavo Reveles
- B. Recognition of CISD Principals in Honor of October Being National Principals Month.
Presenter: Gustavo Reveles

3. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):
Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
For further information on those policies, contact the Superintendent's Administrative Assistant.

4. BOARD OF TRUSTEE BUSINESS

- A. Discussion and Possible Action Regarding a District-Wide Confidential Employee Climate Survey
Presenter: Armando Rodriguez
- B. Discussion and Possible Action on the Dissolution of the Public Facility Corporation at Canutillo ISD

- Presenter:** Carolina Ortega
- C. Discussion and Possible Action Regarding Campus Budget Allocations for the Current Fiscal Year and the Previous Three Fiscal Years, With Particular Attention to Funds 185 and 211, Including Possible Action to Restore Funds to Campus Budgets.
- Presenter:** Lily Maldonado
5. **CONSENT AGENDA-VOTING**
- A. *BUSINESS SERVICES*
1. Approval of the Meeting Minutes
 - a. Approval of the Feb 16, 2026 SBM Minutes 5
 2. Approval of the Monthly Donations 9
 - Presenter:** Cristy Pulley
 3. Approval of the Budget Amendments 11
 - Presenter:** Cristy Pulley
- B. *CURRICULUM AND INSTRUCTION*
1. Approval of Canutillo Middle School's 2026-2027 Targeted Intervention Plan for State and Federal Accountability. 14
 - Presenter:** Dr. Debra Kerney
 2. Approval of Gonzalo & Sofia Garcia Elementary School's 2026-2027 Local Improvement Plan for State and Federal Accountability. 43
 - Presenter:** Dr. Debra Kerney
 3. Tuition Waivers for the 2026-2027 School Year and Transfer Update 65
 - Presenter:** Dr. Debra Kerney
- C. *HUMAN RESOURCES*
1. Approval for 2026-2027 District and Campus Improvement Plans 67
 - Presenter:** Candice Marrufo
6. **EXECUTIVE SESSION**
- To Consult with Attorney Under Sections 551.071, 551.072 and 551.074 of the Texas Government Code:**

(A certified agenda or recording of a closed meeting is confidential and is not available to the public except by court order. A person who knowingly and without lawful authority makes a certified agenda or recording public commits a Class B misdemeanor. Any exceptions will be communicated in accordance with applicable policies and regulations)

- A. To Receive and Consider the Recommendation and Decision of the Independent Hearing Examiner in the Matter of Canutillo ISD v. G. Montanez.
- Presenter:** Martha Carrasco / Steve Blanco
- B. To Discuss the Status of the Recommendation of Administration to Terminate the Probationary Contract of Abraham E. Mejia for Good Cause and Take Appropriate Final Action as Determined by the Board.
- Presenter:** Martha Carrasco / Steve Blanco
- C. Discussion With Administration Regarding the Potential Sale of District Owned Property Located at 7311 Bosque Rd. Canutillo, TX 79835 to El Paso County
- Presenter:** Dr. Oscar Rico/ Dr. Josue Borrego

- D. Closed Session Discussion to Review the Employment and Employment Contract of Dr. Josue Borrego to Include the Process Used by TASB & Canutillo ISD to Secure Records, Reference Information and the Evaluation of his Prior Employment With Houston ISD.
Presenter: Armando Rodriguez
- E. Discussion With Legal Counsel Regarding Board Operating Procedures.
Presenter: Josue Borrego / Steve Blanco
- 7. **NEW BUSINESS (continued); OTHER**
 - A. Discussion and Possible Action Regarding the Recommendation and Decision of the Independent Hearing Examiner in the Matter of Canutillo ISD v. G. Montanez and to Address Other Matters Incident and Related Thereto.
Presenter: Martha Carrasco / Steve Blanco
 - B. To Discuss the Status of the Recommendation of Administration to Terminate the Probationary Contract of Abraham E. Mejia for Good Cause and Take Appropriate Final Action as Determined by the Board.
Presenter: Martha Carrasco / Steve Blanco
 - C. Discussion and Possible Action Regarding the Potential Sale of District-Owned Property Located at 7311 Bosque Rd. Canutillo, TX 79835 to El Paso County.
Presenter: Dr. Oscar Rico/ Dr. Josue Borrego
 - D. Discussion and Possible Action Regarding Discussion to Review the Employment and Employment Contract of Dr. Josue Borrego to Include the Process Used by TASB & Canutillo ISD to Secure Records, Reference Information and the Evaluation of His Prior Employment With Houston ISD.
Presenter: Armando Rodriguez
- 8. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

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CANUTILLO INDEPENDENT SCHOOL DISTRICT

Mission

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

Vision

LEAD today. IMPACT tomorrow.

#VivaCanutillo

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order

The meeting was called to order at **6:00 PM**

Board President Martinez asked for a minute of silence in honor of the CISD student who lost his life earlier on that day.

1.B. Roll Call

Trustees Present: Ms. Barnes, Ms. Borrego, Mrs. Maldonado, Mr. Martinez, Mrs. Ortega, Mr. Rodriguez, Mrs. Zuniga

2. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to THREE MINUTES to make comments to the Board.

The Board is NOT permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

No Community members signed up to be heard.

Mrs. Norma Rivera Palacios signed up to speak during item 5.D. After the board has addressed the item in executive session.

3. BOARD WORKSHOP

3.A. Budget workshop presentation

Mrs. Cristy Pulley presented a budget workshop to the board. She included information on budget development and the process it entails. Trustee Barnes asked questions regarding whether the comptroller numbers seemed accurate. Mrs. Pulley explained that as people file for exemptions, it makes funding harder to predict, since we also need information from the El Paso Central Appraisal District for property valuations. Mrs. Pulley explained that revenues could go up by a small amount.

Trustee Borrego asked why Fiscal Year 26 looks higher than Fiscal Year 27. She also asked if we would have a surplus.

Mrs. Pulley explained that there were land sales in FY26(1-time money) which contributed to the budget.

Trustee Maldonado mentioned that the district seems to be graduating more students than enrolling. She also requested a report on student withdrawals from the district.

Trustee Borrego mentioned that there should be more student recruiting(outreach) to bring back students who have withdrawn to go to other districts or schools.

Trustee Rodriguez asked for a 3-year projection on finances. And also stated that the district needs to increase the number of days in the fund balance.

Trustee Maldonado also reiterated that, as per policy, the district should have 90 days or at least 84, as we did back in 2022.

Trustee Martinez mentioned that the board would like to see an increase in enrollment and for the district to have a proactive plan. He also stated that in previous years, the budgets were balanced due to one-time money coming in (Land Sales)

Trustee Ortega expressed concerns over the number of teachers in the classroom and whether the district has appropriate staffing ratios

Trustee Rodriguez expressed concerns over keeping conscious of market value for staff salary and making sure that the district remains competitive.

Mrs. Carrasco explained that HB2 provided a raise for hourly employees, teachers, and counselors; however, other employees have not received anything.

4. EXECUTIVE SESSION **Closed At 6:32 PM**
To Consult with Attorney Under Sections 551.071, 551.072 and 551.074 of the Texas Government Code:

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4.A. Discussion regarding employment of personnel, including duties and compensation, in the following positions:

- Deputy Superintendent
- Executive Director of Communications

4.B. For information only; no Board action required

1. Director of Information Technology
2. Director of Career Pathway Technology & Digital Innovation
3. Director of Assessment & Accountability
4. Director of Human Resources & Risk Management

4.C. Discussion regarding the administration's recommendation for Canutillo Elementary School Principal.

4.D. Discussion with administration regarding the potential sale of district-owned property located at 7311 Bosque Rd. Canutillo, TX 79835 to El Paso County

5. NEW BUSINESS (continued); OTHER **Open At 9:16 PM**

5.A. Discussion and possible action regarding the employment of personnel, including duties and compensation, in the following positions:

- Deputy Superintendent
- Executive Director of Communications

Mr. Blanco explained that the board was briefed by administration regarding 2 positions in regard to compensation and duties. The board needs to take them individually.

Discussion and action to approve the new appointment of the deputy superintendent on the terms discussed in closed session, appointing Dr. Oscar Rico.

Trustee Maldonado stated for the record the following: “Although I understand everything that was being discussed in executive session, I want to make known that I do not support these promotions for the mere fact that just last year or not even a year ago we had a RIF that eliminated teaching positions and programs, and we hear from the community that we are top heavy in central office and even though we are not adding new bodies you are adding salary and pay raises. For my constituents and the community, I want to know that I do not support any of these promotions or positions”

Trustee Borrego stated the following for the record: “This is not costing the district any more money. The superintendent has done what needed to be done with these positions to move the district forward, and it is not adding to our budget, and for that reason I am in favor of this because we need to move forward and we need to support the superintendent in the work that he is doing and we need to support the people who is supporting him”

Trustee Borrego moved to approve. And Mrs. Carolina Ortega seconded the motion. Ms. Barnes-Yes, Ms. Borrego-Yes, Mrs. Maldonado-No, Mr. Martinez-Yes, Mrs. Ortega-Yes, Mr. Rodriguez-Yes, Mrs. Zuniga-Yes
Motion Passes.

Discussion and possible action on the approval of the Executive Director of Communications, Mr. Gustavo Reveles. The board is interested in approving the Executive Director of Communications position with Gustavo Reveles in that position under the terms discussed in closed session.

Trustee Borrego moved to approve. And Mrs. Carolina Ortega seconded the motion. Ms. Barnes-Yes, Ms. Borrego-Yes, Mrs. Maldonado-No, Mr. Martinez-Yes, Mrs. Ortega-Yes, Mr. Rodriguez-Yes, Mrs. Zuniga-Yes
Motion Passes.

5.B. For information only; no Board action required

1. Director of Information Technology
2. Director of Career Pathway Technology & Digital Innovation
3. Director of Assessment & Accountability
4. Director of Human Resources & Risk Management

No Action to be taken. Item was for board information only

5.C. Discussion and possible action regarding the administration's recommendation for Canutillo Elementary School Principal.

No action to be taken. Item was pulled from the agenda and will be revisited at a different time.

5.D. Discussion and possible action regarding the potential sale of district-owned property located at 7311 Bosque Rd. Canutillo, TX 79835 to El Paso County. Mr. Blanco stated that following the discussion that took place in closed session, the board is interested in approving the motion that will authorize administration to move forward and enter into negotiations with the county, including the specific terms that were discussed in closed session to be included in the letter of intent to be drafted by administration.

Trustee Borrego moved to approve. And Mrs. Barnes seconded the motion.

Ms. Barnes-Yes, Ms. Borrego-Yes, Mrs. Maldonado-Yes, Mr. Martinez-Yes, Mrs. Ortega-Yes, Mr. Rodriguez-Yes, Mrs. Zuniga-Yes

Motion Passes.

6. ADJOURNMENT

The meeting was adjourned at **9:22 PM** under unanimous consent.

Presented to the Board of Trustees for approval on **October 19, 2026**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

Board of Trustees

Meeting Date: October 20, 2026

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Board Acceptance of the October 2026 Donations Report

Justification Statement: Presentation for Board Review and acceptance of the October 2026 Donations Report

Purpose of Agenda Item: ☒ Information ☒ Discussion ☒ Action
Item Type: ☐ Curriculum & Instruction ☐ HumanResources ☐ Business Services

Staff Responsible:

Cristina Pulley

Signature of Requester(s)

Cristina Pulley

Veronica Campbell

Signature of Presenter(s)

Cristina Pulley

Business Services Approval (Initials)

10/06/26

Date

Agenda Summary:

The Financial Services Department presents the following donations reported to and by Finance for the month of October 2026. For Fiscal Year 2026-2027.

RECOMMENDATION:

PRIOR BOARD ACTION: AWARDED: AWARDED AMOUNT:

AMOUNT(S): \$9,027.53

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

Financial Services

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S): ✓ Report attached



Canutillo ISD Donations Report October 2026

This report includes ALL donation reported to Finance in for July, August, September and October 2026

Date	Donor Name	Address	Donation	Campus/Department	Purpose of Donation	Amount
7/9/2026	BSN Sports	El Paso, Texas	6 Store Certificates	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$300.00
7/9/2026	Chick-Fil-A	El Paso, Texas	10 Restaurant Cards	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$100.00
7/9/2026	Cracker Barrel	El Paso, Texas	1 Restaurant Card	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$50.00
7/9/2026	El Paso Office Products	El Paso, Texas	Box Lunches	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$689.00
7/9/2026	Amazon	El Paso, Texas	Amazon Music Dot	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$80.00
7/9/2026	Scorpion Sales	El Paso, Texas	T-shirts	Financial Services	2027 Finance Academy for Campuses & Departments (Campus & Department Staff Incentives)	\$240.00
8/21/2026	Goodwill Industries	El Paso, Texas	Check	Bill Childress Elementary School	Student Activity Fund	\$372.40
9/10/2026	Goodwill Industries	El Paso, Texas	Check	Bill Childress Elementary School	Student Activity Fund	\$864.88
9/15/2026	RND Speciality Welding	El Paso, Texas	Check	Canutillo High School	Canutillo High School-Boys Soccer Team (Out of Town Travel, Banquet, Equipment)	\$3,000.00
9/16/2026	AO Contractors	El Paso, Texas	Check	Canutillo High School	Donation for Homecoming 2026	\$2,500.00
9/22/2026	Carl Daniel Architects	El Paso, Texas	Check	Public Information Office	To be used for chair and canopy rental for 2024 Bond-Ground Breaking Event	\$331.25
10/1/2026	PTO	El Paso, Texas	PTO Dance Concession	Reyes Elementary School	Teacher & Staff Appreciation Incentives	\$500.00
	No On-Line Donations received as of October 1, 2026					
					DONATIONS TOTAL	\$ 9,027.53

Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Presentation of Budget Amendments for September 2026

Justification Statement: Presentation for your review and acceptance of Budget Amendments for the month of September 2026

Purpose of Agenda Item: ☒ Information ☐ Discussion ☒ Action
Item Type: ☐ Curriculum & Instruction ☐ Human Resources ☒ Business Services

Staff Responsible: Cristina Pulley, Chief Financial Officer

Signature of Requester(s) *Cristina Pulley*

Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

Presentation of Budget Amendments for September 2026

RECOMMENDATION: Administration recommends approval of Budget Amendments for the month of September 2026

PRIOR BOARD ACTION: AWARDED: AWARDED AMOUNT:

AMOUNT(S): N/A

ACCOUNT NO(S): N/A

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
N/A

REQUESTING DEPARTMENT:
Financial Services Department

CONSEQUENCES OF NON-APPROVAL:
N/A

IMPLEMENTATION TIMELINE:
N/A

ATTACHMENT(S): ✓ Budget Amendments Memo





FINANCIAL SERVICES

CANUTILLO A Premier District

TO: Board of Trustees
Dr. Josue Borrego, Superintendent

FROM: Cristina Pulley, Chief Financial Officer

DATE: October 5, 2026

SUBJECT: Budget Amendments for September 2026

Budget Amendments submitted are summarized below for your review and consideration.

Administrative Cost Ratio Formula:

21 Instructional Leadership + 41 General Administration
All Expenses

BC #348753 -This amendment will re-allocate funds for Liability Insurance to the proper functions and provide funding from the net savings realized on insurance premiums for emergency repairs to the Central Office backflow.

Budget Account Number		Current Budget	Change	Amended Budget
199.36.6429.00.999.91	Insurance	\$ 20,000	\$ (2,348)	\$ 17,652
199.51.6429.00.999.99	Insurance	\$ 635,000	\$ (87,775)	\$ 547,225
199.34.6429.00.999.99	Insurance	\$ 120,000	\$ 36,316	\$ 156,316
199.41.6429.00.727.99	Insurance-Error & Omissions	\$ 44,500	\$ 14,183	\$ 58,683
199.51.6299.00.915.99	Misc Contracted Service	\$ 190,800	\$ 39,624	\$ 230,424

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canutillo-isd.org

SIGNATURE CERTIFICATE



REFERENCE NUMBER

AF31E8F9-DEF2-41E0-8B83-9102E2B02AE5

TRANSACTION DETAILS

Reference Number

AF31E8F9-DEF2-41E0-8B83-9102E2B02AE5

Transaction Type

Signature Request

Sent At

10/05/2026 06:03:52 PM EDT

Executed At

10/05/2026 06:08:02 PM EDT

Identity Method

email

Distribution Method

email

Signed Checksum

ac5a18f1b26e4795294f61cfa9c526196769290ebdb19ad7e09c64417959af67

Signer Sequencing

Disabled

Document Passcode

Disabled

eIDAS Authentication

Disabled

DOCUMENT DETAILS

Document Name

Executive Summary - Budget Amendments Sep 2026

Filename

Executive_Summary_-_Budget_Amendments_Sep_2026.pdf

Pages

2 pages

Content Type

application/pdf

File Size

405 KB

Original Checksum

e87c63d81f9943170d03bb755683ea0ec3a1cd4e9622e0481527cbd97226bd09

SIGNERS

SIGNER	E-SIGNATURE	EVENTS
Name Cristina Pulley	Status signed	Viewed At 10/05/2026 06:07:18 PM EDT
Email cpulley@canutillo-isd.org	Multi-factor Digital Fingerprint Checksum 2a67ff23b583d3400a0aea0f5e71690729869afe9cc5e8380ec677477442fea4	Identity Authenticated At 10/05/2026 06:08:02 PM EDT
Components 1	IP Address 70.125.228.98	Signed At 10/05/2026 06:08:02 PM EDT
	Device Chrome via Windows	
	Typed Signature 	
	Signature Reference ID 12FA31E0	

AUDITS

TIMESTAMP	AUDIT
10/05/2026 06:03:52 PM EDT	CISD Finance Department (finance@canutillo-isd.org) created document 'Executive_Summary_-_Budget_Amendments_Sep_2026.pdf' on Chrome via Windows from 70.125.228.98.
10/05/2026 06:03:52 PM EDT	Cristina Pulley (cpulley@canutillo-isd.org) was emailed a link to sign.
10/05/2026 06:07:19 PM EDT	Cristina Pulley (cpulley@canutillo-isd.org) viewed the document on Chrome via Windows from 70.125.228.98.
10/05/2026 06:08:02 PM EDT	Cristina Pulley (cpulley@canutillo-isd.org) authenticated via email on Chrome via Windows from 70.125.228.98.
10/05/2026 06:08:02 PM EDT	Cristina Pulley (cpulley@canutillo-isd.org) signed the document on Chrome via Windows from 70.125.228.98.



CANUTILLO INDEPENDENT SCHOOL DISTRICT

iViva Canutillo!

To: Board of Trustees and Superintendent Dr. Borrego

From: Dr. Debra Kerney, Chief Academic Officer

Date: October 7, 2026

Re: Approval of Canutillo Middle School's 2026-2027 Targeted Intervention Plan for state and federal accountability

As discussed during the August 2026 Regular Board Meeting, Canutillo Middle School received a "C" Rating and has been identified as a Targeted/Comprehensive Support and Improvement Campus for the 2025-2026 school year. The Texas Education Agency requires the development of a targeted improvement plan or "TIP" to ensure that the district has a plan to improve campus performance. This plan must be approved by the Board of Trustees.

Canutillo Middle School will utilize a Targeted Intervention Plan (TIP) as a focused, evidence-based framework for accelerating school improvement and improving student outcomes. The TIP will provide a clear roadmap for identifying the highest-priority instructional and organizational needs, implementing targeted strategies, monitoring progress, and making timely adjustments based on evidence.

The TIP will align campus improvement efforts with the Texas School Improvement Playbook, Effective Schools Framework (ESF), and Effective District Framework (EDF). Rather than treating school improvement as a collection of isolated initiatives, the TIP will establish a coherent system of expectations, actions, monitoring routines, and supports that connect district leadership, campus administration, instructional leaders, teachers, and intervention teams around a common goal: improving the quality of teaching and learning for every student at Canutillo Middle School.

Purpose and Focus

The attached TIP will narrow the campus's improvement work to a manageable set of high-leverage priorities identified through student achievement data, classroom evidence, instructional observations, stakeholder feedback, and other available sources of evidence. This focused approach will allow campus leaders and staff to concentrate time and resources on the practices most likely to produce measurable gains in student learning.

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Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division:
(915) 877-7423 | 7965 Artcraft Rd. | El Paso TX 79932.

The plan will answer four essential questions:

- 1. What do we need to improve?**
Identify the specific student, instructional, and leadership outcomes that require attention.
- 2. Why does improvement matter?**
Establish a clear connection between identified needs, student learning experiences, and academic outcomes.
- 3. What will we do differently?**
Define evidence-based strategies, actions, professional learning, coaching, and leadership practices designed to address the identified needs.
- 4. How will we know if it is working?**
Establish measurable outcomes, progress indicators, monitoring routines, and decision rules that allow leaders to determine whether implementation is producing the desired results.

How the TIP Will Drive School Improvement

The TIP will function as an active management tool, not simply as a compliance document. Campus and district leaders will use the plan to establish clear expectations, assign ownership, monitor implementation, and respond to evidence throughout the school year.

Implementation will be organized around several interconnected practices:

1. Establishing clear instructional priorities

The campus will identify high-impact priorities based on evidence. These priorities will be communicated consistently so that teachers and leaders understand what successful implementation looks like and how the work connects to student outcomes.

2. Strengthening instructional practice

The TIP will emphasize high-quality Tier I instruction, rigorous learning experiences, effective lesson design, purposeful use of student data, and responsive instructional practices. Professional learning and coaching will be directly connected to the identified improvement priorities rather than delivered as stand-alone activities.

3. Building leadership capacity

Campus leaders will use TIP priorities to strengthen leadership routines, including classroom observations, feedback cycles, instructional walkthroughs, collaborative planning, data reviews, and professional learning. Leaders will be expected to provide timely feedback and support while maintaining clear expectations for implementation.

4. Using coaching and professional learning strategically

Teacher support will be differentiated according to identified needs. Coaching, modeling, observation, feedback, and collaborative planning will be used to help teachers translate professional learning into consistent classroom practice.

5. Monitoring implementation and student impact

The campus will establish regular performance-management routines to review both implementation evidence and student outcome data. This distinction is critical: leaders will monitor not only whether an action was completed, but whether the action is being implemented with sufficient quality and whether it is contributing to improved student learning.

6. Adjusting actions based on evidence

The TIP will operate as a continuous improvement cycle. When evidence indicates that a strategy is working, leaders will reinforce and scale the practice. When progress is limited, leaders will identify barriers, provide additional support, adjust implementation, or revise the strategy as appropriate.

The TIP will provide the campus with a structure for translating the expectations of the School Improvement Playbook into daily practice. Key activities—including superintendent and district consultations, District Coordinator of School Improvement (DCSI) support, campus intervention team meetings, stakeholders meetings, site visits, stepbacks, performance-management routines, and required progress monitoring—will be connected to the campus’s identified improvement priorities.

This alignment will create greater clarity, coherence, and accountability across the improvement process. District and campus leaders will share a common understanding of the problem of practice, the actions being taken, the evidence that will demonstrate progress, and the supports necessary to sustain implementation.

Monitoring Progress

Progress will be monitored through a combination of leading and lagging indicators.

Leading indicators may include:

- Evidence of consistent implementation of identified instructional practices
- Classroom walkthrough and observation data
- Teacher participation in coaching and professional learning
- Quality of collaborative planning and data meetings
- Student engagement and instructional rigor
- Use of formative assessment and student work
- Completion and quality of identified intervention actions

Lagging indicators may include:

- Interim assessment performance
- STAAR performance and growth
- Student mastery of priority standards
- Achievement gaps among student groups
- Course performance and failure rates
- Other campus-defined student success measures

Regular reviews of these indicators will allow the campus to determine whether improvement strategies are being implemented as intended and whether they are producing meaningful changes in student outcomes.

Roles and Accountability

- Successful implementation of the TIP will require shared responsibility.
- District leadership will provide direction, resources, monitoring, and support while ensuring that campus improvement efforts remain aligned with district priorities.
- Campus leadership will own implementation of the TIP, establish clear expectations, monitor progress, provide feedback, and ensure that staff have the support necessary to execute the plan.
- Instructional leaders and coaches will translate priorities into professional learning, coaching, modeling, observation, and feedback cycles.
- Teachers and staff will implement agreed-upon instructional practices, analyze student evidence, collaborate with colleagues, and participate in continuous improvement cycles.
- The campus intervention team will monitor progress, identify barriers, review evidence, and recommend adjustments to ensure that the TIP remains responsive to student and staff needs.

Expected Impact

The ultimate purpose of the TIP is not simply to improve compliance with improvement requirements. It is to create the conditions for sustained improvement in teaching and learning at Canutillo Middle School.

Through a focused set of priorities, aligned supports, consistent leadership routines, evidence-based instructional practices, and continuous monitoring, the TIP will help the campus move from identifying challenges to systematically addressing them.

Success will be demonstrated when Canutillo Middle School develops stronger instructional consistency, increased leadership capacity, improved student engagement and rigor, and measurable gains in student achievement and growth.

The Targeted Intervention Plan will serve as the organizing structure for Canutillo Middle School's school improvement efforts. It will bring together the expectations of the Texas School Improvement Playbook, the Effective Schools Framework, district support systems, campus leadership practices, instructional coaching, and data-driven decision-making into one coherent improvement process.

The TIP provides a transparent framework for understanding what the campus is improving, why those priorities were selected, what actions are being taken, how progress is being measured, and how leadership will respond when evidence indicates that adjustments are needed.

Ultimately, the TIP is designed to make school improvement intentional, measurable, and sustainable, ensuring that improvement efforts translate into stronger instruction and better learning outcomes for the students of Canutillo Middle School.

CANUTILLO MIDDLE SCHOOL

2026–2027 TARGETED IMPROVEMENT PLAN | ONE-PAGE CAMPUS PRIORITIES

OUR SCHOOL IMPROVEMENT STRATEGY: Instructional Leadership Development through TIL

WHERE WE ARE • Overall Accountability: 70 / C • Closing the Gaps: 57 / F — primary federal priority • Academic Growth: 60 / D — acceleration must improve • Campus Status: CSI (Comprehensive Support and Improvement) • Priority performance gaps: Mathematics and Social Studies	WHERE WE ARE GOING • Minimum accountability goal: 80 / B • Long-term priority: Exit CSI and sustain improvement • 2027 planning targets across Grades 6–8: 90% Approaches 60% Meets 30% Masters • Current all-subject baseline: 68% Approaches 38% Meets 17% Masters
OUR ONE COHERENT STRATEGY • Strengthen Tier I instruction through TEKS alignment, appropriate rigor, modeling, clear learning objectives/success criteria, and frequent checks for understanding. • Use the daily instructional cycle: DOL → Data Analysis → Student Grouping → Second Teach/Reteach or Extension → Reassessment. • Protect Focus Five PLCs and intervention time for lesson internalization, student-work analysis, targeted reteach, enrichment, and progress monitoring. • Strengthen staffing, master scheduling, SPED inclusion, accommodations, and IEP implementation.	SUPPORTS FOR STUDENTS & TEACHERS • Protected intervention: flexible groups, HB 1416 tutoring, after-school tutoring, Saturday sessions, and progress checks. • Differentiated coaching: modeling, co-planning, peer observations, lesson study, calibration, walkthroughs, student-work review, and feedback. • SPED/Inclusion: monthly schedule reviews, service/minute checks, collaborative planning, specialized-roster monitoring, and STAAR-readiness audits.
HOW WE WILL MONITOR • Formal checkpoints: Sept. 30 • Oct. 16 • Nov. 13 • Dec. 18 • Jan. 29 • Feb. 26 • Mar. 12 • Apr. 16 • June preliminary outcomes • August final evaluation. • Every checkpoint includes evidence review, accountability projection, corrections, an assigned owner, and a due date. • If targets are missed: corrective action, increased coaching/intervention, regrouping/reteach, and follow-up within defined timelines.	EVERY ROLE MATTERS • Principal — Sets the instructional vision, protects systems, ensures intervention/compliance, and owns campus-level accountability. • APs — Monitor daily instruction and systems, identify needs, provide targeted follow-up, and track student/team progress. • Instructional Coach — Builds instructional capacity, facilitates PLC/data analysis/coaching cycles, and supports specialized practices. • Teachers — Deliver rigorous TEKS-aligned instruction, use accommodations, analyze daily data/student work, and own student growth.

CMS Focus: Identify needs quickly • Respond intentionally • Monitor impact • Adjust when needed

CANUTILLO MIDDLE SCHOOL TARGETED IMPROVEMENT PLAN

2026–2027 School Year | Canutillo ISD

Campus Status	Improvement Purpose	Accountability Goal
2026 TEA Overall: 70 (C) CSI identification due to low performance Closing the Gaps: 57 (F)	Strengthen Tier I instruction, accelerate academic growth, close student-group gaps, and build consistent systems for intervention, coaching, SPED/inclusion support, and progress monitoring.	Minimum goal: improve overall accountability to 80/B. Priority: exit CSI by improving Closing the Gaps and sustaining improvement across required years. District achievement targets: 90/60/30.

1. Spring 2026 Baselines and Spring 2027 Targets

Content	2026 Approaches	2027 Target	2026 Meets	2027 Target	2026 Masters	2027 Target
RLA	75%	90%	48%	60%	24%	30%
Mathematics	62%	90%	30%	60%	9%	30%
Science	78%	90%	51%	60%	23%	30%
Social Studies	52%	90%	25%	60%	13%	30%
All Subjects	68%	90%	38%	60%	17%	30%

Highest-Priority Need	Required Response
Closing the Gaps, mathematics, Social Studies, academic growth, and performance of students receiving Special Education services and other identified student groups.	Student- and standard-level analysis; protected intervention; strategic scheduling; teacher-specific coaching; SPED/inclusion monitoring; DOL-driven second teach; frequent progress checks; rapid adjustment when targets are missed.

Accountability Baseline

Measure	2026 Result	Improvement Focus
Overall Rating	70 / C	Move campus performance to at least 80/B while building sustainable systems.
Student Achievement	73 / C	Increase STAAR proficiency, especially Meets and Masters.
School Progress	75 / C	Increase academic growth; 2026 Academic Growth scaled score was 60/D.
Closing the Gaps	57 / F	Primary federal accountability priority; campus identified for Comprehensive Support and Improvement.

2. Teacher-Level Instructional Support

Support Level	Teachers / Assignments	Required Support
Benchmark / Leverage	Claudia Salgado – Algebra I Cecilia Pichardo Ortiz – Grade 8 RLA Yvonne Kurczewski – Grade 6 RLA (at YISD) Claudia Salgado – Honors Pre-Algebra	Use strong practices for modeling, peer observation, lesson study, and calibration while continuing to monitor student-group performance.
Targeted	Angel Olivas – Grade 8 RLA Erika Gamboa – Grade 7 RLA (at CHS) Vanessa Mendoza – Grade 8 Social Studies	Weekly PLC monitoring; lesson internalization; student-work analysis; focus on movement to Meets/Masters; scheduled walkthrough and feedback cycles.
Intensive	Maria Marquez – Grade 6 RLA (ISC) Melinda Castillo – Grade 6 RLA (SC/Inclusion) Cynthia Breceda – Grade 8 RLA (ISC) Edie Montoya – Grade 8 Math Intervention (CTE)	Weekly coaching; modeled lessons; co-planning; frequent walkthroughs; student-level data review; intervention/schedule review; documented follow-up.
Data Review / Small N	Kenneth Aguilar – specialized courses and other small-N tested rosters (BIC)	Review results with caution because of small N; verify services, instructional ownership, accommodations, minutes, student work, and current progress data.

Individual Teacher Plan Requirement	Required Dates
Campus administration will maintain academic support plans for identified priority teachers. Each plan will include baseline results, student/standard needs, 90/60/30 targets, walkthrough evidence, coaching actions, student work, and progress-monitoring results.	Initial plans: Sept. 30, 2026 First formal review: Oct. 16, 2026 Formal revisions: Dec. 18, 2026 and Mar. 12, 2027

3. Core Instructional and Student Actions

Priority Area	Strategic Supports	Evidence / Monitoring
Tier I Instruction	Lesson internalization; TEKS alignment and rigor; learning objectives/success criteria; Gradual Release; questioning; academic discourse; checks for understanding; differentiation; accommodations; pacing; evidence of mastery.	Focused walkthroughs; immediate feedback; internalized lessons; student work; coaching records.
DOL → Data → Second Teach	Use daily demonstrations of learning to identify mastery, group students, provide immediate second teach, extend learning, and reassess.	DOLs; data trackers; small-group plans; second-teach evidence; reassessment results.
Focus Five PLCs- Focused on Outcomes	Weekly PLCs identify standards/rigor, internalize materials, anticipate misconceptions, analyze demonstrations/common assessments, and plan reteach/intervention/enrichment.	internalized lesson, student-work analysis, response plan, or intervention roster.
Targeted Intervention	Protect intervention time; group/regroup from current data; meet HB 1416 requirements; provide after-school/intersession support as needed.	Intervention rosters; minutes; attendance; HB 1416 documentation; biweekly student progress.
Strategic Master Schedule	Match student needs to staffing strengths; protect intervention periods; review class size and placement; adjust when progress is insufficient.	Master schedule; placement analysis; class-size reports; schedule-change documentation.
Leadership Oversight	Principal and instructional leadership team conduct weekly data review and documented coaching cycles. (At this time the instructional team includes: Principal, Assistant Principals, and Instructional Coach)	Leadership agendas; walkthrough trends; coaching plans; follow-up documentation.

4. Special Education / ARD Strategic Supports

Area	Required Action	Deadline / Evidence
Staffing & Inclusion	Provide additional SPED teacher/aide support where identified; assign staff according to student needs and IEP requirements.	Staffing assignments and inclusion schedules; review monthly.
ARD / IEP Implementation	Review present levels, goals, services, minutes, accommodations, schedules, teacher access, and specially designed instruction. Monitor goal progress and adjust through ARD processes when data indicates need.	Service-minute checks; IEP progress; walkthroughs; student work; grading-period review.
General Ed + SPED Collaboration	Require collaborative planning, lesson internalization, and student-data review between general education and special education staff.	PLC/planning artifacts; accommodation evidence; student-progress data.
STAAR Decisions & Supports	Verify participation/accommodation decisions are committee-based and that approved supports are routinely used during instruction and assessment.	Initial audit by Nov. 13, 2026; second verification by Feb. 12, 2027; final readiness audit Mar. 12, 2027.
Specialized Rosters	Review low-performing FUND/BAS/intervention rosters for schedule, services, instructional ownership, intervention dosage, accommodations, and progress monitoring.	Student-level review at each formal TIP checkpoint.
Practice Opportunities	Provide repeated practice with the online STAAR platform, accessibility tools, and designated supports.	Practice records and student performance evidence before the final audit.
Final Audit	Complete testing documentation and accommodation audit.	Mar. 12, 2027.

5. Targeted Improvement Plan Progress Checks

Date	Progress Check	Required Evidence
Sept. 30, 2026	TIP launch and baseline verification	Final rosters, accountability analysis, teacher support plans, intervention groups, active evidence-folder links.
Oct. 16, 2026	TIP Progress Check 1	Common-assessment results, walkthrough trends, teacher-plan review, DOL/second-teach evidence.
Nov. 13, 2026	TIP Progress Check 2	Unit data, ARD/STAAR support review, intervention progress, student-group analysis.
Dec. 18, 2026	Midyear review	MOY/interim data, revised teacher plans, accountability projection, staffing/schedule review.
Jan. 29, 2027	TIP Progress Check 3	Reteach results, student movement, HB 1416 progress, coaching evidence.
Feb. 26, 2027	TIP Progress Check 4	Interim data, SPED/EB performance, final intervention adjustments.
Mar. 12, 2027	STAAR readiness review	STAAR projections, accommodation audit, teacher-plan revisions, student readiness.
Apr. 16, 2027	Final readiness check	Practice data, testing plans, intervention completion, student-level risk review.
June 2027	Preliminary outcome review	STAAR results and initial accountability projection.
August 2027	Final evaluation	Accountability results, CSI status review, continuation/revision plan.

Accountability Rule	Required Response
Formal oversight	Principal will meet with the Executive Director of Secondary Schools at each formal checkpoint.
Missed interim target	22. Within five instructional days, campus leadership will document the instructional, coaching, intervention, staffing, or scheduling adjustment and identify the responsible owner and follow-up date.

6. Artifact Submission and Evidence

Evidence Folder / Link	Required Artifacts	Upload Frequency / Due Date
[CMS TIP Master Evidence Folder – Insert Link]	TIP, calendar, progress reports, accountability projections, meeting notes.	Active link due Sept. 30, 2026.
[Teacher Support Plans – Insert Link]	Individual plans, coaching records, walkthroughs, student-work reviews, progress updates.	Initial upload Sept. 30; update monthly.
[PLC & Lesson Internalization – Insert Link]	Agendas, internalized lessons, DOLs, student work, reteach plans, intervention/enrichment decisions.	Every Friday.
[Assessment & Intervention Data – Insert Link]	Common/district assessments, TEKS analysis, student groups, HB 1416 and intervention progress.	Within five instructional days of each assessment.
[Walkthrough & Coaching Evidence – Insert Link]	Walkthrough trends, feedback, modeling, co-planning, coaching cycles.	Every two weeks.
[SPED / ARD Monitoring – Insert Link]	Service checks, IEP goal progress, accommodations, STAAR decisions, inclusion support.	Monthly and at each TIP check.
[Master Schedule / Staffing – Insert Link]	Student placement, intervention schedule, class-size analysis, staffing adjustments.	At launch and whenever changes occur.
[Family Engagement – Insert Link]	Parent communication, academic meetings, intervention/attendance outreach.	Monthly.
[District / Board Updates – Insert Link]	Executive summaries, interim performance, risks, actions, resource needs.	Following major assessment windows.

Security and Access Requirement

Student-identifiable and personnel records must remain in district-approved, access-restricted folders shared only with authorized staff.

7. District Oversight and Expected Outcome

District Oversight	Expected Outcome
The Executive Director of Secondary Schools and Curriculum & Instruction will conduct campus visits, observe PLCs and classrooms, monitor teacher plans, provide coaching/modeling, review intervention and SPED supports, analyze progress after major assessment windows, and require corrective action when targets are missed.	Immediate commitment: improve Closing the Gaps and accelerate student growth while raising overall accountability performance. Long-term aim: establish sustainable instructional, intervention, leadership, and student-support systems that move CMS to at least a B rating and support exit from Comprehensive Support and Improvement.

8. Evidence-Based School Improvement Strategy

CMS will implement one coherent improvement strategy centered on standards-aligned Tier I instruction, DOL-driven instructional response, data-focused PLCs, job-embedded coaching, protected intervention, strategic scheduling, and strengthened SPED/inclusion support. The strategy is designed to address the campus's documented gaps in mathematics, Social Studies, academic growth, Closing the Gaps, and specialized student populations.

Strategy Component	CMS Implementation	Student Outcome Connection
Standards-aligned Tier I	Internalize lessons; align rigor to TEKS; model explicitly; use checks for understanding, discourse, differentiation, accommodations, and independent demonstration of learning.	Increase access to grade-level work and improve Approaches, Meets, and Masters.
DOL-driven response	Teach → DOL → Analyze → Group → Second Teach → Reassess.	Address misconceptions immediately and improve short-cycle mastery.
Data-driven PLCs	Use DOLs, common assessments, STAAR/district data, student work, intervention results, and subgroup performance to determine next actions.	Accelerate response to unfinished learning and close student-group gaps.
Job-embedded coaching	Modeling, co-planning, observation, immediate feedback, deliberate practice, and differentiated support by teacher need.	Strengthen implementation quality and teacher capacity.
Targeted intervention	Protected time, flexible grouping, HB 1416 compliance, TEKS-aligned instruction, tutoring/intersession, frequent progress checks.	Move students below grade level toward mastery and improve growth.

Strategic staffing & SPED inclusion	Match student needs to effective teachers and appropriate SPED staff; monitor IEP implementation and specially designed instruction.	Improve outcomes for priority and specialized student populations.
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9. Implementation Monitoring Protocol

Monitor	Frequency	Implementation Evidence	Decision and Documentation
Principal / Assistant Principals	Weekly	DOL implementation, PLC products, lesson internalization, walkthroughs, intervention rosters, coaching records, student work.	Record trends, assign follow-up, and verify completion at the next leadership review.
Campus Instructional Leadership Team	Every 3 weeks	Student progress by teacher/content; HB 1416; SPED; EB; students not responding to intervention; common-assessment results.	Continue, intensify, or replace response; regroup students; adjust teacher supports and schedule.
Executive Director of Secondary Schools & C&I	Each formal TIP checkpoint and campus visits	Evidence folders, fidelity trends, accountability projections, teacher plans, student-group progress, 90/60/30 movement.	Document feedback, required corrections, district supports, responsible owner, and due date.
Special Education Leadership	Monthly / quarterly	Service minutes, IEP goal progress, accommodation use, ARD decisions, inclusion support, STAAR readiness.	Correct implementation gaps and initiate committee review when student data indicates possible changes.
District Leadership / Board, as applicable	After major assessment windows	Executive summary of implementation, interim performance, risks, actions taken, and resource needs.	Review progress and district response; maintain plan documentation.

10. Additional Actions if the Plan Is Not Successfully Implemented

Trigger	Required Additional Action	Timeline	Verification
Fidelity requirement is missed	Principal assigns corrective action, modeling/co-planning, and follow-up walkthrough or artifact review.	Written adjustment within 5 instructional days; verify within 10.	Completed artifact, walkthrough evidence, principal sign-off.
Student group or standard misses two consecutive short-cycle targets	Increase intervention dosage; regroup students; revise reteach; add content/SPED/EB support as appropriate.	Begin within 5 instructional days of second miss.	Revised intervention plan and next-cycle results.
Teacher support plan shows insufficient improvement	Increase coaching frequency; require demonstration lessons/co-teaching support; document conference aligned to district support/appraisal procedures.	At next review; follow up every 2 weeks.	Updated teacher plan, coaching log, classroom evidence.
Campus milestone or major assessment target is missed	Executive Director leads root-cause review and may redirect staff time, professional learning, intervention resources, schedule, or district support.	Within 10 instructional days of verified results.	District-approved revision with owners, dates, resources, measures.
Plan remains unsuccessful after intensified support	District leadership evaluates stronger staffing, schedule, program, intervention, and other actions permitted by district policy and applicable requirements.	Next formal checkpoint or sooner if risk is urgent.	Written district determination and leadership/board update as appropriate.

11. Reallocation of Resources

Resource	Reallocation for Plan Implementation	Responsible Leader	Evidence of Use / Impact
Time	Protect PLCs, intervention blocks, coaching cycles, data reviews, walkthrough/debrief time; prioritize tested areas and priority teachers.	Principal / APs	Master schedule, PLC calendar, intervention rosters, coaching calendar, completion logs.
Funding	Prioritize allowable funds for standards-aligned intervention materials, assessment tools, release time/substitutes, and professional learning tied to identified needs.	Principal with C&I / Finance	Budget/purchase records, PD records, evidence connecting expenditures to identified needs.

Staffing	Add/realign SPED and aide support; concentrate campus/district content support on priority teachers, subjects, and student groups; adjust intervention assignments.	Executive Director / Principal	Support calendar, staff assignments, service checks, coaching records, student progress.
Materials & Data	Ensure access to district-adopted materials, TEKS-aligned practice, common assessments, STAAR accessibility tools, and student-level reports.	C&I / Principal	Material-access checks, assessment calendar, PLC artifacts, evidence-folder updates.

12. Approval and Implementation Timeline

Requirement	Canutillo Middle School Documentation
Plan development	Developed using Spring 2026 accountability results, STAAR outcomes, the CMS Campus Performance Improvement Plan, and the district 90/60/30 achievement expectations.
Board approval	Board approval date: _____. The district will align approval/submission requirements to applicable 2026–27 school-improvement guidance.
Implementation underway	Teacher support plans, intervention systems, evidence folders, DOL/second-teach monitoring, and leadership progress checks begin during Fall 2026.
Local maintenance / submission	Maintain the approved plan and evidence locally and submit through the required district/TEA process if requested.
Annual evaluation	Evaluate preliminary outcomes in June 2027 and final accountability results in August 2027; determine continuation, revision, or escalation based on implementation and student outcomes.

13. Key Data Rationale

- CMS earned a 2026 overall scaled score of 70 (C). School Progress was 75 (C), while Academic Growth was 60 (D).
- Closing the Gaps was 57 (F), and CMS was identified for Comprehensive Support and Improvement due to low performance.
- Across 1,715 STAAR tests, 68% were at Approaches or above, 38% at Meets or above, and 17% at Masters.
- RLA performance was 75/48/24; mathematics was 62/30/9; science was approximately 78/51/23; Social Studies was approximately 52/25/13.
- The campus Academic Growth score was 55; annual growth was 53 and accelerated learning was 28.
- The CMS campus plan calls for targeted intervention, strategic scheduling, strengthened SPED/inclusion support, stronger Tier I instruction, DOL-driven second teach, PLCs focused on student outcomes, and recurring administrator progress monitoring.

14. Campus Commitments

Commitment	2026–27 Expectation
90/60/30	Use 90% Approaches, 60% Meets, and 30% Masters as the district achievement targets for planning and progress monitoring.
Closing the Gaps	Review every major assessment by accountability/student group, with explicit attention to SPED, EB, economically disadvantaged, and other evaluated groups.
Growth	Track individual student growth and accelerated learning, not only proficiency.
Adult Action	Every data review must identify what adult action will change as a result of the evidence.
Continuous Improvement	Identify Need → Provide Intervention → Monitor Implementation → Measure Student Growth → Adjust → Reassess.

Signatures / Acknowledgment

Role	Name / Signature	Date
Principal		
Executive Director of Secondary Schools		
Curriculum & Instruction Representative		
District Leadership / Designee		

CANUTILLO MIDDLE SCHOOL

Targeted Improvement Plan

2026–2027 School Year

Board Presentation

Canutillo Independent School District

Canutillo Middle School: Focused Action Plan

OVERALL RATING
70 / C

Minimum goal: 80 / B

CLOSING THE GAPS
57 / F

Primary federal priority

ACADEMIC GROWTH
60 / D

Acceleration must improve

CAMPUS STATUS
CSI

Comprehensive Support and Improvement

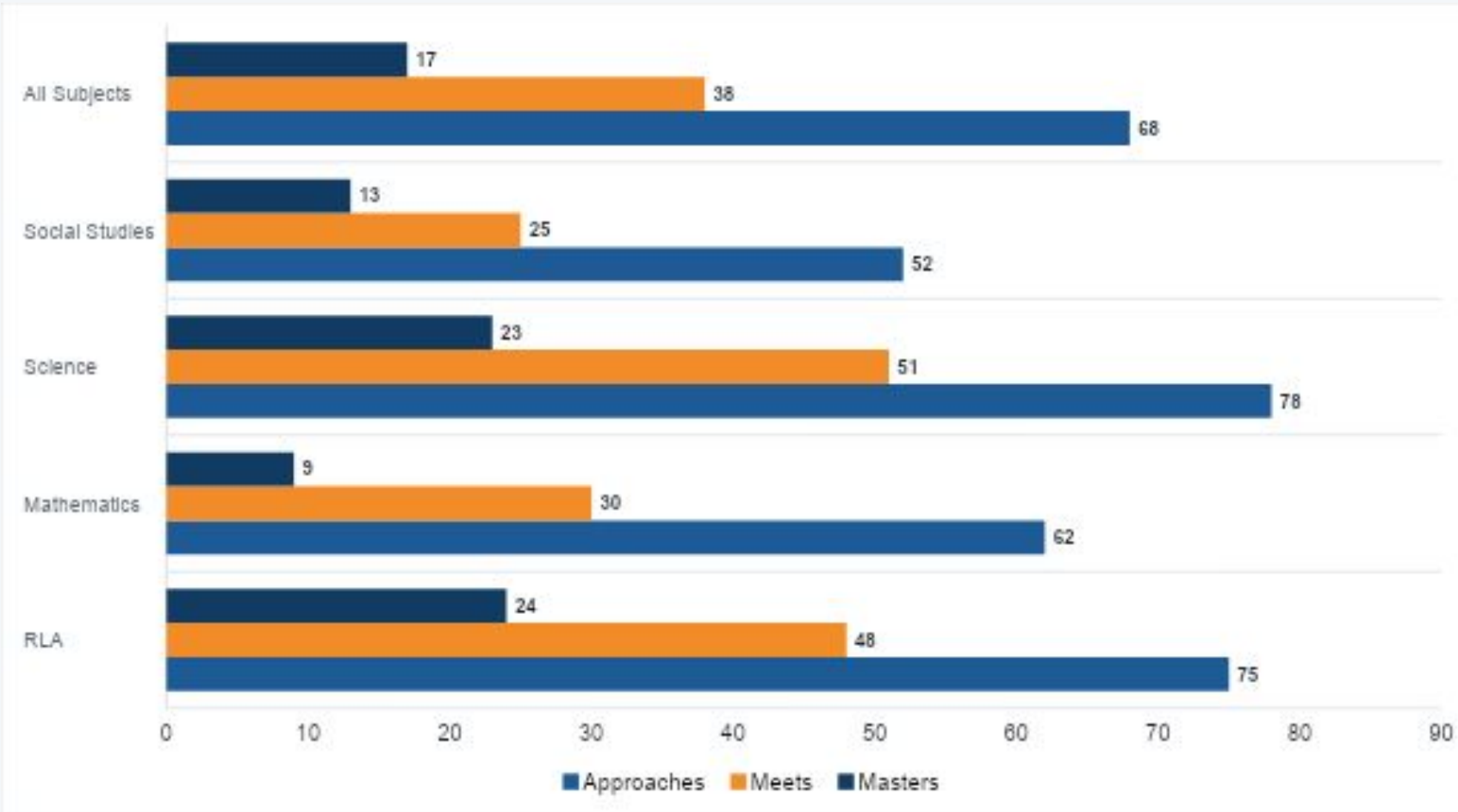
The central challenge

CMS must raise overall achievement while closing student-group gaps and building consistent systems for instruction, intervention, coaching, and SPED/inclusion support.

Outcome: sustainable improvement that moves CMS to at least a B and supports exit from CSI.

Spring 2026 performance shows the largest gaps in Mathematics and Social Studies

03



1,715

STAAR tests

Priority content areas

Mathematics
62% Approaches | 30% Meets

Social Studies
52% Approaches | 25% Meets

All-subject baseline:
68% Approaches
38% Meets
17% Masters

One coherent strategy connects daily instruction to student results

05

1	Tier I instruction	Instruction is aligned to the TEKS and maintains appropriate rigor through intentional teacher modeling and frequent checks for understanding throughout the lesson. Each lesson includes a clear learning objective and success criteria, followed by guided practice and daily evidence of learning to determine student mastery and guide reteaching or next steps.
2	Daily response	Teachers analyze upcoming lessons, student work, and DOL data during PLCs. Teams use the data to plan student grouping, targeted second teach, extension, and reassessment, while demonstrating and refining upcoming lessons to ensure alignment and rigor. Instructional cycle includes DOL → Data Analysis → Student Grouping → Second Teach/Reteach or Extension → Reassessment. Teachers use daily evidence of learning to adjust instruction, provide targeted support, and verify that students have mastered the TEKS before moving forward.
3	PLCs and coaching	Student work, common assessments, modeling, feedback
4	Protected intervention	Flexible groups, HB 1416, tutoring, progress checks
5	Staffing, Scheduling and SPED inclusion	Effective placement, IEP implementation, specialized support

30

Implementation standard: every data review identifies the adult action that will change.

Teacher support is differentiated by evidence and student need

Support level	Area of Need	Support the campus provides
Intensive	SPED students, ISC Classes, BIC	Weekly coaching and shared planning, model lessons, peer observations, lesson study, calibration, two classroom visits per week, student-work review, and real-time and observation-based feedback. Modeling, peer observation, lesson study, calibration
Close Data Review	SPED/Specialized rosters	Weekly PLC monitoring, lesson internalization, and student-work analysis. Review student schedules, required services, accommodations, service minutes, staff responsibilities, and student progress, with ongoing observation and coaching support for ISC teachers. Weekly PLC monitoring, lesson internalization, student-work analysis and services, coaching
Target	SPED students, ISC Classes, BIC (Math/Reading)	Weekly planning review, lesson feedback, demonstrations, test question review, and a classroom visit every 3 weeks. Weekly coaching, modeled lessons, co-planning, frequent walkthroughs

The principal monitors classroom practices and student outcomes.

- Review failure reports each grading period.
- Use NWEA MAP data to identify students needing support.
- Review DOL data and misconceptions during PLCs to guide reteaching.

Sept. 30

Initial plans

Oct. 16

First formal review

Dec. 18

31 Formal revisions

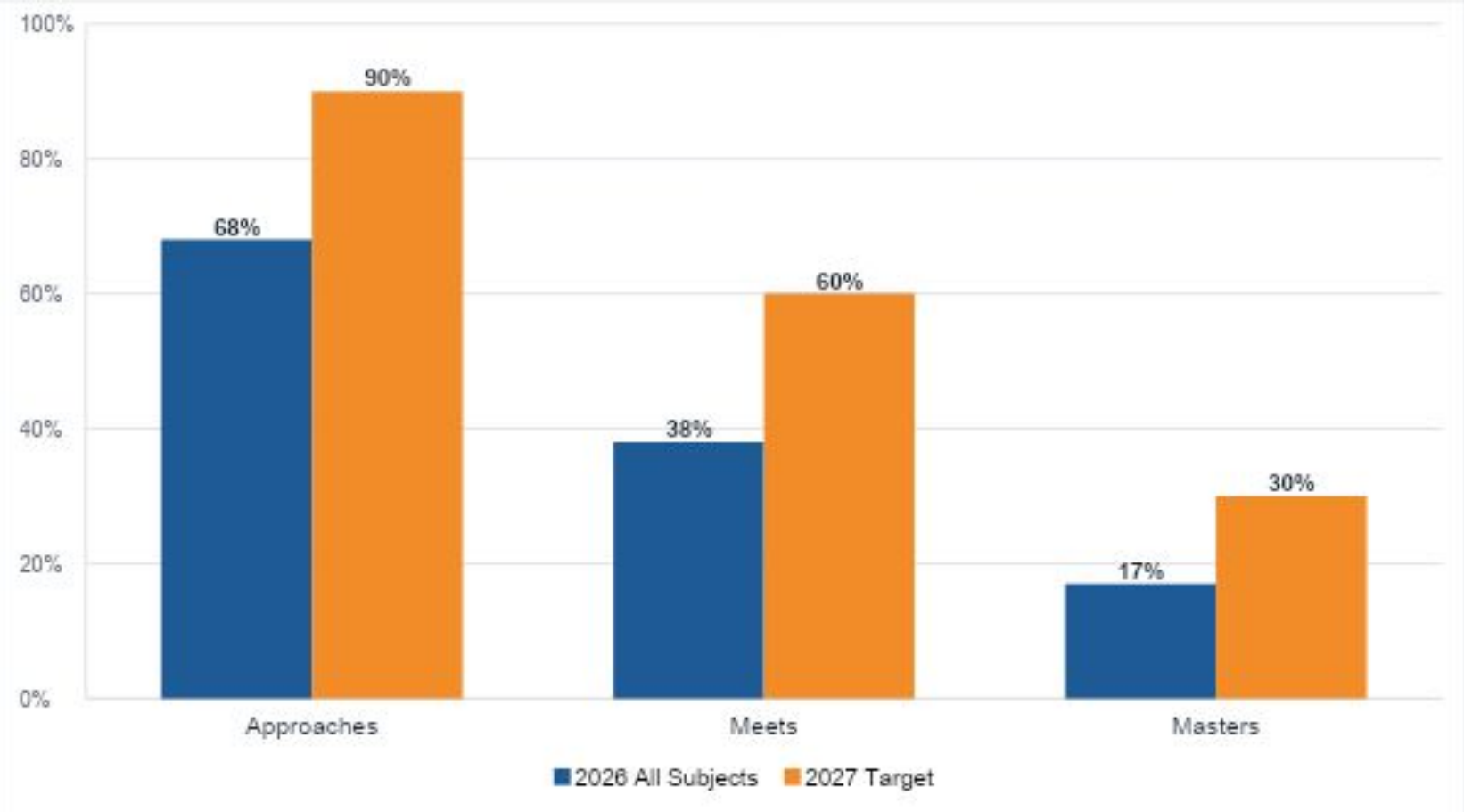
Mar. 12

Formal revisions

SPED and inclusion supports receive explicit monitoring

01	02	03	04	05
Staffing and inclusion	ARD and IEP implementation	General education + SPED	STAAR readiness	Specialized rosters
Align teacher and aide assignments to IEP requirements; review inclusion schedules monthly.	Verify services, minutes, goals, accommodations, schedules, and specially designed instruction.	Require collaborative planning, lesson internalization, and student-data review.	Audit committee-based decisions and routine use of approved supports by Nov. 13, Feb. 12, and Mar. 12.	Review schedule, ownership, intervention dosage, accommodations, and progress at every checkpoint.

The 2027 targets establish a common 90/60/30 standard



Required improvement

APPROACHES GAP

+22 points

MEETS GAP

+22 points

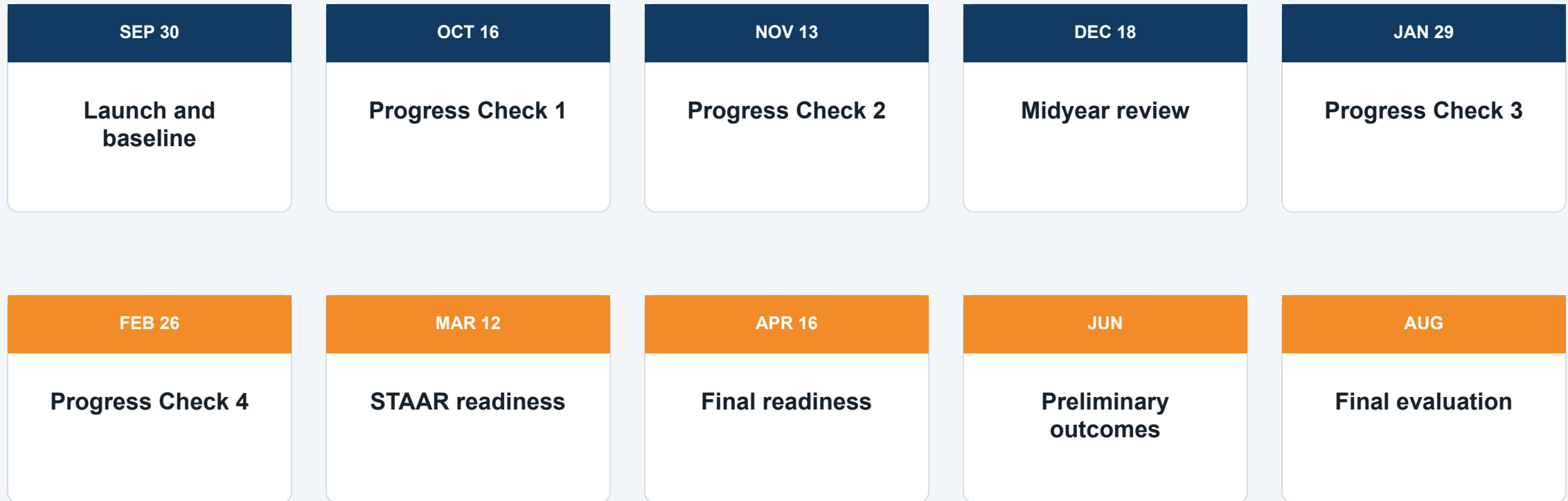
MASTERS GAP

+13 points

Each content area uses the same 90% Approaches, 60% Meets, and 30% Masters planning targets.

A fixed monitoring calendar keeps implementation on schedule

08



At each formal checkpoint: evidence review, accountability projection, required corrections, assigned owner, and due date.

Missed targets trigger timely corrective action

Trigger	Required action	Timeline / verification
Fidelity requirement missed	Assign corrective action, modeling or co-planning, then conduct a follow-up review	Adjustment within 5 days; verify within 10
Two consecutive short-cycle misses	Increase intervention dosage, regroup, revise reteach, and add content or student-group support	Begin within 5 instructional days
Teacher plan shows insufficient improvement	Increase coaching; add demonstration lessons or co-teaching support	Follow up every 2 weeks
Campus milestone missed	Executive Director leads root-cause review and may redirect time, staffing, learning, intervention, or schedule	District revision within 10 instructional days

Governance rule: campus leadership documents the adjustment, responsible owner, and follow-up date within five instructional days after a missed interim target.

Resources and district oversight align to the identified needs

10



TIME

- Protected PLCs
- Intervention blocks
- Coaching cycles
- Data reviews



FUNDING

- Standards-aligned intervention
- Assessment tools
- Release time
- Professional learning



STAFFING

- SPED and aide support
- Content support
- Intervention assignments



MATERIALS + DATA

- District materials
- TEKS-aligned practice
- Assessments
- Accessibility tools

District Oversight

Executive Director and Curriculum & Instruction conduct campus visits, observe PLCs and classrooms, monitor teacher plans, review intervention and SPED supports, and require corrective action when targets are missed.

How are we supporting these outcomes now?



PLCs

Protected time built into master schedule for PLCs w/Focus 5:

- Content Development
- Lesson Internalization
- 2nd Teach/Enrichment and Re-Teach
- Demo Lesson
- Student Work Analysis



TUTORING

- Weekly After School Tutoring with Core Subjects; including ISC & BIC
- EB Push Ins with Math Tutor
- Saturday Sessions



US PREP

Pipeline to Leadership (P2L) Strategic Staffing Goals, Designs and Objective Participant



COACHING & FEEDBACK

District materials, TEKS-aligned practice, assessments, accessibility tools partnered with Region 19



STRATEGIC STAFFING

- Restructuring of SPED units and hiring of teachers and aides
- Staff Restructuring

Observations, Feedback & Coaching (increases weekly)

Principal-Esparza

TTESS Walkthroughs:
31

C/O Feedback: 42

Teacher Coaching: 2

-Y. Hernandez ISC 6th grade

-K. Aguilar BIC 6th-8th grade

AP-Mendoza

TTESS Walkthroughs:
30

C/O Feedback: 42

Teacher Coaching: 2

-C. Salgado-Alg/7th Adv Math

-D. Sifuentes-6th ELR & Dyslexia 6th-8th grade

AP-Mena

TTESS Walkthroughs:
5

C/O Feedback: 29

Teacher Coaching: 2

-R. Perez-Social Studies-6th grade;
History-8th grade

-V. Sandoval-Science 8th grade

IC-Arredondo

C/O Feedback: 24

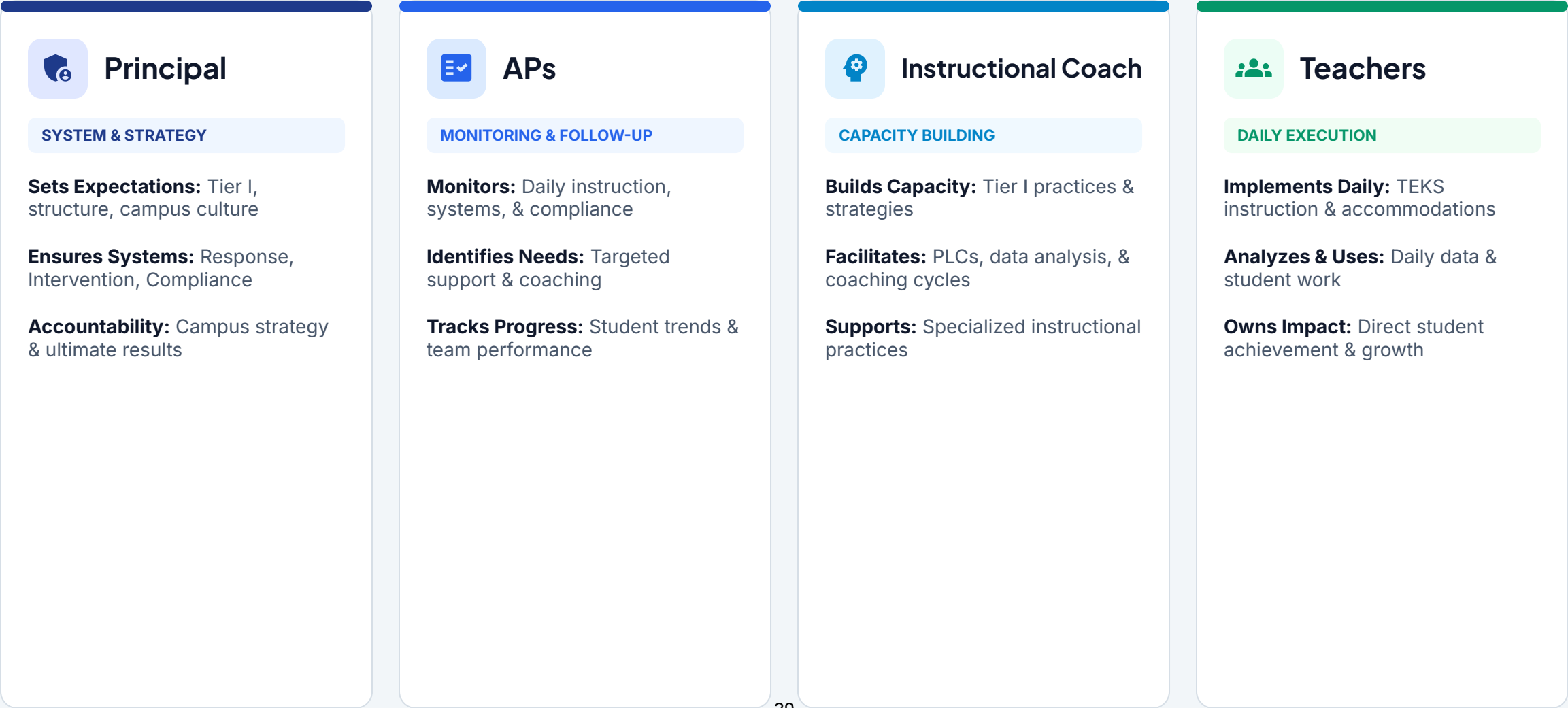
Teacher Coaching: 2

-M. Marquez-ISC 7th grade

-L. Cuellar-Art 6th-8th grade

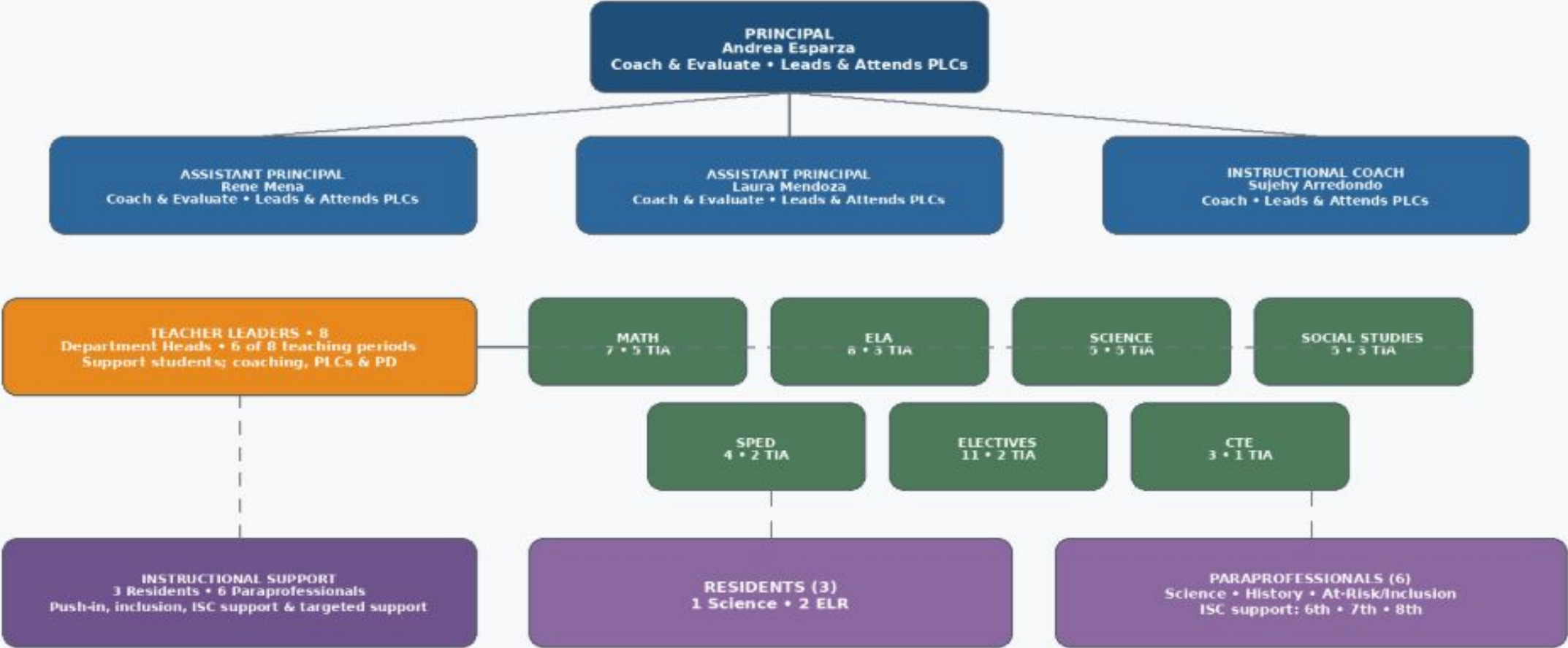
-New and/or those teachers that need extra support as we move through the year.

Core Function Continuum Across Roles



Canutillo Middle School STEAM Academy

Campus Organizational Chart • Staff Inventory & Instructional Support Structure



TIA = Teacher Incentive Allotment • Department staffing reflects the uploaded staff inventory.

SI Strategy

Core Improvement Objective

Our strategy for school improvement is Instructional Leadership Development through TIL



Grant & Leadership Observation

Utilizing the ESC Region 19 Grant for TIL Observation and Feedback



Diagnostic Commitment

Opting In to the ESF Diagnostic



Landscape Analysis (2024–2025)

Landscape Analysis from 2024-2025 shows areas of growth in:

- **Lever 4: Academic Review**
- **Lever 5: Data Driven Instruction**



Lever 4 & Lever 5 Execution

Continue with Lever 4 and Lever 5 as areas of improvements to include but not limited to routine monitoring of systems, job embedded coaching, job embedded pd (PLC) and lesson internalization

Board approval establishes the plan and accountability structure

11

IMMEDIATE COMMITMENT

Improve gaps + growth

Raise overall accountability performance

MINIMUM OUTCOME

80 / B

Build sustainable campus systems

LONG-TERM PRIORITY

Exit CSI

Sustain improvement across required years

Approval and implementation

- **Board approval date:** _____
- Fall 2026: plans, intervention, evidence folders, and progress checks begin
- June 2027: preliminary outcome review
- August 2027: final accountability evaluation and continuation, revision, or escalation decision



CANUTILLO INDEPENDENT SCHOOL DISTRICT

iViva Canutillo!

To: Board of Trustees and Superintendent Dr. Borrego

From: Dr. Debra Kerney, Chief Academic Officer

Date: October 7, 2026

Re: Approval of Gonzalo & Sofia Garcia Elementary School's 2026-2027 Local Improvement Plan for State and Federal Accountability

As discussed during the August 2026 Regular Board Meeting, Garcia Elementary School received a "D" Rating for the 2025-2026 school year. The Texas Education Agency requires the development of a locally developed improvement plan or "LIP" to ensure that the district has a plan to improve campus performance. This plan must be approved by the Board of Trustees.

Garcia Elementary School will utilize its Local Improvement Plan (LIP) as the primary framework for organizing, implementing, and monitoring school improvement efforts. The LIP will provide a clear and intentional roadmap for addressing identified areas of need, strengthening instructional practices, building leadership capacity, and accelerating student outcomes.

The LIP will align campus improvement efforts with the Texas School Improvement Playbook, Effective Schools Framework (ESF), and Effective District Framework (EDF). Rather than viewing school improvement as a collection of separate initiatives, the LIP will bring together campus goals, evidence-based strategies, leadership actions, professional learning, coaching, and progress-monitoring routines into one coherent system.

The goal is to ensure that every improvement action at Garcia Elementary School is connected to a clearly identified student need and contributes to the larger objective of providing high-quality, rigorous, and responsive instruction for every student.

Purpose and Focus

The Garcia Elementary School LIP (attached) will identify a focused set of high-leverage improvement priorities based on student achievement data, classroom evidence, instructional observations, student work, stakeholder feedback, and other relevant sources of evidence.

The plan will help the campus move from identifying areas of concern to implementing specific actions designed to produce measurable improvement. The LIP will answer four essential questions:

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1. What do we need to improve?

Identify the most significant student achievement, instructional, and organizational needs facing the campus.

2. Why is this improvement necessary?

Establish a clear connection between the identified needs, student learning experiences, instructional practices, and student outcomes.

3. What will we do differently?

Identify evidence-based strategies, professional learning, coaching, instructional practices, and leadership actions that will address the identified needs.

4. How will we know if our actions are working?

Establish measurable outcomes, progress indicators, monitoring routines, and decision-making processes to determine whether implementation is leading to improved student outcomes.

How the Local Improvement Plan Will Drive School Improvement

The LIP will function as an active improvement and management tool, rather than simply a compliance document. Campus and district leaders will use the plan to establish priorities, clarify expectations, assign responsibility, monitor implementation, and make timely adjustments based on evidence.

Implementation will focus on several interconnected practices:

1. Establishing clear instructional priorities

Garcia Elementary School will identify high-impact priorities based on evidence. These priorities will provide a common direction for teachers, instructional leaders, and campus administrators and will ensure that time, resources, and professional learning are concentrated on the practices most likely to improve student learning.

2. Strengthening Tier I instruction

The LIP will emphasize high-quality core instruction, rigorous and appropriately challenging learning experiences, effective lesson design, purposeful assessment, and responsive instructional practices. The campus will focus on ensuring that strong instruction is consistently available to all students before relying on additional interventions.

3. Strengthening leadership practices

Campus leaders will use the LIP priorities to guide classroom observations, instructional walkthroughs, collaborative planning, data reviews, feedback cycles, and professional learning. Leadership actions will be intentionally connected to the

campus improvement priorities so that leaders consistently reinforce the instructional practices identified in the plan.

4. Using coaching and professional learning strategically

Professional learning and instructional coaching will be directly connected to identified needs and LIP strategies. Teachers will receive opportunities for modeling, collaborative planning, observation, feedback, and reflection to support the transfer of professional learning into daily classroom practice.

5. Using data to drive decisions

The campus will establish consistent routines for examining student achievement, formative assessment results, student work, classroom evidence, and other relevant data. Data will be used not simply to measure outcomes, but to identify instructional adjustments and determine where additional support is needed.

6. Monitoring implementation and impact

The LIP will distinguish between implementation evidence and student outcome evidence. Campus leaders will monitor whether identified strategies are being implemented as intended and whether those strategies are contributing to improved student learning.

7. Adjusting based on evidence

The LIP will operate as a continuous improvement cycle. When evidence demonstrates progress, effective practices will be reinforced and expanded. When progress is limited, leaders will examine barriers, provide additional support, adjust implementation, and revise strategies as appropriate.

Alignment with the Texas School Improvement Playbook

Garcia Elementary School's LIP will serve as the campus-level structure for translating the expectations of the School Improvement Playbook into daily practice. District and campus improvement activities—including leadership consultations, DCSI support, campus intervention team collaboration, site visits, stepbacks, performance-management routines, professional learning, and progress monitoring—will be connected to the priorities and strategies identified in the LIP. This alignment will promote clarity, coherence, and consistency across the improvement process. Rather than operating independently, district support and campus actions will reinforce the same instructional priorities and expected outcomes.

The LIP will therefore provide a common language for discussing improvement, a shared set of expectations for implementation, and a systematic process for determining whether the work is producing meaningful results.

Monitoring Progress

Garcia Elementary School will monitor progress using both leading and lagging indicators.

Leading indicators may include:

- Consistent implementation of identified instructional practices
- Classroom walkthrough and observation evidence
- Quality of lesson planning and collaborative planning
- Teacher participation in professional learning and coaching
- Evidence of instructional rigor and student engagement
- Effective use of formative assessment
- Analysis and use of student work
- Implementation of identified campus strategies and action steps
- Evidence of responsive instruction based on student data

Lagging indicators may include:

- Interim and benchmark assessment performance
- STAAR achievement and growth
- Student mastery of priority standards
- Progress toward campus academic goals
- Achievement gaps among student groups
- Course or grade-level performance
- Other campus-defined student success measures

Regular review of these indicators will allow campus leaders to determine whether the strategies identified in the LIP are being implemented with fidelity and whether they are resulting in improved student outcomes.

Roles and Accountability

- Successful implementation of the LIP will require shared ownership and accountability across the district and campus.
- District leadership will provide direction, resources, monitoring, and support to ensure that Garcia Elementary School has the capacity and conditions necessary to implement the plan successfully.
- Campus leadership will own the implementation of the LIP by establishing clear expectations, monitoring progress, providing feedback, removing barriers, and ensuring that staff receive appropriate support.
- Instructional leaders and coaches will connect LIP priorities to professional learning, instructional coaching, modeling, collaborative planning, classroom observation, and feedback.
- Teachers and staff will implement identified instructional practices, analyze evidence of student learning, collaborate with colleagues, and participate actively in continuous improvement.
- Campus improvement teams will review implementation and outcome data, identify barriers, monitor progress toward goals, and recommend adjustments when evidence indicates that changes are needed.

Expected Impact

The ultimate purpose of Garcia Elementary School's LIP is not simply to document improvement activities. Its purpose is to create the conditions for sustained improvement in teaching and learning.

Through focused priorities, aligned professional learning, consistent leadership practices, evidence-based instruction, and ongoing progress monitoring, the LIP will help Garcia Elementary School establish a continuous improvement culture in which decisions are driven by evidence and actions are directly connected to student needs.

Success will be demonstrated through stronger instructional consistency, increased leadership and teacher capacity, improved student engagement and rigor, greater mastery of priority standards, and measurable gains in student achievement and growth.

Conclusion

Garcia Elementary School's Local Improvement Plan will serve as the organizing structure for campus improvement. It will bring together the expectations of the Texas School Improvement Playbook, Effective Schools Framework, district support systems, campus leadership practices, instructional coaching, professional learning, and data-driven decision-making into one coherent improvement process.

The LIP provides a transparent framework for understanding:

- What Garcia Elementary School is working to improve;
- Why those priorities were selected;
- What actions the campus will take;
- Who is responsible for implementation;
- How progress will be measured; and
- How leadership will respond when evidence indicates that adjustments are needed.

Ultimately, the Garcia Elementary School Local Improvement Plan is designed to make school improvement intentional, measurable, collaborative, and sustainable. By connecting improvement priorities to daily instructional practice and establishing clear routines for monitoring implementation and student outcomes, the LIP will help ensure that improvement efforts translate into stronger teaching, deeper learning, and improved outcomes for every student at Garcia Elementary School.

GARCIA ELEMENTARY SCHOOL

Strategic Support Plan

2026-2027 School Year

Board Presentation

Canutillo Independent School District

Garcia Elementary must improve math results

02

2026 STATE RATING

67 / D

Campus improvement priority

MINIMUM GOAL

80 / B

2027 campus goal

STRETCH GOAL

A rating

Long-term aspiration

What this plan does

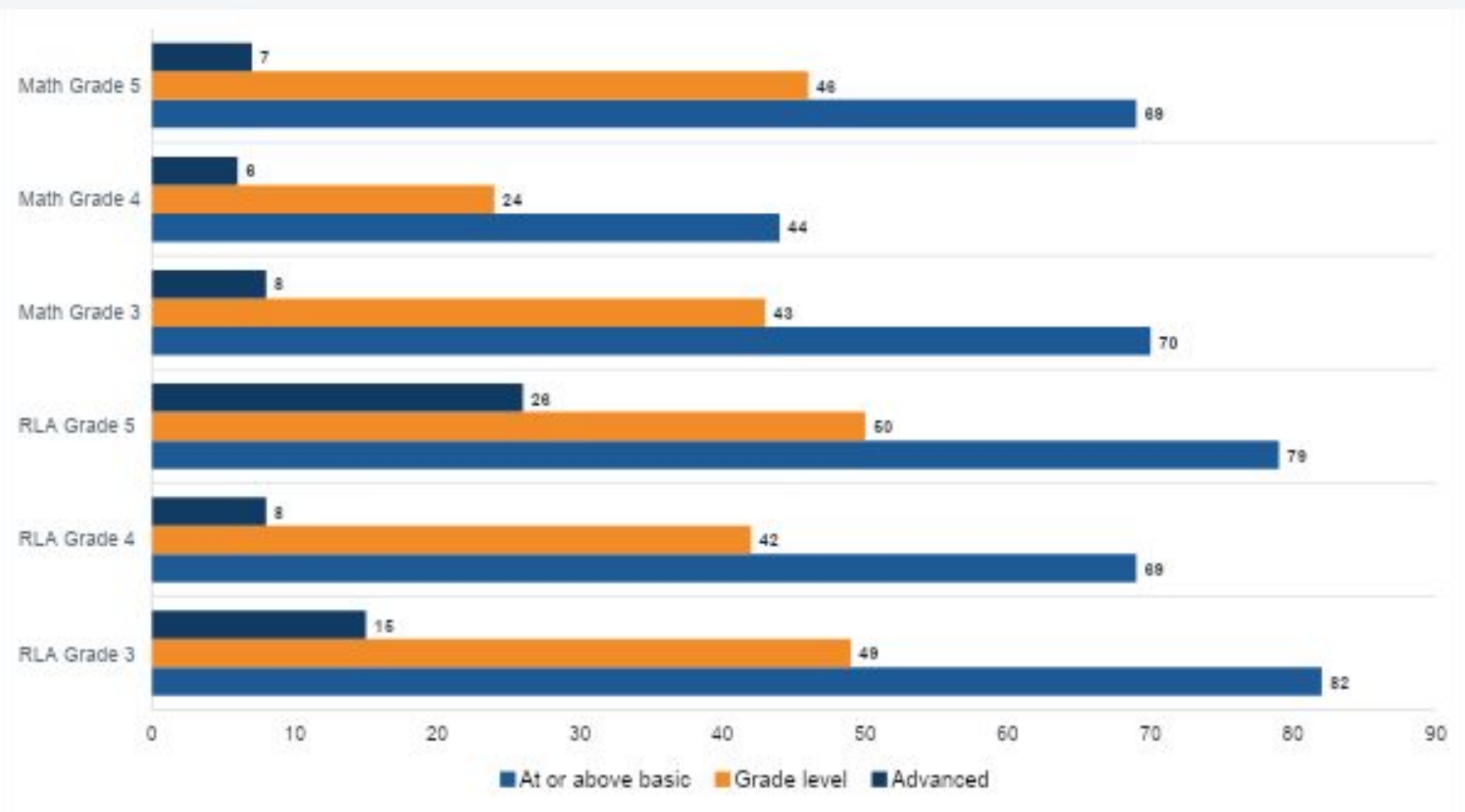
Each week, the principal checks lessons and student work, gives teachers feedback, and adjusts help for students. District leaders check that the plan is carried out.

Highest priority:

- **Grade 4 mathematics, followed by Grade 3 mathematics and movement from Approaches to Meets and Masters.**
- **Growth in ISC grades 3 through 5 in ELAR and Mathematics.**

50

Grade 4 math needs the most attention



GRADE 4 MATH STUDENTS

44 / 24 / 6

At or above basic / grade level / advanced

ALL TESTED MATH GRADES

61 / 38 / 8

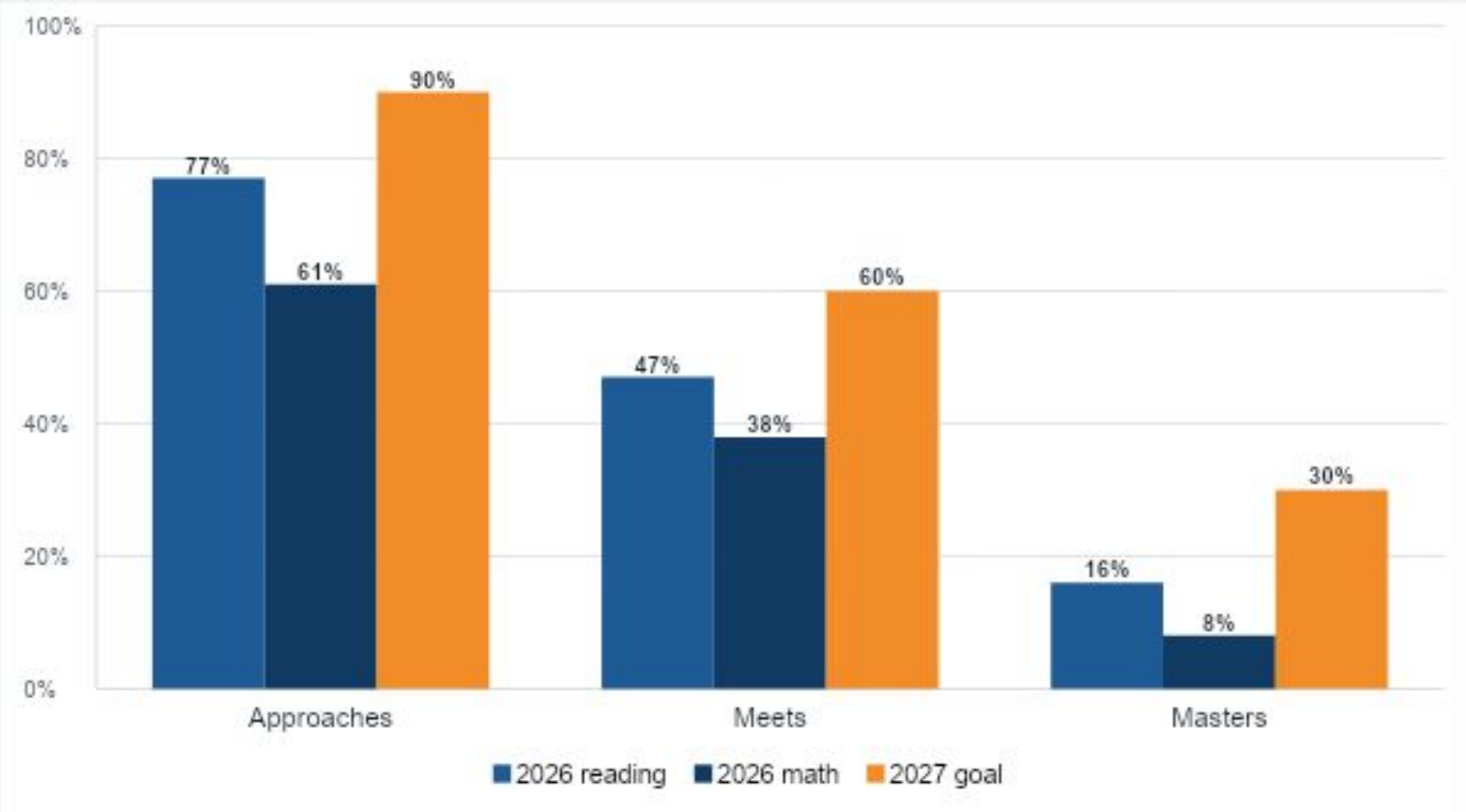
At or above basic / grade level / advanced

ALL TESTED READING GRADES

77 / 47 / 16

At or above basic / grade level / advanced

2027 goal: more students reach each test level



Math gains needed

AT OR ABOVE BASIC

+29 points

AT GRADE LEVEL

+22 points

ADVANCED

+22 points

Goal in grades 3–5 reading and math: 90% at or above basic, 60% at grade level, 30% advanced. Leaders check each grade and student group.

How the campus will improve teaching and learning

05

1	Strong lessons for every student	Teachers plan the objective, success criteria, model, guided practice, and daily evidence of learning.
2	Teacher planning meetings	Teachers study upcoming lessons and student work, then plan what to reteach or extend. Teachers meet with administrators on Mondays for Content Led meetings, DOL data, and demonstration of lessons.
3	Coaching in classrooms	Principals coach in the moment, model the identified skill, observe its use, and revisit evidence in the next cycle.
4	Extra help during the school day	Teachers group students by current needs and practice reading responses and math problems. Students receive extra support during WINN time, 2nd teach, and ACE tutoring.
5	Weekly checks by leaders	The principal checks the work each week; district leaders verify it at scheduled reviews.

53

Priority: Grade 4 math, then Grade 3 math, with more students reaching grade level and advanced results.

Teachers receive support matched to student needs

06

Support level	Area of need	Support the campus provides
Intensive	Grades 3 and 4 math	Weekly coaching, model lessons, shared planning, two classroom visits each week, and student work review. 3rd and 4th grade math teachers are receiving coaching in the moment, and coaching through observation feedback.
Close review	Special education classrooms	Check student schedules, required services and supports, staff responsibilities, and progress. SPED teachers meet in PLC twice a month to gather data, plan, and internalize lessons. The SPED department is supporting ISC teachers through observation and coaching.
Targeted	Grade 5 math	Weekly planning review, lesson feedback, demonstrations, test question review, and a classroom visit every two weeks. (This group of students are the 4th graders from last data set that needs intensive interventions).
Targeted	Grades 3–5 reading	Support reading comprehension, written responses, small groups, and movement to grade-level results.

The principal checks classroom practice and student results at each review.

- Failure reports after grading periods are monitored.
- NWEA Maps BOY data was used to identify students who need extra support.
- DOLs are monitored and misconceptions are reviewed with teachers during PLC

Sept. 16

Needs and actions

Oct. 9

Evidence check

Dec. 18

Revise support

Mar. 12

Revise support

Special education support includes services and learning

07

Student plans and services

Special education staff check each student's required services, schedule, teacher access to the plan, and progress every grading period.

State test decisions

Each student's special education team reviews current learning and past support before deciding state test supports.

Use of required supports

Teachers record use of required supports each month; special education leaders check and address gaps.

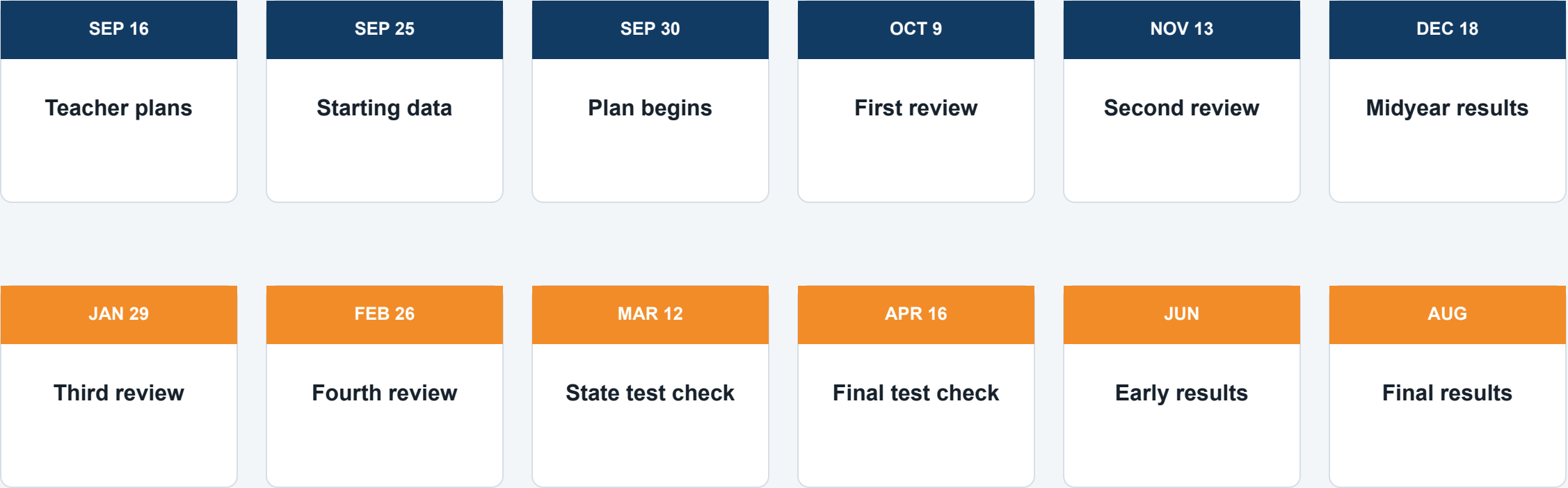
Practice with test tools

Students practice using the online test tools and the supports in their individual plans.

Final readiness check

Testing and special education leaders check that every required support is documented by March 12.

Leaders review results throughout the year



The principal records results at each review. If a goal is missed, the campus changes its approach within five school days. Board approval is due Nov. 20.

Current Status

Program	Facilitator(s)	Description
TIL Observation & Feedback	ESC Region 19	Through observation feedback our campus is coaching 6 teachers throughout the school year. In addition to calibrating as a team as needed. Coaching teaching to identify bite size action steps to support their instruction and student outcomes.
TXRL Campus Leader Workshop		Campus Structures - Sept. 15, 2026 HQIM internalization and Rehearsal - Sept. 29, 2026
Pipeline to Leadership: School Design	Jessica Pussman - Transformation Specialist	Strategic staffing partnership with US Prep, with support from the El Paso Community Foundation and CREEED. Its goal is to ensure every student has access to an effective teacher. P2L does this by by strengthening the teacher pipeline reimaging how schools are staffed, scheduled, and compensated, so effective teachers can reach more students, and newer teachers get the support they need to grow and stay.
Lead Summit	Region 19	Professional Development for leaders to strengthen support for Emergent Bilingual Students, MTSS process, Foundations for 1-3 years principals, and support through content led.
Principal PLCs	Canutillo ISD	Led by Dr. Arellano to provide supports and visits with imperative teams such as the SPED department director, Dr. Harrison, Mr. Solis, and other to support instruction and best practices.
Garcia ES Implementation Visit	Rachel Anderson - Region 19	Ms. Anderson supports through calibration walkthroughs, guides, coaches, and supports through the observation feedback. (3 hrs/visit) 2 visits have been completed.

Walkthrough Current Status

Ttess
Walkthroughs

August to October 1, 2026

60

- growing as year progresses.

Coaching Walkthroughs

August to October 1, 2026

87

- growing as year progresses.

Total Walkthroughs

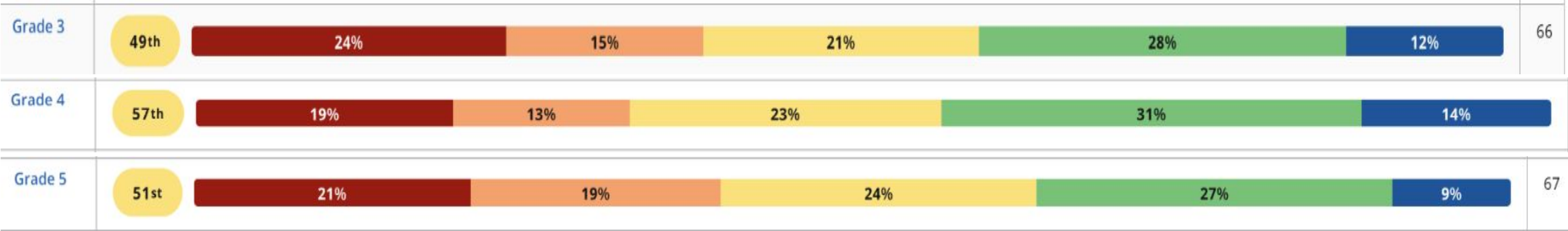
147

Principal and Assistant Principal calibrate to ensure efficacy and correlation in walkthroughs.

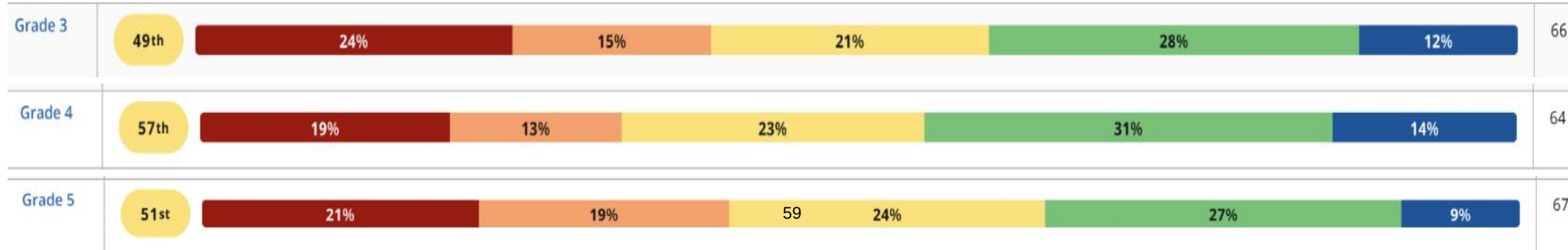
- 12 Walkthroughs are done a week per administration for a total of 24 a week.
- 2 coaching walkthroughs on a 3 week cycle.
- Walkthroughs are normalized and expected.
- Coaching in the moment occurs during visits and teachers turn it around to students in the moment.
- Feedback is provided to teachers and another classroom visit is done within 48 hours to verify that teachers have processed the feedback and turn it around.
- Observation and feedback coaching is also conducted with strategic teachers to improve and reach our goal.

Where we are now

BOY NWEA Maps Math - Grades 3, 4, & 5

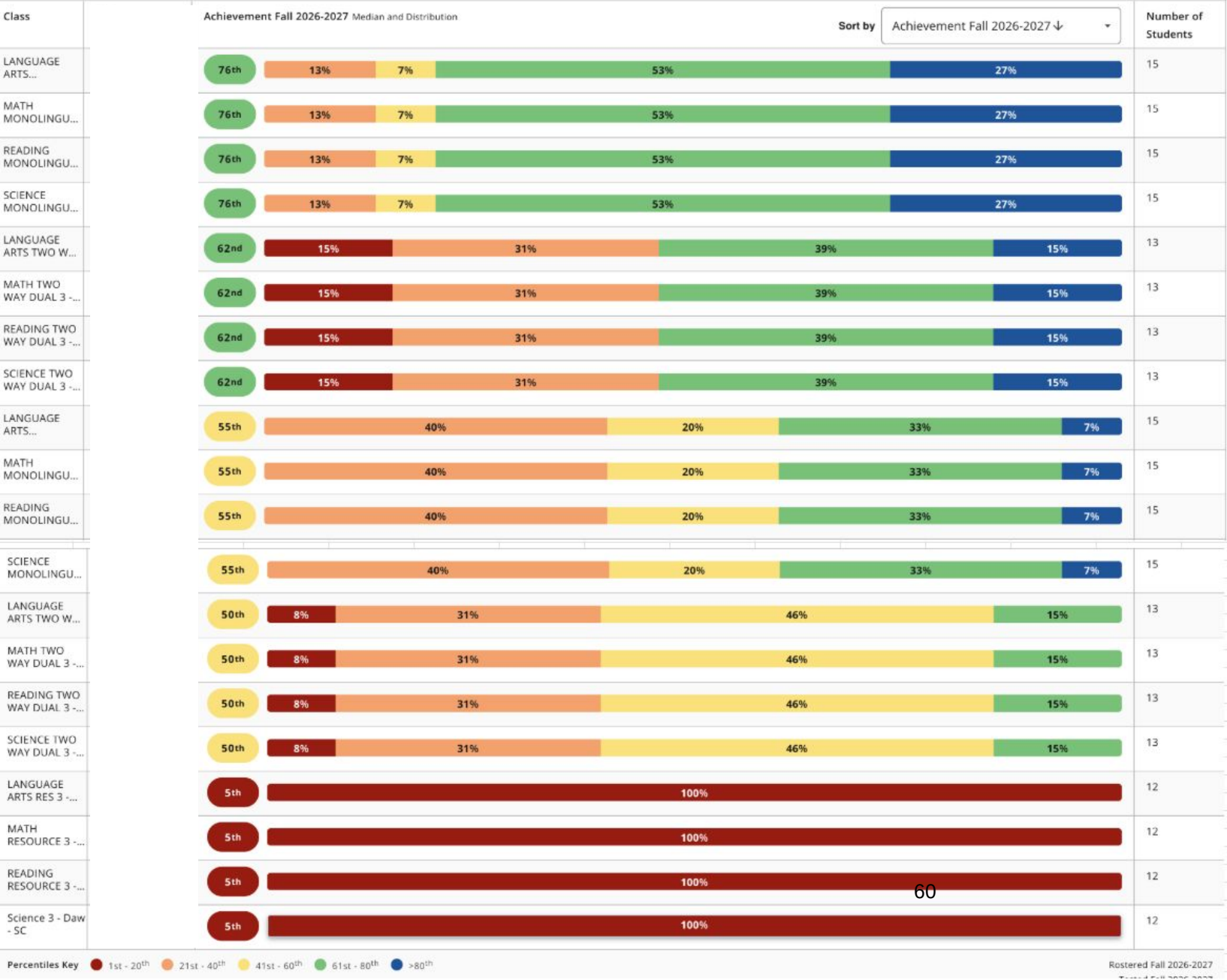


BOY NWEA Maps Reading - Grades 3, 4, & 5



Grade 3 Achievement by Class

Gonzalo and Sofia Garcia Elem | Math K-12



District Goal: 90 App, 60 Meets, 30 Masters

BOY NWEA 3rd Grade:

Strengths:

- 3rd ELAR Mono
- 3rd Math Mono

Monitor:

- DL ELAR
- DL Math

Areas of Focus:

- ISC Math and ELAR

Student Demographics:

68 students total
18% ISC students
82% Gen ed students
504 -
SPED -



District Goal: 90 App, 60 Meets, 30 Masters

BOY NWEA 4th Grade:

Strengths:

- DL Math & ELAR
- ELAR Mono
- Math Mono

Areas of Focus:

- ISC Math, ELAR, & Science

Student Demographics:

64 students total
13% ISC students
87% Gen ed students
504 -
SPED -

School Profile								
Grade 5 Achievement by Class								
Gonzalo and Sofia Garcia Elem Math K-12								
Class	Educator	Achievement Fall 2026-2027 Median and Distribution					Sort by	Number of Students
		Achievement Fall 2026-2027 ↓						
LANGUAGE ARTS TWO WAY...	Pinon, Patricia	62nd	4%	13%	29%	37%	17%	24
MATH TWO WAY DUAL 5 ...	Pinon, Patricia	62nd	4%	13%	29%	37%	17%	24
READING TWO WAY DUAL 5 ...	Pinon, Patricia	62nd	4%	13%	29%	37%	17%	24
SCIENCE TWO WAY DUAL 5 ...	Pinon, Patricia	62nd	4%	13%	29%	37%	17%	24
LANGUAGE ARTS...	Luna, Rubi	59th	12%	12%	35%	35%	6%	17
MATH MONOLINGU...	Ramirez, Alondra	59th	12%	12%	35%	35%	6%	17
READING MONOLINGU...	Luna, Rubi	59th	12%	12%	35%	35%	6%	17
SCIENCE MONOLINGU...	Ramirez, Alondra	59th	12%	12%	35%	35%	6%	17
LANGUAGE ARTS...	Luna, Rubi	51st	17%	17%	33%	16%	17%	18
MATH MONOLINGU...	Ramirez, Alondra	51st	17%	17%	33%	16%	17%	18
READING MONOLINGU...	Luna, Rubi	51st	17%	17%	33%	16%	17%	18
SCIENCE MONOLINGU...	Luna, Rubi	51st	17%	17%	33%	16%	17%	18
LANGUAGE ARTS RES 5 - ...	Montes Alvarado, Beatriz	2nd	100%					8
MATH RESOURCE 5 - ...	Galindez, Vania	2nd	100%					8
READING RESOURCE 5 - ...	Montes Alvarado, Beatriz	2nd	100%					8
Science 5 - Galindez - SC	Galindez, Vania	2nd	62100%					8
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th								
Rostered Fall 2026-2027								

District Goal: 90 App, 60 Meets, 30 Masters

BOY NWEA 5th Grade:

Strengths:

- DL ELAR & Math

Monitor:

- Mono ELAR
- DL Math

Areas of Focus:

- ISC Math, ELAR, & Science

Student Demographics:

67 students total
 12% ISC students
 88% Gen ed students
 504 -
 SPED -

Column 1	Student Achievement Score		% Approaches and Higher	% Meets and Higher	% Masters
# Total Assessments	#				
Grade 3 Math	56	71	73.20%	42.90%	8.90%
Grade 3 RLA	56	77	82.10%	50%	16.10%
Grade 3 Spanish Math	4	45	25%	25%	0%
Grade 3 Spanish RLA	4	58	75%	25%	0%
Grade 4 Math	59	52	45.80%	25.40%	6.80%
Grade 4 RLA	59	69	69.50%	42.40%	8.50%
Grade 4 Spanish Math	4	37	25%	0%	0%
Grade 4 Spanish RLA	4	51	50%	25%	0%
Grade 5 Math	69	70	69.60%	46.40%	7.20%
Grade 5 RLA	69	79	79.70%	50.70%	26.10%
Grade 5 Science	69	70	68.10%	36.20%	17.40%
Grade 5 Spanish Math	5	36	20%	0%	0%
Grade 5 Spanish RLA	5	41	40%	0%	0%
Grade 5 Spanish Science	5	36	20%	0%	0%
Total	468	69	67.50%	40%	12.4

Points needed to reach District Goals:

- Approaches: +22.5
- Meets: +20
- Masters: +18

What the board is approving

11

IMMEDIATE COMMITMENT

Exit D status

Check progress during the year

MINIMUM OUTCOME

80 / B

2027 state rating goal

LONG-TERM AIM

Sustain an A

Long-term aspiration

Approval and implementation

- **By Nov. 20: board approves the support plan**
- Sept. 16: principal starts teacher support
- Sept. 30: campus starts regular progress reviews
- June 2027: district reviews preliminary outcomes
- Aug. 2027: district reviews final results and recommends next steps



CANUTILLO INDEPENDENT SCHOOL DISTRICT

iViva Canutillo!

To: Board of Trustees and Superintendent Dr. Borrego

From: Dr. Debra Kerney, Chief Academic Officer

Date: October 5, 2026

Re: Tuition Waivers for the 2026-2027 School Year and Transfer Update

Canutillo ISD has monitored the in-state inter-District transfers for the 2026-2027 school year. Administration is recommending approval of tuition waivers for these students. Students of these families reside in El Paso County, Texas; therefore, we will receive state funding for their attendance in Canutillo ISD, should you approve this request. All families understand that, if this request is approved, they are responsible for providing transportation for their children to and from school.

Please see the attached table for the total number of **intra** (within the district) and **inter** (outside the district) transfers that were approved. Also, note that the number of New Mexico “grandfathered” students is **2** FDA(REGULATION). We have **1** out of state student of an active military family as per Texas Education Code-Section 25.001(c-1) which allows active duty military families to be enrolled in Texas Schools:

(c-1) A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency for purposes of Subsection (b) by providing to the school district a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to the district's attendance zone.

The Academic Services Division continues to monitor district transfers during the 2026-2027 school year. In summary a total of 715 attend elementary campuses and 340 attend secondary campuses for a total of **1,055 Intra/Inter District transfers**.

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TRANSFERS FOR ELEMENTARY SCHOOLS

Campus	CES	DDE	JDE	BCE	GES	RES	TOTAL
Out of district (Inter)	33	8	35	40	23	78	217
Within district (Intra)	76	20	64	52	83	202	497
Out of state (New Mexico)	0	0	0	0	0	1	1
Total	109	28	99	92	106	281	715

TRANSFERS FOR MIDDLE SCHOOLS

Campus	AMS	CMS	TOTAL
Out of district (Inter)	38	32	70
Within district (Intra)	91	53	144
Out of state (New Mexico)	0	0	0
Total	129	85	214

TRANSFERS FOR HIGH SCHOOL

Campus	CHS	NWECHS	TOTAL
Out of district (Inter)	75	49	124
Within district (Intra)			
Out of state (New Mexico)	1	1	2
Total	76	50	126

TRANSFER TOTALS:

Transfer Type	Total
Out of District (Inter)	411
Within District (Intra)	641
Out of State (New Mexico)	3
Grand Total	1,055

Canutillo Independent School District



Canutillo Elementary 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

By September 30, 2026, 100% of State Compensatory Education and Title I funds will be strategically budgeted and aligned with campus needs assessments, ensuring all funded academic and SEL resources are distributed to campuses prior to the start of instruction.

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

Performance Objective 1

Canutillo Elementary will offer monthly parent workshops focused on core-subject academic strategies and leadership development and maintain active parent participation on campus committees throughout the 2026-2027 school year.

Performance Objective 2

Canutillo Elementary will enhance community engagement throughout the 2026-2027 school year by establishing and maintaining Partners in Education connections and updating digital communication channels (website and social media) at least monthly to highlight campus achievements and events.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1

By May 2027, Canutillo Elementary will increase the percentage of 3rd-5th grade students scoring at or above the Meets Grade Level standard on the STAAR Reading Language Arts assessment by 3% (from 57% to 60%).

Performance Objective 2

By May 2027, Canutillo Elementary will increase the percentage of 3rd-5th grade students scoring at or above the Meets Grade Level standard on the STAAR Mathematics assessment to 60% (from 48% to 60%; 12% growth).

Performance Objective 3

By May 2027, Canutillo Elementary will increase the percentage of 5th grade students scoring at or above the Meets Grade Level standard on the STAAR Science assessment to 60% (from 45% to 60%).

Performance Objective 4

By May 2027, 100% of students in grades K-2 will make adequate growth by demonstrating individualized suggested RIT point increase from the BOY to the EOY on MAP as a result of consistent Visible Learning and Gradual Release instruction delivered across whole-group, targeted small-group, adaptive learning, and independent practice.

Performance Objective 5

During the 2026-2027 school year, Canutillo Elementary will increase the overall student attendance rate from 96% to 98% through targeted PBIS incentives, attendance tracking, and parent outreach to promote student well-being.

Performance Objective 6

Throughout the 2026-2027 school year, Canutillo Elementary will implement a strategic college and career readiness awareness, ensuring 100% of Pre-K through 5th-grade students participate in at least three strategic career exploration activities.

Performance Objective 7

During the 2026-2027 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate-to-vigorous physical activity minutes but also promote a healthy lifestyle and align with and reinforce core curriculum standards within the classroom.

Performance Objective 8

During the 2026-2027 school year, Canutillo Elementary will decrease total discipline referrals by 3% and reduce repeat discipline referrals by 5% by implementing proactive PBIS/MTSS interventions, counselor-led support, and restorative practices.

Goal 4

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

Performance Objective 1

All Canutillo Elementary teachers will gain expertise in utilizing the Texas Teacher Evaluation and Support System (TTESS) and the Student Learning Objectives (SLOs) embedded into teachers' pedagogy for effective instruction, as supported through targeted PD by the end of 2026-2027 school year.

Performance Objective 2

By May 2027, Canutillo Elementary will provide targeted professional development to demonstrate effective implementation of high-impact Visible Learning strategies (including learning objectives, success criteria, and gradual release of responsibilities), technology innovations shaping the future of education, such as, but not limited to AI, and district core programs (such as STEMscopes, Wonders/Maravillas, and SAVVAS) as measured by walk-throughs and observations.

Performance Objective 3

By May 2027, Canutillo Elementary will provide ongoing professional development, resources, and coaching on evidence-based classroom management, proactive behavioral supports, bullying prevention, and relationship-building strategies to cultivate a positive culture and focus on student de-escalation, conflict resolution, and effective classroom management to support all instructional staff.

Performance Objective 4

Throughout the 2026-2027 school year, Canutillo Elementary will implement comprehensive collaborative engagement opportunities to enhance staff wellness and morale, job satisfaction, recognition systems, and staff retention, aiming for at least 80% positive staff climate survey responses.

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

Performance Objective 1

During the 2026-2027 school year, Canutillo Elementary will maintain a safe, functional learning environment by providing 100% of teachers and staff with updated campus technology and safe learning environment resources to deliver high-quality instruction and support overall student academic growth, as well as the training needed to integrate digital learning tools into daily instruction to elevate student performance.

Canutillo Independent School District



Bill Childress Elementary 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

By June 2027, campus will purchase all maintenance supplies needed to ensure a safe and clean campus throughout the school year.

Evaluation Data Source: Improved cleanliness of the building.

Performance Objective 2 High Priority

During the 2026-2027 school year, State Comp and Title 1 Funds will be properly allocated to serve our at-risk, emergent bilinguals, and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Evaluation Data Source: Continuous academic growth in campus benchmarks, STAAR and TELPAS for at risk populations.

Goal 2 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1 High Priority

Academic Growth:

By May 2027, student achievement in Reading Language Arts (RLA) 3rd grade will be 90% approaches and increase across grades 4-5 as measured by the STAAR assessment.

4th Grade students performing at the approaches level will increase from 84% to 89%, meets will remain the same 64%, and masters will increase from 17% to 22%.

5th Grade students performing at the approaches level will increase from 80% to 85%, meets will increase from 53% to 58%, and masters will increase from 16% to 21%.

By May 2027, student achievement in Math 3rd grade will be 90% approaches and increase across grades 4-5 as measured by STAAR assessment.

4th Grade students performing at the approaches level will increase from 72% to 77%, meets will increase from 35% to 40%, and masters from 15% to 20%.

5th Grade students performing at the approaches level will increase from 70% to 75%, meets from 59 to 64%, and 27% to 32%.

Evaluation Data Source: Benchmarks and Interim Assessments.

Performance Objective 2 High Priority

Student Safety & Well Being: By May 2027, the Emergency Operation Plan, Crisis Response, and PBIS will be integrated into MTSS (Multi-Tiered Systems of Support).

Evaluation Data Source: Drill Forms, Checklists, Logs, Walkthroughs, Agenda, Minutes, Sign-in sheets, Discipline Referrals.

Performance Objective 3

College and Career Military Readiness: By May 2027, student organizations and clubs (e.g., STUCO, MDFS, etc.) will be available for students to realize potential as future leaders.

Evaluation Data Source: Agendas, sign-in sheets, minutes.

Performance Objective 4 High Priority

By May 2027, the campus overall attendance will increase from ____ to ____.

Evaluation Data Source: Attendance reports, ARC and TAP meetings.

Goal 3 STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1

Professional Learning & Quality Staff: During the 2026-2027 school year, staff will receive continuous professional development to effectively plan for curriculum, assessment, and instruction.

Performance Objective 2 High Priority

Professional Learning & Quality Staff: During the 2026-2027 school year, wellness team will plan monthly activities to increase staff satisfaction and well-being.

Evaluation Data Source: Flyers, participation logs, surveys.

Goal 4 TECHNOLOGY RESOURCES: *Integration of Technology *Wireless Access/Testing *Infrastructure & Technology Safety

Performance Objective 1 High Priority

During the 2026-2027 school year, teachers will implement blending learning in the classroom using iPads, headphones, student devices, interactive display boards, teacher devices, and document cameras.

Evaluation Data Source: Technology will be used to enhance the learning process.

Canutillo Independent School District



Deanna Davenport Elementary 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 HB3 Goal

During the 2026-2027 school year, DDE will strategically allocate State Compensatory Education, Title I, and available campus funds to purchase instructional resources, supplemental materials, intervention resources, and instructional supplies aligned to identified STAAR, MAP, and classroom achievement needs, with 100% of expenditures aligned to documented student needs.

Evaluation Data Source: Budget expenditure reports; purchase orders; CNA/CIP alignment; NWEA MAP BOY/MOY/EOY data; STAAR data; district interim/common assessments; intervention data; resource-usage data.

Performance Objective 2 High Priority

During the 2026-2027 school year, DDE will implement a campus-wide student recognition and incentive system to increase student attendance, academic growth, achievement, effort, and positive behavior, with recognition opportunities provided throughout the year for students demonstrating progress toward established campus goals.

Evaluation Data Source: Attendance/tardy reports; MAP growth reports; interim/common assessments; STAAR data; PBIS/discipline data; incentive participation logs; student recognition records.

Performance Objective 3 High Priority

By May 2027, DDE will maintain safe, efficient, and consistently implemented campus operational systems, with 100% of staff trained in applicable emergency procedures and campus safety protocols.

Evaluation Data Source: EOP training records; drill documentation; safety audits; emergency/substitute folders; duty schedules; dismissal feedback; incident documentation.

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

Performance Objective 1 High Priority

By May 2027, DDE will increase meaningful family engagement by providing multiple opportunities throughout the year for families to participate in academic, informational, celebratory, and relationship-building activities, with increased participation over the 2025-2026 baseline.

Evaluation Data Source: Parent participation logs; event sign-ins; parent surveys; Coffee with the Principal attendance; conference participation; volunteer records; communication analytics.

Performance Objective 2

By May 2027, DDE will maintain and expand community, university, business, and organizational partnerships that provide academic, enrichment, mentoring, recognition, college/career awareness, and resource opportunities for students.

Evaluation Data Source: Partnership roster; activity/event records; donations/resources received; student participation records; UTEP partnership documentation; ACE/community event records.

Performance Objective 3 High Priority

By May 2027, DDE will increase student attendance from the 2025-2026 rate of 96.7% to 97.0% or higher while reducing chronic tardiness through proactive school-family communication and recognition.

Evaluation Data Source: Daily attendance reports; tardy reports; chronic absenteeism data; parent contact logs; attendance intervention records; nine-week attendance trends.

Goal 3

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

Performance Objective 1 High Priority HB3 Goal

By June 2027, DDE will increase the percentage of students in grades 3-5 achieving Meets Grade Level or above and Masters Grade Level on STAAR RLA, Mathematics, and Science by a minimum of 5 percentage points over 2026 results, while maintaining or increasing the percentage of students achieving Approaches Grade Level or above.

Evaluation Data Source: 2026 and 2027 STAAR; district interim/common assessments; TEKS mastery data; DOLs; student work; walkthrough data; PLC data.

Performance Objective 2 High Priority HB3 Goal

By May 2027, DDE will demonstrate measurable K-5 academic growth as evidenced by NWEA MAP BOY-to-EOY performance, with at least 60% of students meeting or exceeding their individual projected growth goals in Reading and Mathematics, while reducing the percentage of students performing below grade-level expectations.

Evaluation Data Source: NWEA MAP BOY/MOY/EOY Reading and Mathematics; grade-level MAP reports; teacher data trackers; HQIM assessments; district assessments; classroom grades; intervention progress monitoring.

Performance Objective 3 High Priority HB3 Goal

By June 2027, DDE will improve outcomes for identified student groups--including Emergent Bilingual, Special Education, Economically Disadvantaged, At-Risk, and highly mobile students--through systematic progress monitoring and timely intervention, resulting in improvement in Closing the Gaps indicators and a reduction in achievement gaps across student groups.

Evaluation Data Source: STAAR student-group data; Domain III/Closing the Gaps report; TELPAS; MAP; MTSS records; intervention progress monitoring; district assessments; SPED progress data.

Goal 4

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

Performance Objective 1 High Priority

By May 2027, 100% of instructional staff will participate in job-embedded professional learning and collaborative planning aligned to identified campus needs, resulting in measurable improvement in Tier 1 instruction and student outcomes.

Evaluation Data Source:

PD attendance; PLC documentation; walkthroughs; T-TESS observations; lesson plans/internalization artifacts; LO/SC/DOL implementation; MAP; interim and STAAR data.

Performance Objective 2 High Priority

By May 2027, 100% of teachers will receive ongoing instructional feedback, coaching, and professional support, with additional structured mentoring provided to new and developing teachers.

Evaluation Data Source: Walkthrough records; coaching logs; T-TESS documentation; mentor records; teacher feedback; professional goals/SLOs; PD participation.

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

Performance Objective 1 High Priority

Throughout the 2026-2027 school year, 100% of DDE students will have reliable access to district-provided technology necessary for instruction, assessment, intervention, research, and digital learning.

Evaluation Data Source: Device inventory; technology work orders; student/device assignment records; testing-readiness checks; usage reports.

Performance Objective 2 High Priority

By May 2027, 100% of classroom teachers will integrate district-approved technology and digital resources when they enhance standards-aligned instruction, formative assessment, differentiation, intervention, or student creation.

Evaluation Data Source: Walkthrough data; lesson artifacts; digital-resource usage reports; student work; MAP/intervention program reports; teacher feedback.

Canutillo Independent School District



Jose H. Damian Elementary

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

By May 2027, JDE will meet expenditure requirements at 100% for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Emergent Bilinguals, Economically Disadvantaged (Title 1) , and all special populations in order to meet campus academic goals.

Evaluation Data Source: Purchase orders

Title 1 justification forms

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.

More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

3

Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.

We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsco Math.
2	Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level
3	Master level students are not remaining as masters as they go up in grade levels.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.
4	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2	Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%	Even with the support of the ARC committee, students continue to be absent or tardy.
3 Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.	Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.

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

Performance Objective 1

By May 2027, JDE will maintain a strong connection with all stakeholders in the community by providing campus events to help meet our academic, community and fiscal goals.

Evaluation Data Source: Sign in sheets
Agendas
Title 1 Binder

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

According to the data, it was identified that 3rd and 4th grade are showing drops in Math.

Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.

Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

2

Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels

Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

3

Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.

Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

2

Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.

There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1 High Priority

By May 2027, the Standard Response Protocol PK-12, Emergency Operation Plan and the Behavior Threat Assessment and crisis response will be fully integrated and implemented through Multi-Tiered Systems of Supports (MTSS)

Evaluation Data Source: Counselor referrals to include Behavioral threat Assessments and suicide protocol Training Sign in Sheets
Aliviane Schedule
Emergency Drill Forms

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
2	Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

3

Master level students are not remaining as masters as they go up in grade levels.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.

Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.

There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Performance Objective 2 High Priority

By May 2027, STAAR Performance levels will increase by a minimum of 20% in masters level, 20% in meets, and 20% in approaches.

Masters:

Math from 13%-16%

Reading- 22% to 27%

Science- 25% to 30%

Meets:

Math from 37%-45%

Reading- 52% to 65%

Science- 53% to 63%

Approaches:

Math from 65%-78%

Reading- 77% to 92%

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
3	Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.	We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2	Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level
3	Master level students are not remaining as masters as they go up in grade levels.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.
4	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2	Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.	There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Performance Objective 3 High Priority

Throughout the academic school year, PK-5th grade assessments will increase scores as shown but not limited to TPRI, TKEA, Stemscores Math, MAP and benchmarks and common assessments.

Evaluation Data Source: Data Reports- TPRI/TKEA/MAP/All in Learning

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscores Math.

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

3

Master level students are not remaining as masters as they go up in grade levels.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.

4

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.

Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 4 High Priority

By May 2027, JDE will increase the scholar attendance rate to at least 96%

Evaluation Data Source: Attendance Reports
Attendance Review Committee
TAPR

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

Performance Objective 5

During the 2026-2027 school year, multiple parental and student engagement opportunities will be provided to build strong partnerships across the community to positively impact student exposure to college and career options.

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 6 High Priority

By May 2027, multilingual learners to include emergent bilinguals will increase 10% in each category.

Beginning- 12% to 14%
Intermediate- 40% to 44%
Advanced- 34% to 37%
Advanced High- 13% to 15%

Evaluation Data Source: TELPAS Scores

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 7

Evaluation Data Source: Student Attendance

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
2	Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.	Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%	Even with the support of the ARC committee, students continue to be absent or tardy.

Performance Objective 8

The percent of K-2nd grade students scoring at or above grade level will increase 5 percentage points over EOY 2027 results or reach 80% or higher on TX-KEA/TPRI measures.

Evaluation Data Source: TKEA/TPRI results

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level

Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

Goal 4

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

Performance Objective 1

By May 2027, Develop effective systems to maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.	We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2 Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level
3 Master level students are not remaining as masters as they go up in grade levels.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.
4 TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2	Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.
3	Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.	Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 2

By May 2027, JDE faculty and staff will be provided with the necessary materials, supplies, and capital resources to support teacher activities to include lesson planning, professional development, classroom activities, and JDE operations that foster an environment of student performance and growth.

Evaluation Data Source: Purchase orders that align to student activities, performance and growth

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

3

Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.

We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

4

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.

Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.

Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

2

Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels

Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.

Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.

Performance Objective 3

By May 2027, Teacher morale will improve to directly impact teacher retention as measured by surveys. Incentive will be provide throughout the year as well as opportunities for SEL though Wellness Program.

Evaluation Data Source: Surveys
Climate Survey

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

Goal 5

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

Performance Objective 1

 High Priority

Throughout 2026-2027 school year, Jose Damian Elementary will deliver lessons that integrate technology to provide scholars with opportunities to extend their learning.

Evaluation Data Source: T-TESS
Walkthroughs

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.	Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.

Canutillo Independent School District



Gonzalo & Sofia Garcia Elementary 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

Strategic Allocation of Resources:

GES budget will be completed by September 2026 to provide resources to all students to meet academic and social-emotional goals. State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students.

Evaluation Data Source: Student Surveys through Students support services and counselor.

Performance Objective 2

By October 2026, 100% of campus Title I, State Compensatory Education (SCE), and local funds will be fully allocated to evidence-based interventions, high-dosage tutoring and instructional resources.

Evaluation Data Source: Quarterly Budget reviews.

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

Performance Objective 1

By September 2026, Garcia Elementary School will hold an Entitlement and Parent Compact meeting for all stakeholders. Parent compact will be finalized after receiving feedback from parents, teachers, administrators and staff with the purpose to establish expectations in home school connection.

Performance Objective 2

Garcia Elementary School will build strong, collaborative relationships with families, community members, and partners to enhance student learning and well-being. Provide multiple parent and community involvement activities, events, and classes, including but not limited to Open House, Parent-Teacher Conference Days, Parent University classes, PTO meetings, "Chat with the Principal," Literacy, Math, and Science Night to encourage parent participation and to establish a positive and conducive learning environment during the 2026-2027 school year.

Performance Objective 3

All 5th Grade students will have the opportunity to visit middle schools in Canutillo ISD to prepare and have a successful transition to middle school. This is counselor led.

Goal 3

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

Performance Objective 1

Student Safety & Well-Being:

By August 2026, Garcia Elementary School teachers and staff will receive Standard Response Protocol PK-12. training, Emergency Operation Planning (EOP) training and crisis response and how to integrate it into the MTSS (Multi-Tier Systems of Support).

Evaluation Data Source: Canutillo PD will train teachers, Safe Schools online training.

Performance Objective 2

By EOY 2027, the percentage of K-2nd-grade students scoring at or above grade level will increase by 5 percentage points or more on the following TPRI measures:

- Word reading
- Reading accuracy
- Fluency
- Reading comprehension
- Spelling
- Vocabulary

Evaluation Data Source: CLlengage, Tejas Lee, TPRI

Performance Objective 3

Academic Growth:

GES will increase in Domains IIA, IIB, and III from 55, 66, 59 to atleast 70 in all domains.

Evaluation Data Source: STAAR Results, BOY, MOY, EOY, and Unit Benchmarks.

Performance Objective 4

Academic Growth:

GES Emergent Bilingual students will demonstrate one year's growth as assessed by TELPAS will increase by 5% of the population to Advanced High by EOY 2027.

Performance Objective 5

College Career Military Readiness:

By May of 2027, Garcia Elementary School will provide parents and students multiple opportunities to build a strong partnership across the community to positively impact students and provide exposure to college and career options.

Evaluation Data Source: Career Week, College Week, Counselor-initiated.

Performance Objective 6

By the end of the school year 2026 - 2027, Garcia Elementary School will increase attendance from 94.91% to 97%. Students will receive a monthly incentive and recognition.

Evaluation Data Source: Attendance Percentages (TEAMS)

Performance Objective 7

During the 2026 - 2027 school year, students from Montessori to 5th grade will participate in physical fitness activities and health classes to learn about making healthy choices and the importance of daily physical activity. The physical education department will enhance instruction by implementing various activities and having access to resources that increase moderate to vigorous physical activity minutes and promote a healthy lifestyle, and aligning and reinforcing core curriculum standards within the classroom.

Goal 4

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

Performance Objective 1

By May 2027, core teachers will engage in instructional coaching cycles (walkthrough - actionable feedback within 48 hours - follow-up observation) focused on Tier 1 explicit instruction and student engagement.

Evaluation Data Source: Observation and Feedback.

Performance Objective 2

By May 2027, 100% of grade-level teams will participate in weekly Collaborative Professional Learning Communities (PLCs) centered on standard deconstruction, common formative assessment design, and student work analysis.(Lesson Internalization)

Evaluation Data Source: PLC content Led, all in learning, Maps.

Performance Objective 3

Once a semester, staff and faculty will participate in Culture and Climate surveys to plan and encourage a positive working environment.

Evaluation Data Source: Climate surveys

Performance Objective 4

Teachers will have opportunities to join a wellness committee and participate in whole-campus activities that will establish a school culture that will increase school morale.

Evaluation Data Source: Wellness, PBIS, and CIC, Climate surveys

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

Performance Objective 1

Garcia Elementary teachers will implement blending learning in the classroom using lpads, student devices, interactive display boards, In focus, document cameras, and interactive TV's during the 2026 - 2027 school year.

Performance Objective 2

By September 2026, 100% of core teachers will utilize the district data management system (e.g., Eduphoria, All in learning, NWEA Maps, ect.) within 48 hours following every common assessment to analyze student performance and regroup students for reteaching.

Performance Objective 3

Software and subscriptions will support instruction and strategies in all content areas.

Evaluation Data Source: Summitk12

Stemscopes

Brainpop

Waterford

Canutillo Independent School District



Congressman Silvestre & Carolina Reyes Elementary

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 budget allocation for State Comp will be completed by September 2026 to successfully provide resources to all students in order to meet student academic and social-emotional goals throughout the 2026-2027 school year.

Evaluation Data Source: Accounts and expenditures

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Supplemental programs for reading, math and science need to be available to students.	Our campus has seen an increase in enrollment and a decrease in resources to supplement current math, reading and science adoptions.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Multiple data points are not available for analysis to determine reading levels of students for targeted instruction. A multi sensory reading program for at risk students is needed.	Reading programs that determine current student reading levels are not in place with the current RLA curriculum or available for PK students beginning to read in the sprint semester.
2 Student Interim scores for math for Spring of 2026 show decreased performance levels predicted in approaches, meets and masters categories when compared to Spring STAAR 2025 data.	Lack of ongoing PD that provides support for implementation of STEMscopes as well as a lack of manipulatives.
3 Students performance on the ECR on Spring 2025 STAAR was below state district and region scores.	Lack of ongoing PD that provides targeted instructional strategies for grades 3-5 in answering ECR and SCR prompts.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Our campus needs supplemental reading and math programs and materials.

Lack of data points to determine instructional level and opportunities for targeted instruction for students.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Excessive tardies in all grade levels impact student attendance as partial absences

It is difficult to make parents accountable for tardies.

2

Transfer students need to comply with campus expectations to help with attendance issues.

Transfer contracts need to be reviewed more thoroughly and held to high standards

3

Attendance rates are not at 97% annually.

Parents take trips during the year when school is in session.

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

Performance Objective 1 High Priority

Family Engagement:

By May 2026, RES will develop weekly internal and external communication pathways and marketing strategies to increase student attendance rate from 96% to 97.5% through the identification of trends in attendance coding, home visits, incentives and teacher contact. Student enrollment will continue to be monitored and transfer requests will be approved on a case to case basis based on the grade level availability.

Evaluation Data Source: Attendance rate, enrollment rate, parent surveys.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Excessive tardies in all grade levels impact student attendance as partial absences	It is difficult to make parents accountable for tardies.
2	Transfer students need to comply with campus expectations to help with attendance issues.	Transfer contracts need to be reviewed more thoroughly and held to high standards
3	Attendance rates are not at 97% annually.	Parents take trips during the year when school is in session.

Performance Objective 2 High Priority

Community Satisfaction:

By May 2027, RES will provide multiple parent and community involvement activities/events to establish a positive home-school connection and excellence in customer service.

Evaluation Data Source: Sign-in sheets, parent calendar of events, newsletter and surveys.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Excessive tardies in all grade levels impact student attendance as partial absences	It is difficult to make parents accountable for tardies.
2	Transfer students need to comply with campus expectations to help with attendance issues.	Transfer contracts need to be reviewed more thoroughly and held to high standards
3	Attendance rates are not at 97% annually.	Parents take trips during the year when school is in session.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1 High Priority

Student Safety and Well Being:

By May 2027, the Standard Response Protocol PK-12, BTA Team, Emergency Operation Plan and crisis response will be integrated into the MTSS (Multi-Tiered Systems of Supports)

Evaluation Data Source: Emergency drill form, BTA data, suicide protocols, Teach Kindness, sign-in sheets, surveys.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Excessive tardies in all grade levels impact student attendance as partial absences	It is difficult to make parents accountable for tardies.
2	Transfer students need to comply with campus expectations to help with attendance issues.	Transfer contracts need to be reviewed more thoroughly and held to high standards
3	Attendance rates are not at 97% annually.	Parents take trips during the year when school is in session.

Performance Objective 2

Academic Growth:

By May 2026, TELPAS Advanced High will increase from 22% to 30% in 2026-2027.

Evaluation Data Source: TELPAS scores, LPAC program monitoring sheets.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Our campus needs to secure and maintain consistent support staff for At-Risk and Special Education students including academic tutors, at-risk and special education paraprofessionals and an additional special education teacher	There is an increase in eligibiliy for Special Education and At-Risk students including higher enrollment and identification of dyslexia students.
2 Grade levels need an increase in applicable professional development and sufficient manipulatives and materials before implementing HQIM curriculum in order to familiarize and master state standards and content before disseminating and providing instruction to students.	There is a gap between state and district tsting and the current scope and sequence, curriculum and materials.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student Interim scores for math for Spring of 2026 show decreased performance levels predicted in approaches, meets and masters categories when compared to Spring STAAR 2025 data.	Lack of ongoing PD that provides support for implementation of STEMscopes as well as a lack of manipulatives.
3 Students performance on the ECR on Spring 2025 STAAR was below state district and region scores.	Lack of ongoing PD that provides targeted instructional strategies for grades 3-5 in answering ECR and SCR prompts.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Our campus needs supplemental reading and math programs and materials.	Lack of data points to determine instructional level and opportunities for targeted instruction for students.
2 STEMscopes math lacks direct whole group instruction. Supplemental programs are not available.	Professional development is needed for STEMscopes math.

Performance Objective 3 **High Priority**

Academic Growth:
By May 2026, 3rd-5th meets and masters performance levels in STAAR will increase by 5% as defined by the Texas Education Agency.

Evaluation Data Source: STAAR, MAP & DOL data.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus needs to secure and maintain consistent support staff for At-Risk and Special Education students including academic tutors, at-risk and special education paraprofessionals and an additional special education teacher	There is an increase in eligibiliy for Special Education and At-Risk students including higher enrollment and identification of dyslexia students.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Multiple data points are not available for analysis to determine reading levels of students for targeted instruction. A multi sensory reading program for at risk students is needed.	Reading programs that determine current student reading levels are not in place with the current RLA curriculum or available for PK students beginning to read in the sprint semester.
2	Student Interim scores for math for Spring of 2026 show decreased performance levels predicted in approaches, meets and masters categories when compared to Spring STAAR 2025 data.	Lack of ongoing PD that provides support for implementation of STEMscopes as well as a lack of manipulatives.
3	Students performance on the ECR on Spring 2025 STAAR was below state district and region scores.	Lack of ongoing PD that provides targeted instructional strategies for grades 3-5 in answering ECR and SCR prompts.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our campus needs supplemental reading and math programs and materials.	Lack of data points to determine instructional level and opportunities for targeted instruction for students.

2

STEMscopes math lacks direct whole group instruction. Supplemental programs are not available.

Professional development is needed for STEMscopes math.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Attendance rates are not at 97% annually.

Parents take trips during the year when school is in session.

Performance Objective 4

College Career Military Readiness:

By May 2027, RES will host parental and student engagement opportunities to build strong partnerships across the community to positively impact students and exposure to college and career options .

Evaluation Data Source: Community partnerships, Parent Involvement, Gifted & Talented Showcase, STEM/ Math Night, Literacy Night & Transitional opportunities for students to middle school.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Attendance rates are not at 97% annually.

Parents take trips during the year when school is in session.

Performance Objective 5

By May 2027, Physical Education Teachers will assess the physical well-being of all our students in 3rd-5th grade by utilizing Fitness Gram to allow a comprehensive fitness assessment tools and insightful data, fostering a culture of health, well-being of our students and motivation that will promote daily attendance rates to increase by 2%.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Attendance rates are not at 97% annually.

Parents take trips during the year when school is in session.

Performance Objective 6 High Priority HB3 Goal

PK-3 Teachers will utilize High Quality Instructional Materials to comply with House Bill 3 and align with Structured Literacy.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student Interim scores for math for Spring of 2026 show decreased performance levels predicted in approaches, meets and masters categories when compared to Spring STAAR 2025 data.	Lack of ongoing PD that provides support for implementation of STEMscopes as well as a lack of manipulatives.
3	Students performance on the ECR on Spring 2025 STAAR was below state district and region scores.	Lack of ongoing PD that provides targeted instructional strategies for grades 3-5 in answering ECR and SCR prompts.

Goal 4

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

Performance Objective 1 High Priority

Staff Safety & Well-Being:
By May 2027, RES will build a positive school culture to increase teacher and staff morale and cohesiveness to continue being an interdependent campus.

Evaluation Data Source: Organizational Health Inventory, Campus events and team building, surveys.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Attendance rates are not at 97% annually.	Parents take trips during the year when school is in session.

Performance Objective 2 High Priority

Professional Learning & Quality Staff:
By May 2027, RES will develop effective systems to ensure professional development opportunities are provided to all our staff. Content knowledge and instructional strategies learned will be shared during the data driven professional learning communities or in professional development days established by the district and/or the school.

Evaluation Data Source: T-TESS evaluation, student performance, teacher professional growth and teacher retention.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus needs to secure and maintain consistent support staff for At-Risk and Special Education students including academic tutors, at-risk and special education paraprofessionals and an additional special education teacher	There is an increase in eligibiliy for Special Education and At-Risk students including higher enrollment and identification of dyslexia students.

2

Grade levels need an increase in applicable professional development and sufficient manipulatives and materials before implementing HQIM curriculum in order to familiarize and master state standards and content before disseminating and providing instruction to students.

There is a gap between state and district testing and the current scope and sequence, curriculum and materials.

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

Performance Objective 1

All teachers/librarian will establish a consistent well-developed 45 minute block per week for the new required Technology Applications block which include computational thinking, creativity and innovation, data literacy, management, and representation, digital citizenship and practical technology concepts.

Evaluation Data Source: Training, purchase orders

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Grade levels need an increase in applicable professional development and sufficient manipulatives and materials before implementing HQIM curriculum in order to familiarize and master state standards and content before disseminating and providing instruction to students.	There is a gap between state and district testing and the current scope and sequence, curriculum and materials.
3	Supplemental programs for reading, math and science need to be available to students.	Our campus has seen an increase in enrollment and a decrease in resources to supplement current math, reading and science adoptions.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Multiple data points are not available for analysis to determine reading levels of students for targeted instruction. A multi sensory reading program for at risk students is needed.	Reading programs that determine current student reading levels are not in place with the current RLA curriculum or available for PK students beginning to read in the sprint semester.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Attendance rates are not at 97% annually.

Parents take trips during the year when school is in session.

Performance Objective 2 ☒ High Priority

Campus technology upgrades will be implemented to improve communication and safety throughout the campus.

Evaluation Data Source: Staff communication

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our campus needs to secure and maintain consistent support staff for At-Risk and Special Education students including academic tutors, at-risk and special education paraprofessionals and an additional special education teacher

There is an increase in eligibiliy for Special Education and At-Risk students including higher enrollment and identification of dyslexia students.

Canutillo Independent School District



Jose Alderete Middle 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

Throughout the 2026-2027 school year, Alderete Middle School will strategically align local, state, and federal resources to identified campus needs, prioritizing high-impact instructional practices, targeted student interventions, social-emotional supports, and professional learning. Resource effectiveness will be monitored through student achievement, progress-monitoring, attendance, behavior, and implementation data, with the goal of increasing the campus accountability rating from 81 (B) to 90 or above (A).

Evaluation Data Source: Budget/expenditure reports, CNA/CIP alignment, STAAR and interim assessment data, DOL/All In Learning data, attendance, discipline, intervention, and SEL data.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Alderete Middle School serves a high-needs student population, with 66.5% economically disadvantaged, 59.3% at-risk, and 36.8% Emergent Bilingual students. Additionally, the campus has an 11.8% mobility rate, and attendance declined from 97.2% in the first six weeks to 92.6% in the sixth six weeks, creating potential barriers to consistent access to instruction and academic success.	Inconsistent systems for early identification, attendance intervention, and targeted support for at-risk, highly mobile, and Emergent Bilingual students have contributed to decreased student attendance and inconsistent access to instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Spring 2026 STAAR identifies 7th-grade Math as a significant area of need, with only 24.8% Approaches, 5.4% Meets, and 0% Masters. Sixth-grade Math also shows a need for growth, particularly at Meets (27.0%) and Masters (2.4%), indicating a need to strengthen Math instruction and rigor in grades 6-7.	Inconsistent implementation of rigorous Tier 1 instruction, differentiation, and data-driven intervention in grades 6-7 Math has contributed to gaps in student mastery and achievement.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will strengthen campus safety, supervision, and communication systems through consistent implementation of established safety procedures, student identification protocols, behavior and attendance systems, emergency preparedness,

and timely communication with staff, students, and families, with the goal of maintaining a safe, orderly, and supportive learning environment.

Evaluation Data Source: Safety drill and emergency preparedness documentation; student ID and visitor-management records; discipline and behavior data; tardy, attendance, and hall-pass data; campus safety records; staff and parent communication documentation; and student, staff, and parent climate/safety survey results.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will provide targeted, job-embedded professional learning aligned to identified campus and teacher needs to strengthen high-quality Tier 1 instruction, data-driven decision making, student engagement, and differentiated support. Professional learning will be reinforced through PLCs, coaching, classroom walkthroughs, and actionable feedback, with implementation monitored to ensure improved instructional practice and increased student achievement.

Evaluation Data Source: T-TESS and classroom walkthrough data; CISD Coaching Tracker data; teacher action steps and follow-up evidence; PLC documentation; professional development participation records; lesson plans; All In Learning/DOL data; interim assessment and STAAR data; and teacher feedback/reflection data.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Spring 2026 STAAR identifies 7th-grade Math as a significant area of need, with only 24.8% Approaches, 5.4% Meets, and 0% Masters. Sixth-grade Math also shows a need for growth, particularly at Meets (27.0%) and Masters (2.4%), indicating a need to strengthen Math instruction and rigor in grades 6-7.	Inconsistent implementation of rigorous Tier 1 instruction, differentiation, and data-driven intervention in grades 6-7 Math has contributed to gaps in student mastery and achievement.

Performance Objective 4

Throughout the 2026-2027 school year, Alderete Middle School will expand equitable access to extracurricular, co-curricular, academic, fine arts, athletic, and leadership opportunities that promote student engagement, belonging, and connection to school. Campus resources will be strategically allocated to reduce barriers to participation and increase student involvement in programs aligned with student interests and campus priorities.

Evaluation Data Source: Extracurricular and co-curricular participation and roster data; athletics, fine arts, UIL, robotics, academy, club, and organization participation records; student attendance data; discipline data; student climate and belonging survey results; program participation trends; and resource/expenditure documentation.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

Performance Objective 5

Throughout the 2026-2027 school year, Alderete Middle School will consistently implement campuswide PBIS, Teach Kindness, and Emergency Operations Plan (EOP) practices to promote a safe, inclusive, respectful, and well-managed learning environment. Staff will receive ongoing training and reinforcement of expectations, and campus leadership will monitor implementation and use behavior, safety, and climate data to identify needs and make timely adjustments.

Evaluation Data Source: PBIS implementation and discipline data; behavior referrals and intervention records; No Place for Hate activity and participation documentation; EOP training and safety drill records; campus safety documentation; student and staff climate/safety survey results; attendance and tardy data; and staff professional learning records.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

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

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will increase family and community engagement by providing meaningful opportunities for participation, feedback, and shared decision-making through CIT, PAC, LPAC, PTO, and campus events. Participation and stakeholder feedback will be monitored to guide continued improvement.

Evaluation Data Source: Meeting and event attendance, agendas/minutes, parent and community surveys, stakeholder feedback, volunteer/partnership records, and communication engagement data.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will provide parent education opportunities that equip families with tools to support student achievement, attendance, social-emotional well-being, and college and career readiness. The campus will provide at least two parent learning opportunities, including a Parent Academy coordinated by the Parent Liaison.

Evaluation Data Source: Parent Academy and event attendance, agendas and sign-in sheets, parent surveys/feedback, Parent Liaison documentation, and student attendance and achievement data.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will strengthen its partnership with the Canutillo ISD SHAC by supporting district SHAC meetings and initiatives that promote student health, wellness, and family engagement.

Evaluation Data Source: SHAC meeting agendas, minutes and attendance records; campus wellness activities; family participation data; and SHAC initiative documentation.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1

By June 2027, Alderete Middle School will increase its TEA accountability rating from 84 (B) to 90 or above (A) by improving STAAR achievement, academic growth, and Closing the Gaps performance. \

Targeted priorities will include increasing Meets and Masters performance, accelerating achievement and growth for students receiving special education services, and strengthening 7th-grade mathematics performance.

Evaluation Data Source: TEA accountability reports; STAAR Approaches/Meets/Masters and growth data; Closing the Gaps and SPED student-group data; 7th-grade mathematics data; interim assessments; DOL/All In Learning data; and campus progress-monitoring data.

Performance Objective 2

By June 2027, Alderete Middle School will reduce achievement gaps for At-Risk, Emergent Bilingual, and students receiving Special Education services through targeted, data-driven instruction and intervention, with an increased focus on improving achievement and academic growth for the SPED population.

Evaluation Data Source: STAAR subgroup and growth data; Closing the Gaps data; SPED, EB, and At-Risk performance data; interim assessments; DOL/All In Learning data; intervention progress-monitoring data; and PLC documentation.

Performance Objective 3

By June 2027, Alderete Middle School will prepare students for a successful transition to high school through participation in academy and career-exploration opportunities, access to high school credit courses, and individualized advising on high school, college, career, and military pathways.

Evaluation Data Source: Academy and career-exploration participation, high school credit completion, course enrollment records, student advising documentation, and high school pathway selections.

Performance Objective 4

By June 2027, Alderete Middle School will increase student attendance from 95.6% to at least 97% and reduce chronic absenteeism through early identification, targeted interventions, family outreach, and student engagement and incentive strategies.

Evaluation Data Source: Daily and average attendance rates, chronic absenteeism data, student attendance records, attendance intervention and parent contact logs, and participation in attendance incentive programs.

Performance Objective 5

Throughout the 2026-2027 school year, Alderete Middle School will strengthen academic and social-emotional intervention systems by using student data to identify needs and provide timely, targeted supports that improve student achievement, behavior, engagement, and well-being.

Evaluation Data Source: Intervention and progress-monitoring data, DOL/All In Learning data, student achievement data, attendance, discipline and behavior data, counselor/SEL documentation, and student climate surveys.

Performance Objective 6

Throughout the 2026-2027 school year, Alderete Middle School will promote student health and wellness through engaging physical education, increased opportunities for moderate-to-vigorous physical activity, and health education that supports lifelong healthy habits.

Evaluation Data Source: Fitness assessment data, PE participation and activity data, physical activity minutes, health education documentation, and student wellness data.

Goal 4 STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will strengthen staff capacity through differentiated professional learning, coaching, collaboration, and ongoing support aligned to staff needs, campus priorities, and student achievement goals.

Evaluation Data Source: Professional learning records, T-TESS data, walkthrough and coaching data, PLC documentation, staff feedback/surveys, teacher action-step progress, and student achievement data.

Performance Objective 2

By June 2027, Alderete Middle School will increase staff attendance from 93% to at least 96% by promoting staff wellness, recognition, a positive work environment, and supports that strengthen staff well-being and engagement.

Evaluation Data Source: Staff attendance and absence data, staff climate and satisfaction surveys, wellness and recognition participation data, and staff retention data.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will increase staff voice, collaboration, and shared leadership by providing meaningful opportunities for staff to participate in campus committees, PLCs, and decision-making processes.

Evaluation Data Source: Committee and PLC participation records, meeting agendas/minutes, staff climate and satisfaction surveys, staff feedback, and campus decision-making documentation.

Performance Objective 4

Throughout the 2026-2027 school year, Alderete Middle School will strengthen staff capacity to recognize and respond to student social-emotional and mental health needs through targeted training, clear referral processes, and collaboration with counselors and community partners.

Evaluation Data Source: Staff training records, counselor and referral data, staff surveys/feedback, SEL implementation data, and community partnership documentation.

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

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will strengthen purposeful technology integration to enhance instruction, student engagement, assessment, feedback, and data-driven decision making.

Evaluation Data Source: Classroom walkthrough data, lesson plans, digital platform usage, All In Learning data, student assessment data, teacher technology training records, and student/teacher feedback.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will utilize secure technology systems to support campus safety, student well-being, communication, and a positive school culture while promoting responsible digital citizenship and protecting student and staff information.

Evaluation Data Source: Technology and digital safety records, behavior and attendance tracking data, communication platform data, digital citizenship documentation, technology incident reports, and student/staff feedback.

Canutillo Independent School District



Canutillo Middle 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

During the academic school year, CMSSA will optimize the allocation of Title 1 & State Comp resources to support high-quality instruction, student support services, and extracurricular activities aligned with the school's goals and priorities.

Evaluation Data Source: Resources received, communication with Campus Improvement Committee and Department Heads

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.

Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.

4

The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.

The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.	There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.
4	Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.	Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.
3	Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.	There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 2

During the academic school year, CMSSA will ensure that school facilities are well-maintained, safe, and conducive to a positive learning environment for students, staff, and visitors.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

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

Performance Objective 1

During the academic school year, CMS will increase parent engagement and parent leadership through active participation in decision-making committees (SHAC, LPAC, CIC, CNA, CIP, Program Advisory groups, DAC, PBIS etc...), as well as various community and family events on the campus.

Evaluation Data Source: Participation sign up/in sheets

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.	Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

Performance Objective 2

During the academic school year, CMS will provide training/resources to parents of migratory/migrant students on reading strategies in all core subject areas, to improve academic readiness, and information and resources about college/career opportunities.

Evaluation Data Source: Parent Liasion, Admin, Student support services..

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.

Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1 High Priority

During the school year, students will achieve Meets or Master's Reading scores for grades 6-8 STAAR and will improve by 5%. Additionally, students will achieve Meets or Master's in Math for grades 6-8 STAAR and Algebra 1 EOC, and will also improve by 5%.

Evaluation Data Source: STAAR, TELPAS results, Common Assessment, STAAR Ready

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.

The demands of HB1416 requirements and the increased student population and traditional bell schedule.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.

Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.

Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

Performance Objective 2 High Priority

During the 2026-2027 school year, CMS will provide training, instructional support, and tutors to assist Migrant/migratory, Economically Disadvantaged, English Learners (ELs), SPED, At-Risk, and 504 students in Closing the Gap Performance by 5%. There will be 3% increase in progress measures for EB and SPED students. EBs will improve their rating by 3% in speaking, listening, and writing (TELPAS).

Evaluation Data Source: Interim Testing
Common Assessments
STAAR results
TAPR results
Summit 12
On Data Suite

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.	The demands of HB1416 requirements and the increased student population and traditional bell schedule.
2	The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.	CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.
3	Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.	The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.	Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.
3	The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.	Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.
4	The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.	The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.	There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.
3	The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.	Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

Performance Objective 3

During the 26-27 school year, CMS staff and the Instructional Coach will work to exit the Targeted Support area by monitoring students identified as needing Response to Intervention (RTI) and conducting follow-up meetings every 9 weeks to ensure student academic success.

Performance Objective 4

During the school year, all CMS students will engage in a campus-wide college/career awareness and Military Ready (CCMR) activities to promote interest in post-secondary education (STEAM Fair) in Spring 2027.

Performance Objective 5

During the school year, all teachers will be up to date with PBIS, Teach Kindness and the Emergency Operation Plan (EOP), through PD training and constant communication. Teachers will review PBIS, Teach Kindness, and EOP on a monthly basis to ensure that all stakeholders are safe and secure within the school.

Performance Objective 6

During the school year, CMS will improve student attendance rate from 95% to 98% for the 2026-27 school year.

Performance Objective 7

During the 2026-27 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate to vigorous physical activity minutes but also promote a healthy lifestyle and align with and reinforce core curriculum standards within the classroom. We will enhance student health and fitness levels by leveraging data from research-based assessments, including the School Health Index developed by the CDC.

Performance Objective 8

In order to facilitate a smooth 6th-grade student transition from elementary to middle school, CMS will hire staff, develop and host summer bridge camps and STEAM camps, during the Fall and spring semesters, as well as the summer, and increase participation by 5% each year.

Goal 4

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

Performance Objective 1

During the academic school year, CMS and CISD will provide professional development for all campus employees in teaching and learning, using social-emotional skills, and providing customer service to all stakeholders.

Evaluation Data Source: Training signatures/ dates of trainings and follow ups. Lists of PD's that support this objective

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 2

During the academic school year, enhance the physical, emotional, and mental well-being of all staff members by providing a safe and supportive working environment.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.	CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.
2 The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.
3 Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.	There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 3

CMSSA will improve overall staff satisfaction and retention by fostering a positive school culture where staff feel valued, supported, and motivated during the academic school year.

Evaluation Data Source: Increase in teacher attendance, decrease in discipline referrals, and improvement in customer service with stakeholders.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

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

Performance Objective 1

Canutillo Middle School will enhance the availability and effective utilization of technology resources to support student learning and achievement during the academic school year.

Evaluation Data Source: District IT Department

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Due to low attendance, academics and STAAR testing performance in all core and elective classes has decreased.	Frequent absences disrupt the continuity of learning, leading to gaps in knowledge and skills that are crucial for academic success. When students miss significant instructional time, they are less likely to grasp key concepts and keep up with the curriculum, resulting in lower performance on assessments.
3	The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.	Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.
4	The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.	The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.	There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

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.

Canutillo Independent School District



Northwest Early College 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

NWECHS will host at least two community events, one per semester, to market our program.

Evaluation Data Source: Attendance at event, tracked by school through sign in sheets, or other means of tracking the number of individuals in attendance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.

Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Performance Objective 2 High Priority

By December 2026, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Source: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 3

State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by May 2027.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

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

Performance Objective 1

NWECHS will plan at least four school-wide events throughout the 2026-2027 academic year addressing student social and emotional needs including teacher professional development.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2

By May 2027, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

Evaluation Data Source: Event Participation, sign-in sheets

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 3

NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2026-2027 school year.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 4

Student Leadership and Senate along with National Honor Society will organize at least four opportunities for community service throughout the 2026-2027 school year.

Evaluation Data Source: Student logs of community service

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 5

NECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2026-2027 school year.

Evaluation Data Source: Website, school messenger logs, parent portal participation, and parent liaison logs

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1

For the 2026-2027 school year, all students will pass EOC on their first attempt. 30% of students will earn Master's Level performance on each EOC taken

Evaluation Data Source: EOC Scores
Interim Data

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 2

Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) and 85% of students in each cohort as indicated through the enrollment data as of the last day of school in May 2027.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2 Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3 Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
3	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
4	Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 3 High Priority

By December 2026, all students in the class of 2028 and 2029 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI. By May, all students in the class of 2029 will have passed ELAR TSI and those in Algebra II will pass Math TSI.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3	About 40% of the class of 2030 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .	Gaps in learning, not being prepared for college level work.

Performance Objective 4

During the 2026-2027 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

Evaluation Data Source: Grade Reports
Minutes for LPAC, 504
Faculty Review of Grades

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

2

Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

4

Not moving students through MTSS in a timely manner

Process was cumbersome and somewhat confusing.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 5

By May 2027, NWECHS will increase college readiness and AP scores. Average composite scores on ACT to 23 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Evaluation Data Source: ACT, PSAT, SAT and AP scores

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
5	ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist	While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Cost of AP exams are high, difficult to find the money to pay fees	Parents struggle to pay for part of student exams.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 6

All students enrolled in Physical Education will complete at least one fitness assessment.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Goal 4 STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1

In 2026-2027 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.

Evaluation Data Source: Training logs
Safe Schools Certificates

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
3	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
4	Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents, staff and students have a safety concern because the campus is open.	What fencing does exist around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to walk or drive on to campus. Cameras consistently do not work and the lack of cameras along the back perimeter add to the safety concerns.

Performance Objective 2

For the 2026-2027 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, MTSS strategies, parent meetings, and parent/student attendance plans as needed.

Evaluation Data Source: Faculty meeting presentations
Weekly attendance rate reports by campus and grade level
MTSS
Attendance and tardy data

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
4 Not moving students through MTSS in a timely manner	Process was cumbersome and somewhat confusing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 3

In 2026-2027 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.

Evaluation Data Source: Presentations to staff
Classroom walkthroughs
teacher documentation

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Ensuring all student complete a fitness/physical assessment when enrolled in any PE course.

Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Goal 5

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

Performance Objective 1

During the 2026-27 school year NWECHS's technology infrastructure will be able to support various clubs and organizations as well Practicum/Career Preparation for Cybersecurity and Computer Programming.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Canutillo Independent School District



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

Fiscal Responsibility:

By May 2027, 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.

Performance Objective 2

Strategic Allocation of Resources:

By May 2027, Canutillo ISD will decrease administrative cost ratio, maintain its revenue variance to 3% or less, and expenses will not exceed current revenues.

Performance Objective 3

Planning for Growth:

By May 2027, Canutillo ISD will continue implementing the strategic plan and prior demographic study.

Performance Objective 4

Well Maintained Facilities:

By May 2027, 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.

Performance Objective 5

By May 2027, 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

Performance Objective 6

Business Services/HR:

By May 2027, Canutillo ISD will reinforce all standard protocols and procedures with consistency and common expectations in departmental practices.

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

Performance Objective 1

By May 2027, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

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 2027.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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

Performance Objective 3

By June 2027, 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.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Performance Objective 4

For the 2026-2027 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

Goal 3

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

Performance Objective 1 High Priority HB3 Goal

By May 2027, CISD students in grades Pre K - 2 will demonstrate a 5% growth in reading fundamental skills across respective assessments.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: Circle Progress Monitoring - Pre K
NWEA MAP - K - 2

Performance Objective 2 High Priority HB3 Goal

By May 2027, CISD students in grade levels 3-10 will achieve 90% approaches, 60% meets and 30% masters on English Language Arts and Reading STAAR.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: STAAR Assessment
NWEA MAP
Common Unit Assessments

Performance Objective 3 High Priority

By May 2027 (update for current year), Canutillo ISD students in grades K-2 will have at least 3% growth on STEMscopes Progress measurement assessment data from end-of-year.

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

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

Performance Objective 4 High Priority HB3 Goal

By May 2027, CISD students in grade levels 3-10 will achieve 90% approaches, 60% meets and 30% masters on the Mathematics STAAR.

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

Evaluation Data Source: STAAR Assessment
NWEA MAP
Common Unit Assessments

Performance Objective 5 High Priority HB3 Goal

By May 2027 (update for current year), Seniors graduating College, Career, and Military Ready (CCMR) will increase the component score by a minimum of 6% from 54% to 60% .

TEA Priorities: Connect high school to career and college

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

Performance Objective 6 HB3 Goal

Graduation rate will increase from 97.4%% in 2026 to 98% for school year 2027. (update for current year)

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: We will monitor using our CCMR strategies including our data dashboards, and leverage Graduation Coach, CCMR Coach, and Director of Career Pathways to support students in becoming college, career, or military ready.

Performance Objective 7

By May 2027 , Canutillo ISD will increase and monitor all student attendance rate from 94.3% to 96%.

Performance Objective 8

Student Safety & Well Being :

By May 2027 (update for current year), CISD will develop a personal social competencies baseline for CISD students.

Performance Objective 9 High Priority

By May 2027, CISD students will achieve 90% approaches, 60% meets and 30% masters on Social Studies STAAR.

TEA Priorities: Improve low-performing schools

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

Performance Objective 10

By May 2027, CISD students will achieve 90% approaches, 60% meets and 30% masters on Science STAAR.

TEA Priorities: Connect high school to career and college

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

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.

TEA Priorities: Connect high school to career and college

Performance Objective 12

By May 2027, all CISD students will be familiar with required state-mandated safety drills and respective expectations.

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 26-27.

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

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

Performance Objective 14

By May 2027, 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.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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

Performance Objective 15 High Priority

By May 2027 CISD students in grades 9-12 will demonstrate a 5% TELPAS Composite Growth from (18.97%-25%)

TEA Priorities: Build a foundation of reading and math

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

Goal 4

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

Performance Objective 1

Professional Learning and Quality Staff:

By May 2027, 100% of district administrators will participate in professional development activities to improve leadership capabilities toward improving student outcomes.

Performance Objective 2

Professional Learning and Quality Staff: (TTESS)

By May 2027, 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.

Performance Objective 3

Staff Satisfaction:

By May 2027, Canutillo ISD staff will increase by 3% annually Teacher Retention rate and Employee Attendance rate to 95%.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Teacher surveys

Attendance reports

Separation reports

Performance Objective 4

Staff Safety and Well-Being:

By May 2027, 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 .

Performance Objective 5

By June 2027, 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.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Teacher Professional Development Survey

T-TESS

District Needs Assessment

SEL Bowl 5.0

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

Performance Objective 1

Infrastructure:

Throughout the 2026-2027 school year, CISD will deploy technology infrastructure across all new campuses, based on district standards, to provide reliable connectivity.

Performance Objective 2

Infrastructure/Safety:

Throughout the 2026-2027 school year, CISD will enhance its cybersecurity posture by implementing Multi-Factor Authentication (MFA) for all staff and developing and maintaining a comprehensive district cybersecurity framework. The district will continue providing ongoing cybersecurity analysis, remediation, and network traffic safety strategies to comply with CIPA requirements and state cybersecurity guidelines.

Performance Objective 3

Connectivity:

Technology hardware and endpoint devices will continue to be refreshed according to their end-of-life cycle, following a standard 5-year production lifecycle for computers. Additionally, review and identification of campus and department administration devices will be conducted to establish and define their appropriate refresh schedule.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Performance Objective 4

Community Engagement:

By May 2027, 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.

Performance Objective 5

Community Engagement:

Public Information Office (PIO) will develop a marketing plan to promote district strategies and programming in hopes of increasing enrollment by May 2027.