# Canutillo 2020

Canutillo ISD Five Year Strategic Plan

GOCanutillo *Excellence Through Integrity and Innovation*

*“Intelligence plus character -*

*that is the goal of true education.”*

*- Dr. Martin Luther King, Jr.*

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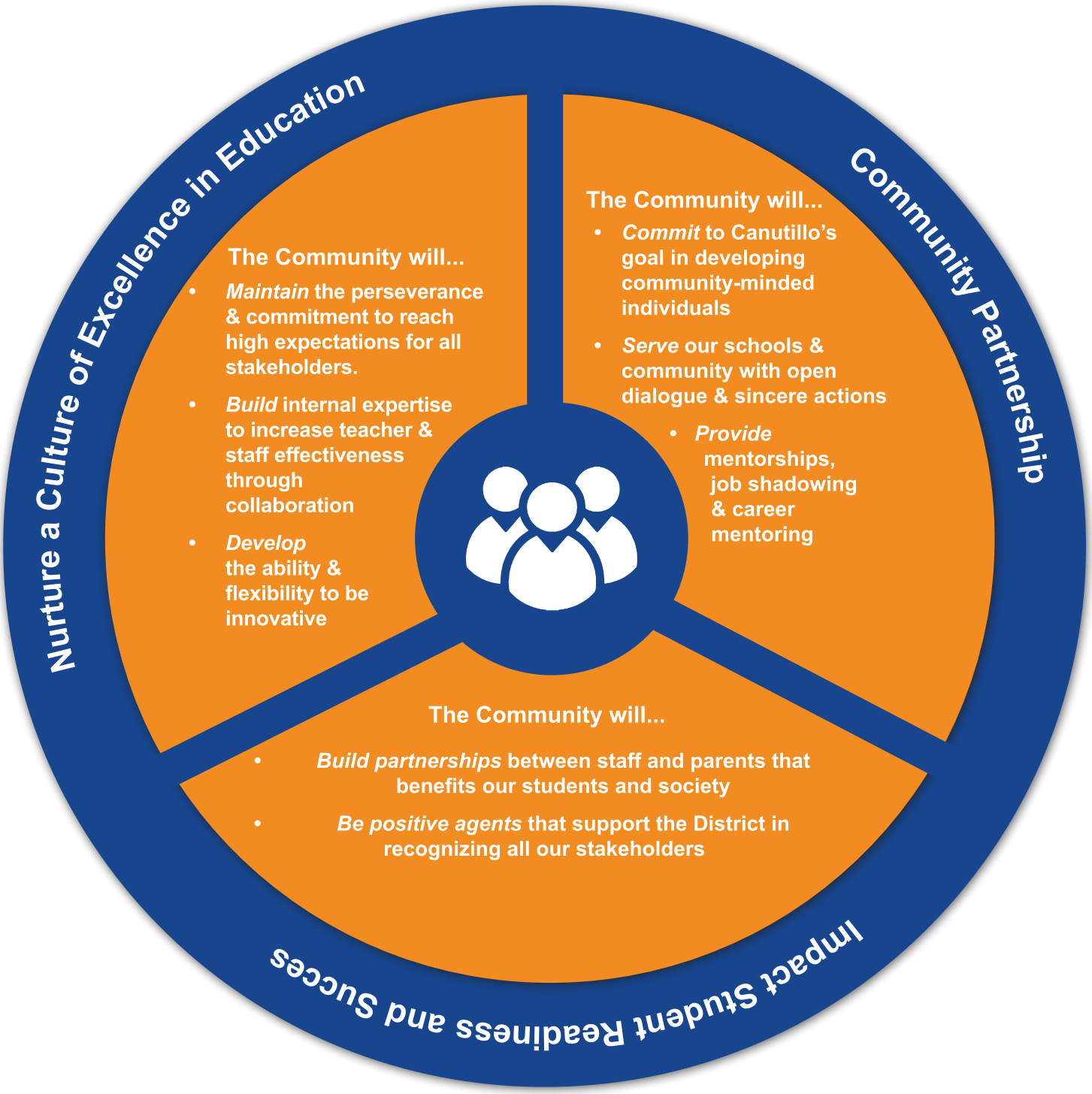
# CISD **Student Profile**

# CISD **Community Profile**



# CISD **Employee Profile**

# Team of Eight

**Stephanie Frietze**
*President*

**Adrian Medina**
*Vice President*

**Mary Yglesias**
*Secretary*

**Letty Gonzalez**
*Trustee*

**Rachel Quintana**
*Trustee*

**Armando Rodriguez**
*Trustee*

**Laure Searls**
*Trustee*

**Dr. Pedro Galaviz**
*Superintendent of Schools*

*Public participation and open lines of communication are vital to the educational success of our students.*

**Integrity**

Guiding the Canutillo Independent School District toward excellence is the goal of the seven-member CISD Board of Trustees. As the district's elected leaders, trustees represent community expectations as they chart the direction of educational programs and services and establish the standard by which success is measured.

Trustees employ the superintendent, approve the budget and monitor expenditures, set the tax rate, and may call for a bond or tax rate election. The board also establishes policies for operating the district and ensuring its financial viability.

The Board of Trustees and staff of the Canutillo Independent School District appreciates the interest and support of the community in our public school system.

# Leadership

*Dr. Pedro Galaviz is a committed educator who cares deeply for the greater Canutillo and El Paso communities. Upon his appointment as Superintendent of the Canutillo Independent School District in May 2013, he immediately relocated his family from the Round Rock (Texas) Independent School where he served as Director of Secondary Education and enrolled his son and daughter into schools under his care. Since then, he has overseen the successful completion of $32 million in capital improvement projects, including the new Congressman Silvestre and Carolina Reyes Elementary School, the new Gymnasium and Fine Arts Center at Alderete Middle School, the new Auxiliary Gymnasium at Canutillo High School, and the new cafeteria at Northwest Early College High School. He has also lead the district in improving its academic performance marks, including one of the 10 campuses earning a perfect results on the 2015 State Accountability Ratings from the Texas Education Agency.*

# Superintendent's Letter

The Canutillo Independent School District stands as one of the most recognized and fastest-growing school districts in the El Paso community. With a rich history, strong character, and a wealth of people willing to devote their energy and spirit to our children's education, we are poised to reach our goal of becoming one of the premier school districts in the region, the state, and the nation.

To ensure that we achieve our goal, we have developed a strategic plan to guide our leadership, administrators, and staff as we work tirelessly to provide an innovative, high-quality education for the children of the Canutillo community.

The CISD stands to experience rapid growth in housing, retail, commercial, and industrial developments in the coming years. Already, we can see the formation of new housing subdivisions in ever-expanding neighborhoods. We can see the construction of large-scale endeavors such as a new teaching hospital and business expansions in Northwest El Paso, endeavors that will enhance our district with new job opportunities and increased economic development.

To best accommodate this increase in residential and business populations on the horizon, we have to plan today. We must understand that growth is inevitable, and that it can be an invaluable opportunity for a school district prepared to seize it.

The long-term vision of the strategic plan will ensure that we are devoting all our district's time and resources toward achieving our yearly goals. This will serve as the foundation for our district's growth over the next half-decade and beyond.

The CISD has made great strides in establishing itself as a school district of exceptional academic achievements, athletic prowess, and artistic talents. With this strategic plan, our district can continue to move forward with the confidence that our efforts are bringing us closer each and every day to our goal of being the premier school district.

Sincerely,

Dr. Pedro Galaviz
*Superintendent of Schools*
*Canutillo Independent School District*

*Our students will be provided with high quality education experiences that will prepare them to become leaders.*

# Character

# CISD Vision, Mission & Core Beliefs

**Vision** Canutillo ISD is a premier school district with nationally-ranked, multi-literate graduates ready to excel in college, their careers, their community, and in life.

**Mission** To provide high quality educational experiences that will inspire and prepare all students to apply the knowledge and skills necessary to become effective leaders and productive citizens.

**Core Beliefs** The CISD believes in the following non-negotiable core beliefs

- Culture of Excellence
- High Expectations
- Student Centered
- Accountability
- Transparency

- **Raising the Bar in Academics**
  *CISD had two Gates Millennium Scholars in 2014, which contributed to unprecedented levels of academic scholarships for college-bound students. The CISD curriculum is rigorous and aims to prepare students for college and life after high school.*
- **Triumphant in Athletics**
  *CISD sports teams won championships and represented El Paso in regional and state competitions. From the football team's appearance in the regional semifinals to the addition of middle-school baseball and softball, CISD is triumphant on the field!*
- **Excellence in Fine Arts**
  *The CISD School of Music this year earned Sweepstakes Awards for both the CHS Band and the CHS Choir. Students in CISD schools are members of the El Paso Youth Symphony Orchestra and participate in national music symposiums. Stage players and artists are also recognized at local and state levels.*
- **Innovative in Our Programs**
  *CISD offers its students a wide range of academic programing that is unrivaled. Students can choose from programs like Early College High School, Advancement Via Individual Determination, Princeton Review, Dual Credit, Advanced Placement and others.*
- **Committed to Our Students**
  *CISD Students can further enrich their quality of life by participating in programs such as Kids Excel, No Place For Hate, Boys & Girls Club and Character Counts. CISD is committed to the education of the whole child.*

# CISD Stakeholder Groups & Their Values

| Stakeholder Group | Value Proposition Summary Area | Contributing Value Propositions |
|---|---|---|
| **CISD Students** | Developing 21st Century Life Skills | • Students will not be afraid to inquire, challenge, and provide feedback<br>• We will build life readiness skills in CISD students<br>• We will enhance family culture in CISD students with peer mentorship<br>• We will incorporate technology into all district initiatives and academic programs |
| | Enhancing Career Awareness, Exploration, and Preparation | • Establish relevancy to workforce and career opportunities<br>• Recognize future, prepared worker as a CISD alumnus.<br>• Increase the value of a CISD diploma, academics, graduation rate and college acceptance |
| | Building Readiness for Success in College and Post-secondary | • Enhance and increase opportunities to pay for college and higher education<br>• Expand college credits earned in high school classes<br>• Create Meaningful academic and college readiness experiences |
| **CISD Parents & Families** | Growing Parental Engagement in Student's Education | • Engage families in their child's education process at all levels<br>• Ensure parents and family have a high sense of worth<br>• Facilitate contributions of parental and family talents, resources, and, most importantly, their time<br>• Instill and encourage a parental sense of purpose and responsibility |
| **CISD Staff & Faculty** | Impacting Student Readiness and Success | • Partnerships between faculty/staff and parents that benefits students<br>• Faculty and staff valued as greatest influence on students and recognized as agents of empowerment for students |
| | Nurturing a Culture of Excellence in Education | • Develop the ability and flexibility to be innovative<br>• Use CISD faculty and staff strengths to build internal expertise<br>• Increase teacher and staff effectiveness through collaboration<br>• Maintain the perseverance and commitment to reach high expectations for all stakeholders |
| **CISD Community Partners** | Growing Network of Partnerships with Community Focus | • Nurture and prepare a highly qualified workforce through internships, job shadowing and career mentoring<br>• Contributions to developing community-minded individuals who are: ethical, forward-thinking, collaborative leaders, service-oriented, strong citizenship, etc.<br>• Create receptiveness to community needs and changes through open dialogue and public service to our community. |

# Strategic Objective Summary Diagram

Approved by CISD Board of Trustees Aug. 26, 2014

**GO Canutillo GO2020!**

**"From Vision to Value"**

*- Setting Canutillo ISD's Strategic Roadmap for Success*

## 4 STRATEGIC AREA DRIVERS

- SUPPORT SERVICES
- C&I / LEARNING OPPORTUNITIES
- COMMUNICATIONS / MARKETING
- STAKEHOLDER NEEDS

## STRATEGIC OBJECTIVES

**A** We will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning

**B** We will ensure sustained student achievements that result in nationally-ranked, multi-literate CISD graduates through a quality and value-driven instruction program supported by highly qualified personnel.

**C** We will develop the Canutillo character in our students and drive them towards a career / profession that benefits the community with diverse career experiences from K-12.

**D** We will build meaningful parent partnerships creating opportunities for their empowerment and engagement in their child's education.

**E** We will convey a positive image to all CISD and community stakeholders with a formal marketing and public relations plan.

**F** We will grow the resources and talent available to our students and personnel with a thriving partner in education (PIE) program and CISD Foundation.

# Key Strategic Area Drivers

1. Support Services

**Objective A** We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

2. Curriculum & Instruction / Learning Opportunities

**Objective B** We will ensure sustained student achievements that result in nationally ranked, multi-literate CISD graduates through a quality and value-driven instruction program supported by highly qualified personnel.

**Objective C** We will develop the Canutillo character in our students and drive them toward a career/profession that benefits the community with diverse career experiences from Kindergarten through 12th Grade.

**Objective D** We will build meaningful parent partnerships, creating opportunities for their empowerment and engagement in their child's education.

3. Communications & Marketing

**Objective E** We will convey a positive image to all CISD and community stakeholders with a formal marketing and public relations plan.

4. Stakeholder Needs

**Objective F** We will grow the resources and talent available to our students and personnel with a thriving Partners in Education program and CISD Foundation.

*We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.*

# Support Services

# Strategic Actions

## Strategic Objective A

We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

### Essential Indicators

- A comprehensive plan for safety and security that addresses, evaluates and adjusts technology, facilities, school staff, and community regarding schools and district buildings.
- System wide use of cameras, access control systems, and one-card staff and student identification systems to enhance security.
- Expand police and security officer presence and develop processes and procedures to enhance effectiveness.
- District-wide, equitable facilities plan that addresses the increasing age of school and district campuses/buildings, population growth and indoor environmental quality in order to provide optimal learning and teaching environments.

*NWECHS class of 2014 graduates and GATES Millennium Scholars Alexandria Holden & Monique Davis*

# Nationally Ranked Graduates

We will ensure sustained student achievements that result in nationally ranked, multi-literate CISD graduates through quality and value-driven instruction program supported by highly qualified personnel.

# Strategic Actions

## Strategic Objective B

### Essential Indicators

- Teaching and learning framework that will guide teacher and principal evaluations, curriculum development, and teacher and leadership professional development.
- Effective program support for critical need student populations such as students with limited English proficiency and students receiving special education services.
- PK-2 education program that builds early foundations for learning success and eliminates achievement gaps before they occur.
- Differentiated-tiered support framework that provides early and effective assistance to students for academic interventions and resources for all students based upon student-achievement and need.
- Integrated curriculum to align with 21st Century learning skills, STEM, innovative technologies, and project-based learning.
- Every student to move successfully from elementary to middle school and from middle school to high school with effective transition strategies in teaching and learning.

*We will ensure sustained student achievements that result in nationally ranked, multi-literate CISD graduates through quality and value-driven instruction programs supported by highly qualified personnel.*

# Curriculum & Instruction

# Strategic Actions

## Strategic Objective B *(continued)*

### Essential Indicators *(continued)*

- Optimal learning environment for middle school students including high expectations for achievement and a whole-child emphasis with appropriate schedules and extracurricular activities.
- National career and technology academies that will ensure every student has equitable access to high quality programs.
- Vibrant college awareness, advising, and preparation to help students navigate the college going and career-exploration process, starting in elementary school.
- A learning network that addresses dropout reengagement, credit retrieval and options for students to accelerate their progress towards graduation.
- Purposeful, individualized professional development for all teachers on content in critical learning areas such as literacy and mathematics and on implementing the curriculum.
- Purposeful, individualized professional development for all staff on high expectations, quality instruction, and instructional supports for all students.
- Human resource plan with career development and pathways that enables staff to plan, self-manage, and achieve their career objectives.
- Performance management system that is linked to appropriate outcomes that measure optimum job performance and enhance student success.
- A long-term recruitment and staffing strategy to attract and retain a diverse and high performing staff for high demand, difficult to fill positions.
- A pipeline of highly effective district leaders through focus on recruiting, hiring, evaluating, and supporting instructional and community leaders for continuity.
- Leadership development programs for administrators, building leaders and teacher leaders.

*We will develop the Canutillo character in our students and drive them toward a career/profession that benefits the community with diverse career experiences from Kindergarten through 12th Grade.*

# Character Development

# Strategic Actions

## Strategic Objective C

We will develop the character in our students and drive them towards a career / profession that benefits the community with diverse career experiences from K-12.

### Essential Indicators

A positive climate in every school by implementing an integrated program of character education, social-skill development, behavior management, and relationship building that involves students, staff, families, and community members.

Every student has equitable access to counseling, social work, psychological, and other support services by using data-informed decision making to determine the type and amount of support services that will be provided in every school.

National standards for school counseling services that address academics, career planning, and personal development to ensure students' equitable access to rigorous courses.

Positive Behavior Intervention and Supports (PBIS) programs that refines existing school plans and provides professional development to new school teams.

Career-paths connected to an advisory board at the school level or the district level and has members from the district and high school administration, academy staff, employers and post-secondary education.

Career-path incorporates at least a two, a three, or an overall four-year experience, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels.

Rigorous and relevant curriculum, and experiences with career and education options outside the high school, including a strong focus on personalization with a collaborative environment for all stakeholders.

District and high school administrative support results in appropriate academy scheduling, adequate academy funding, facilities, equipment, and learning materials.

*We will build meaningful parent partnerships creating opportunities for their empowerment and engagement in their child's education.*

# Meaningful Parent Partnerships

# Strategic Actions

## Strategic Objective D

We will build meaningful parent partnerships creating opportunities for their empowerment and engagement in their child's education

### Essential Indicators

- Provide support and timely information to students, teachers, parents, and administrators within a timely manner.
- Parents and educators sharing partnering information such as student strengths and learning preferences.
- Providing parents course expectations and offerings, student placement, school activities, student services, and optional programs.
- Parents engaged in promoting literacy by developing and implementing initiatives focused on building active, lifelong readers and engaging parents/guardians in supporting early reading skills and leisure reading.
- A Parent Academy to support parents as teachers who guide the learning of their children and as learners who want to acquire skills to better assist their children.
- An accessible parent/family information and resource center to support parents and families with training, resources, and other services.
- Workshops to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
- Parents setting student goals each year and in planning for postsecondary education and careers.
- Utilizing parents as resources in regard to their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
- PTOs or other parent groups at all campuses to identify and respond to issues of interest to parents.
- Parental decision-making and advisory committees and adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel.
- Professional development for staff members in creating an inviting climate and effectively utilizing parent/volunteer resources.

*We will grow the resources and talent available to our students and personnel with a thriving Partners in Education program and CISD Foundation.*

# Partnerships

# Strategic Actions

## Strategic Objective E

We will convey a positive image to all CISD and community stakeholders with a formal marketing and public relations plan.

### Essential Indicators

A systematic communication plan beginning with a comprehensive needs assessment and encompassing all of the strategic objectives to position CISD as the premiere District.

A District-wide and schools comprehensive guide to developing and engaging stakeholder groups.

In-person communication mechanisms such as roundtables, advisory groups, and town halls including households without children in CISD schools, to foster better appreciation for, support of, and engagement with CISD.

*We will grow the resources and talent available to our students and personnel with a thriving Partners in Education program and CISD Foundation.*

# Partnerships

# Strategic Actions

## Strategic Objective F

We will grow the resources and talent available to our students and personnel with a thriving partner in education (PIE) program and CISD Foundation.

### Essential Indicators

A structured Partner in Education (PIE) program to encourage the development of mutually beneficial partnerships designed to match community resources to school and division needs

A well-developed CISD foundation that positions itself to fund educational opportunities through foundation/ business grants and individual donations

*Instill and encourage a parental sense of purpose and responsibility*

# Engage

**Goal 1** We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| A comprehensive plan for safety and security that addresses, evaluates and adjusts technology, facilities, school staff, and community regarding schools and district buildings | | ✔ | | |
| System wide use of cameras, access control systems, and one-card staff and student identification systems to enhance security | | | ✔ | |
| Expand police and security officer presence and develop processes and procedures to enhance effectiveness | | ✔ | | |
| District-wide, equitable facilities plan that addresses the increasing age of school and district campuses/buildings, population growth and indoor environmental quality in order to provide optimal learning and teaching environments | ✔ | | | |

**Goal 2** We will ensure sustained student achievements that result in nationally ranked, multi-literate CISD graduates through quality and value-driven instruction program supported by highly qualified personnel.

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Teaching and learning framework that will guide teacher and principal evaluations, curriculum development, and teacher and leadership professional development | | ✔ | | |
| Effective program support for critical need student populations such as students with limited English proficiency and students receiving special education services | ✔ | | | |
| PK-2 education program that builds early foundations for learning success and eliminates achievement gaps before they occur | ✔ | | | |
| Differentiated-tiered support framework that provides early and effective assistance to students for academic interventions and resources for all students based upon student-achievement and need | ✔ | | | |
| Integrated curriculum to align with 21st Century learning skills, STEM, innovative technologies, and project-based learning | | | ✔ | |
| Every student to move successfully from elementary to middle school and from middle school to high school with effective transition strategies in teaching and learning | ✔ | | | |
| Optimal learning environment for middle school students including high expectations for achievement and a whole-child emphasis with appropriate schedules and extracurricular activities | | ✔ | | |
| National career and technology academies that will ensure every student has equitable access to high quality programs | ✔ | | | |
| Vibrant college awareness, advising, and preparation to help students navigate the college going and career-exploration process, starting in elementary school | | | ✔ | |
| A learning network that addresses dropout reengagement, credit retrieval and options for students to accelerate their progress towards graduation | ✔ | | | |
| Purposeful, individualized professional development for all teachers on content in critical learning areas such as literacy and mathematics and on implementing the curriculum | | ✔ | | |
| Purposeful, individualized professional development for all staff on high expectations, quality instruction, and instructional supports for all students | | ✔ | | |
| Human resource plan with career development and pathways that enables staff to plan, self-manage, and achieve their career objectives | ✔ | | | |
| Performance management system that is linked to appropriate outcomes that measure optimum job performance and enhance student success | | ✔ | | |
| A long-term recruitment and staffing strategy to attract and retain a diverse and high performing staff for high demand, difficult to fill positions | | ✔ | | |
| A pipeline of highly effective district leaders through focus on recruiting, hiring, evaluating, and supporting instructional and community leaders for continuity | | | ✔ | |
| Leadership development programs for administrators, building leaders and teacher leaders | ✔ | | | |

**Goal 3** We will develop the character in our students and drive them towards a career / profession that benefits the community with diverse career experiences from K-12.

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| A positive climate in every school by implementing an integrated program of character education, social-skill development, behavior management, and relationship building that involves students, staff, families, and community members. | ✔ | | | |
| Every student has equitable access to counseling, social work, psychological, and other support services by using data-informed decision making to determine the type and amount of support services that will be provided in every school. | | ✔ | | |
| National standards for school counseling services that address academics, career planning, and personal development to ensure students' equitable access to rigorous courses. | ✔ | | | |
| Positive Behavior Intervention and Supports (PBIS) programs that refines existing school plans and provides professional development to new school teams. | | | ✔ | |
| Career-paths connected to an advisory board at the school level or the district level and has members from the district and high school administration, academy staff, employers and post-secondary education | | ✔ | | |
| Career-path incorporates at least a two, a three, or an overall four-year experience, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels | | | | ✔ |
| Rigorous and relevant curriculum, and experiences with career and education options outside the high school, including a strong focus on personalization with a collaborative environment for all stakeholders | | | | ✔ |
| District and high school administrative support results in appropriate academy scheduling, adequate academy funding, facilities, equipment, and learning materials | | | | ✔ |

**Goal 4** We will build meaningful parent partnerships creating opportunities for their empowerment and engagement in their child's education

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Provide support and timely information to students, teachers, parents, and administrators within a timely manner. | ✔ | | | |
| Parents and educators sharing partnering information such as student strengths and learning preferences | | ✔ | | |
| Providing parents course expectations and offerings, student placement, school activities, student services, and optional programs | | ✔ | | |
| Parents engaged in promoting literacy by developing and implementing initiatives focused on building active, lifelong readers and engaging parents/guardians in supporting early reading skills and leisure reading | ✔ | | | |
| A Parent Academy to support parents as teachers who guide the learning of their children and as learners who want to acquire skills to better assist their children | | ✔ | | |
| An accessible parent/family information and resource center to support parents and families with training, resources, and other services | | | ✔ | |
| Workshops to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments | ✔ | | | |
| Parents setting student goals each year and in planning for postsecondary education and careers | | | ✔ | |
| Utilizing parents as resources in regard to their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty | | ✔ | | |
| PTOs or other parent groups at all campuses to identify and respond to issues of interest to parents | | ✔ | | |
| Parental decision-making and advisory committees and adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel | | ✔ | | |
| Professional development for staff members in creating an inviting climate and effectively utilizing parent/volunteer resources. | | | | |

**Goal 5** We will convey a positive image to all CISD and community stakeholders with a formal marketing and public relations plan.

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| A systematic communication plan beginning with a comprehensive needs assessment and encompassing all of the strategic objectives to position CISD as the premiere District | | | ✔ | |
| A District-wide and schools comprehensive guide to developing and engaging stakeholder groups | | ✔ | | |
| In-person communication mechanisms such as roundtables, advisory groups, and town halls including households without children in CISD schools, to foster better appreciation for, support of, and engagement with CISD | | | ✔ | |

**Goal 6** We will grow the resources and talent available to our students and personnel with a thriving partner in education (PIE) program and CISD Foundation.

| Indicators | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| A structured Partner in Education (PIE) program to encourage the development of mutually beneficial partnerships designed to match community resources to school and division needs | | | ✔ | |
| A well-developed CISD foundation that positions itself to fund educational opportunities through foundation/ business grants and individual donations | | | ✔ | |

# Preparing for the Future

The Canutillo Independent School District (CISD) selected Jacobs Project Management Company to provide a comprehensive facilities assessment and master planning services to predict future capital needs to efficiently address building conditions and the student enrollment growth spurred by residential, retail and commercial development now occurring across CISD's operational territory. This effort, known as a Facilities Master Plan, is valued at $398,922 and will be paid using voter-approved bond funds. Currently, CISD has no plans to issue a new bond, and this project will provide CISD with an accurate, prioritized measure of facility needs and enrollment projections that will inform critical District decisions about facility maintenance and growth.

The facilities master plan is a core component of our strategy to grow strategically together with our expanding neighborhoods by proactively anticipating and meeting the needs of our students to ensure every child receives the highest quality education and support as possible. CISD has sufficient capacity in its existing schools to

accommodate growth on a short-term basis due to the construction of the newest campus, the Silvestre and Carolina Reyes Elementary School.

Jacobs is currently performing a comprehensive assessment of CISD's existing facilities. Meanwhile, the process to assess CISD's current and future needs requires the collaborative involvement and consensus of CISD's internal and external stakeholders from the strategic, political, educational, financial and technical support levels. In this respect, CISD will form a Facilities Master Plan Steering Committee that will meet four times on the following dates: December 1 and 3, 2015, February 11 and March 31, 2015. This committee is instrumental in guiding the facilities master plan process and editing the draft recommendations before they are presented to the CISD Board of Trustees prior to their ratification. Once complete, a master document will be adopted that will guide future decisions on how to best invest in the district's existing facilities that include its 10 campuses, central office building, student support services center and transportation headquarters.

*“If you’re not willing to learn,*

*No one can help you.*

*If you’re determined to learn,*

*No one can stop you.”*

*- Unknown*

# GO Canutillo

*Excellence Through Integrity and Innovation*

## Canutillo ISD Team of Eight

Stephanie Frietze - President
Adrian Medina - Vice President
Mary Yglesias - Secretary
Leticia Gonzalez - Trustee
Rachel Quintana - Trustee
Armando Rodriguez - Trustee
Laure Searls - Trustee
Dr. Pedro Galaviz - Superintendent of Schools

**Canutillo Independent School District**
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*The Canutillo Independent School District does not discriminate on the basis of race, color, national origin, gender, age or disability in its employment practices, or in providing education services, activities and programs, including technical education programs.*