



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:

Street Address:
7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:
P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7440
F: (915) 877-7521
canutillo-isd.org

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.

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

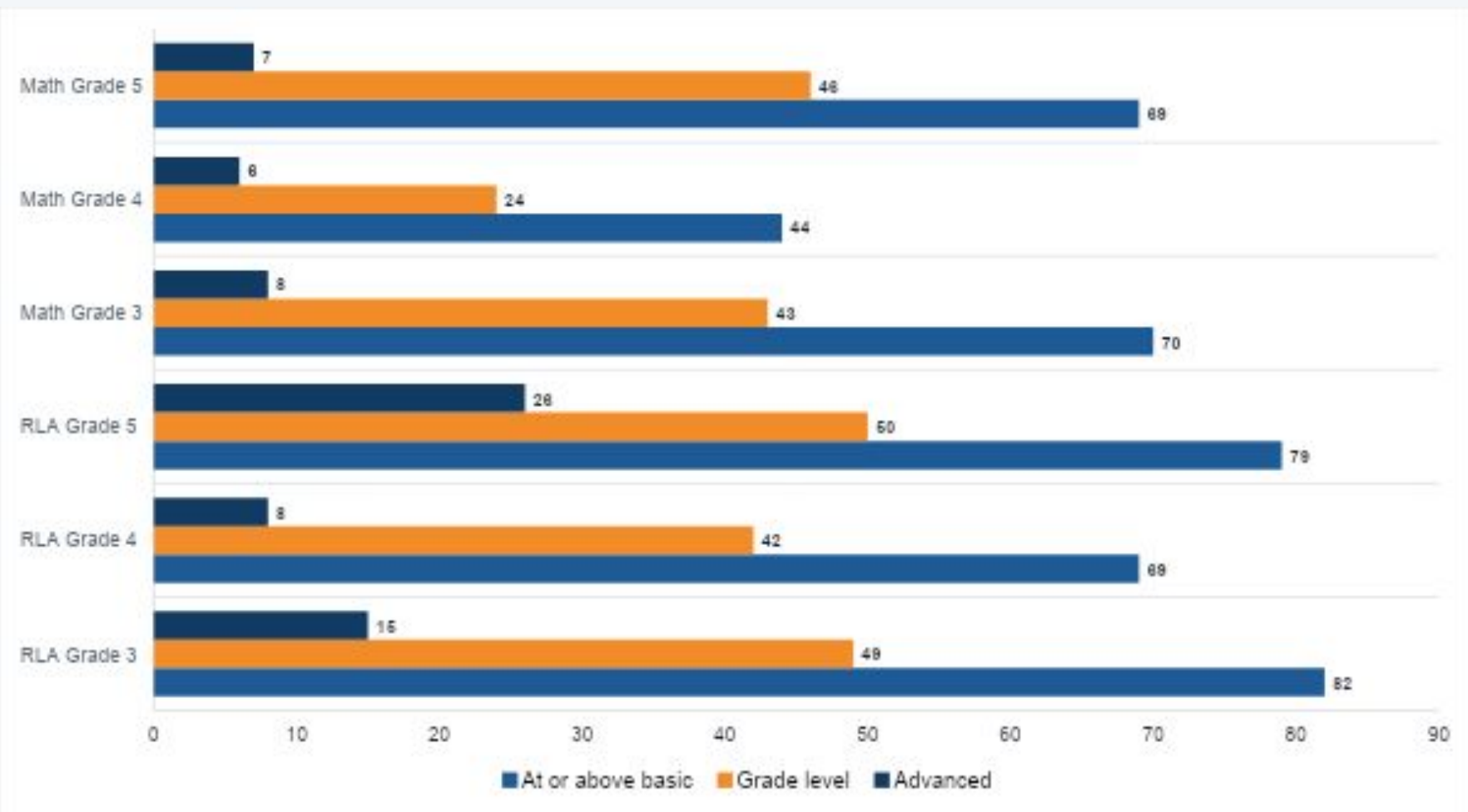
What this plan does

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.**

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

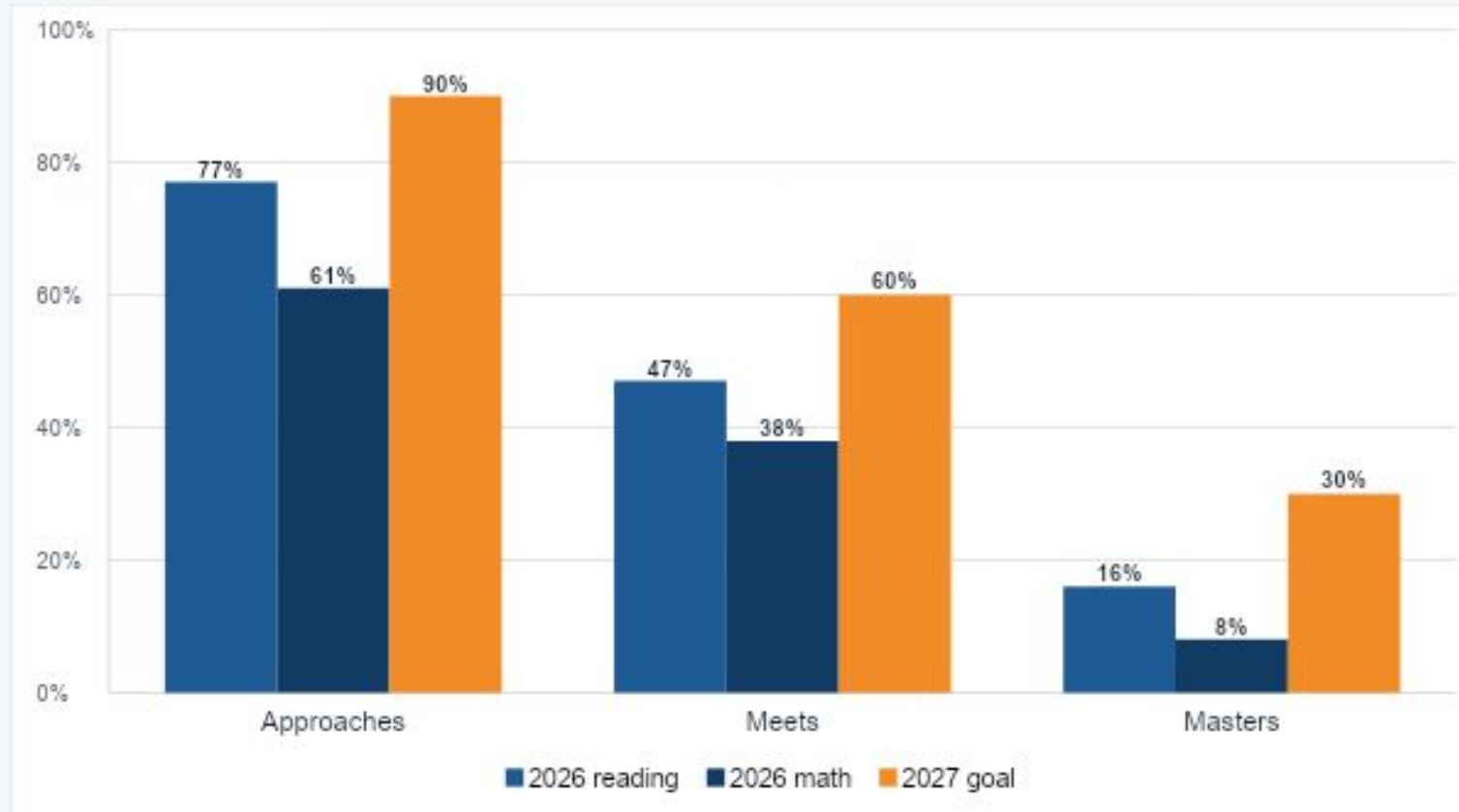
ALL TESTED READING GRADES

77 / 47 / 16

At or above basic / grade level / advanced

2027 goal: more students reach each test level

04



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.

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

Teachers receive support matched to student needs

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.

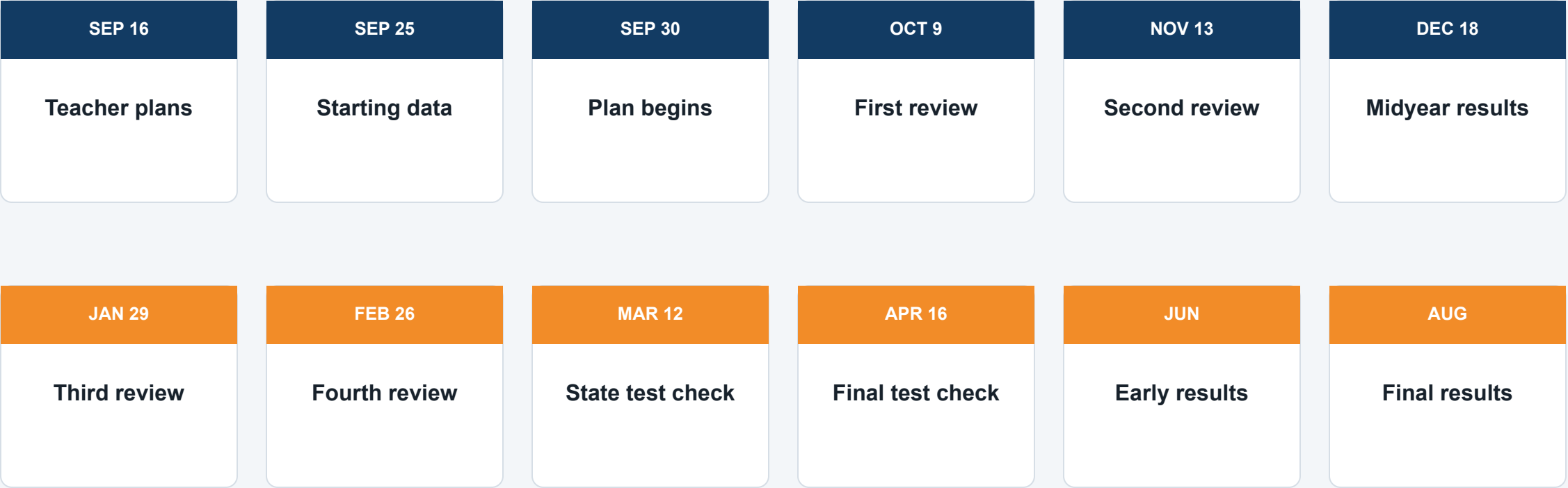
Practice with test tools

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

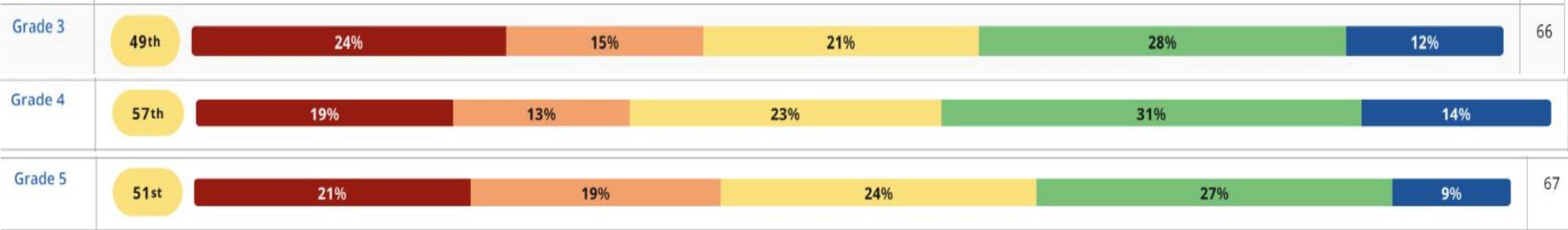
147

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

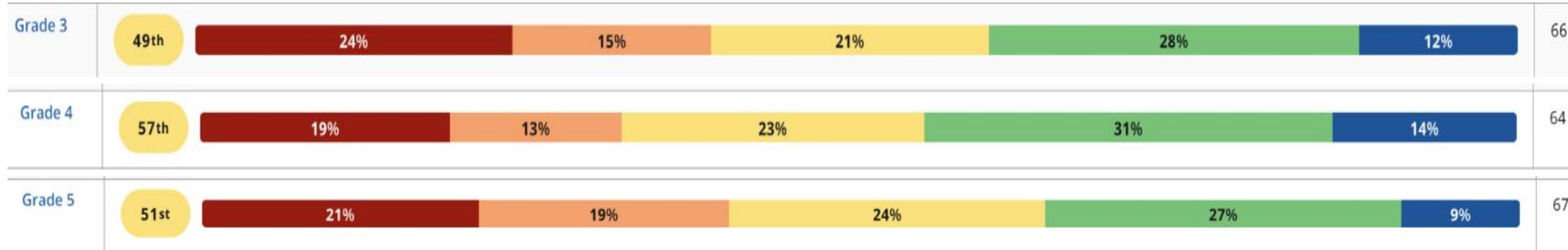
- 12 Walkthroughs are done a week per administration for a total of 24 a week.
- 2 coaching walkthroughs on a 3 week cycle.
- Walkthroughs are normalized and expected.
- Coaching in the moment occurs during visits and teachers turn it around to students in the moment.
- Feedback is provided to teachers 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

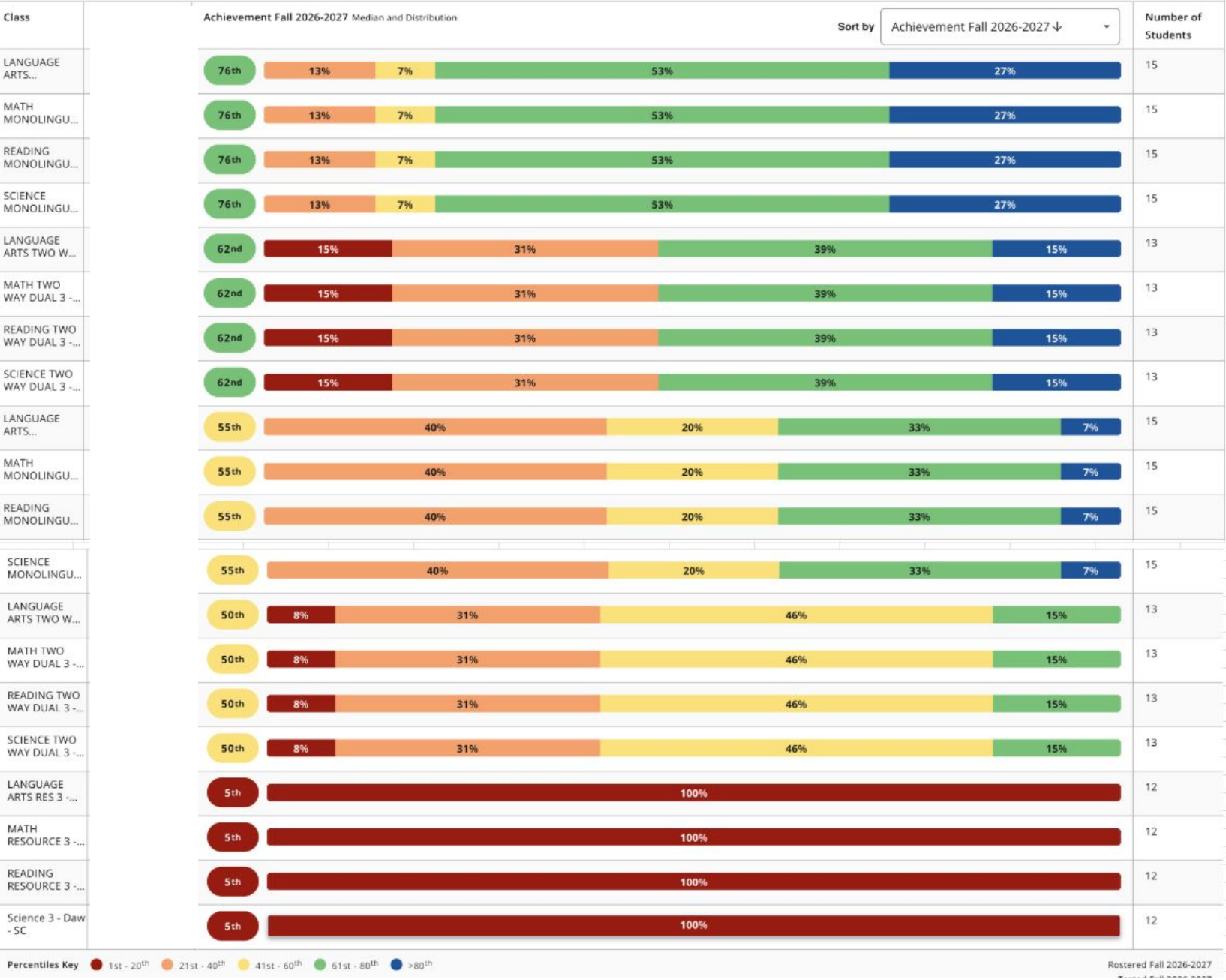


BOY NWEA Maps Reading - Grades 3, 4, & 5



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 -

School Profile
Grade 4 Achievement by Class
 Gonzalo and Sofia Garcia Elem | Math K-12



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
LANGUAGE ARTS TWO W...	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	100%					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