

# **Tornillo Independent School District**

## **District Improvement Plan**

### **2018-2020**

**Accountability Rating: B**



# Mission Statement

Tornillo ISD's mission is to educate and empower students to thrive in their postsecondary journey by providing an innovative, nurturing culture of high expectations through collaboration of its stakeholders while maximizing resources.

## Vision

Believe we can succeed, with pride we will achieve.

## Board Members

Marlene Bullard, President

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Tornillo ISD District Improvement Plan (DIP) is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically Sections 11.251 and 11.252. Board policies BQ (Legal) and BQA (Legal) detail these requirements, and Board policies BQ (Local) and BQA (Local) illustrate Tornillo ISD's approved process for compliance with said law.

Each Texas school district shall have a district improvement plan that is developed, evaluated, and revised on an annual basis in accordance with state law and district policy by the Superintendent with the assistance of the district-level committee. The primary purpose of the district improvement plan is to guide district and campus staff in the improvement of academic performance for all students and all applicable and identified student groups. It is established in the law that the District Improvement Plan and Campus Improvement Plans be the primary record supporting expenditures attributed to the State Compensatory Education Program, as well as documentation for federally awarded funds.

The district is required by the Every Student Succeeds Act (ESSA), the current reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), to conduct a Comprehensive Needs Assessment (CNA) that addresses the four Multiple Measures of Data used to determine strengths and areas needing improvement:

- Demographics
- Student Academic Achievement
- District Processes and Programs
- Perceptions

In addition to the four Multiple Measures of Data, the following items are addressed within the framework of the Tornillo ISD District Improvement Plan:

- Clearly defined District goals and measurable performance objectives aligned to District goals
- Specific descriptions of strategies for improvement of student performance, in support of measurable performance objectives (to include time frame).
- Staff responsible for monitoring progress of strategy implementation and accomplishment.
- Expected result/impact of strategy implementation.
- Denotation of strategies addressing a state system safeguard, PBMAS intervention, and/or Critical Success Factors where applicable.
- Problem statements and root causes where identified and applicable for each strategy (created in Comprehensive Needs Assessment).
- Fund source for each strategy where funding is needed.
- "Resources Needed" block filled out with description of what products, materials, etc., are being used to fulfill the strategy.
- Formative Assessments
- Summative Assessments (Tied to measurable performance objectives).

In our efforts to prepare our students to be college and career ready, our District supplements our general curriculum with a number of research-based programs and activities. Programs that have proven to be effective with respect to increased student achievement have continued to be utilized, but with that, the District also strives for continuous improvement through research and implementation of additional innovative programs.

## Demographics

### Demographics Summary

Tornillo is on State Highway 20 and the Southern Pacific Railroad thirty-five miles south of El Paso in southeastern El Paso County. The Rio Grande boundary with Mexico runs two miles to the south, and Interstate Highway 10 is two miles to the north. The Tornillo school system has been an independent district since 1960. The Tornillo Independent School district resides in a rural area that primarily serves Hispanic families of low socioeconomic status. Its proximity to the US/Mexico international border, makes it a culture-rich district. With regard to student demographics for the 2018-2019 school year, of its 1,025 students, 534 students are female and 491 are male. The information below provides a breakdown of students by ethnicity and race. (2018-2019 Fall PEIMS 11/08/2018)

The information below provides additional insight into the makeup of students within the district. Departments and the programs that they oversee utilize their respective resources in order to address the needs of these populations.

<b>Ethnicity</b>		
Hispanic-Latino	1022	99.7%
<b>Race</b>		
American Indian - Alaskan Native	1	0.09%
Asian	0	0%
Black - African American	0	0%
Native Hawaiian - Pacific Islander	0	0%
White	2	0.195%
Two-or-More	0	0%

<b>Student by Program</b>		
Bilingual	247	20.09%
English as a Second Language (ESL)	142	13.85%
Career and Technical Education (CTE)	372	36.29%
Free/Reduced Lunch Participation	600	58.53%
Other Economically Disadvantaged	361	35.21%
Gifted & Talented	51	4.97%
Special Education (SPED)	64	6.24%

Title 1 Participation	1025	100%
Dyslexia	0	0%
Home Statuses		
Homeless Status Total	14	1.36%
Shelter	2	0.195%
Doubled Up	12	1.17%
Unsheltered	38	3.71%
Hotel/Motel	7	.68%
At-Risk	772	75.32%
Economically Disadvantaged	961	93.75%
Immigrant	21	2.05%
Limited English Proficient (LEP)	605	59%
Migrant	30	2.92%
Military Connected	4	.39%
Foster Care	2	.195%
CTE Single Parent/Pregnant Teen	0	0%

### Demographics Strengths

- Small learning community that allows for close relationships between students, teachers, administrators, and board members.
- High student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Personal Relationships
- Closer working relationships
- Leveled funding for tutoring services for all students in need of academic support at all campuses
- High quality professional development for teachers in order to serve special populations
- Progressive technology programs to address students with different learning styles
- Most teachers have been teaching for more than 10 years

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Average attendance across all grade levels is below 98% **Root Cause:** Specific communication to parents in regards to attendance and its impact on student success is lacking. Proximity to the border affects any communication getting delivered to parents or guardian.

**Problem Statement 2:** Minimal completion of the criteria needed to exit the bilingual ESL program. **Root Cause:** Lack of specific routines, practices, and

strategies being implemented that address language acquisition for all students.

## Student Academic Achievement

### Student Academic Achievement Summary

For 2017-2018, Tornillo ISD received an overall accountability rating of 87. Senior completion rate for 2018 was met at 100% while our College, Career, and Military Readiness rating was 75%, exceeding all district in the region. Percent of all tests at approaches grade level or above was 65%, 57% for ELAR/Reading, 77% for Math, 58% for Writing, 61% for Science, and 73% for Social Studies. Tornillo ISD received 67% of eligible academic growth points in ELA/Reading and Math exams combined. Only 1 out of 14 closing the gap indicators were met in academic achievement, 5 out of 12 in growth status, and 1 out 7 in student success. However, all indicators were met in graduation rate, English language proficiency, and school quality.

### Student Academic Achievement Strengths

PBIS Implementation

Early college design for schools

Structured PLC opportunities for teachers

1:1 Technology Initiative

Addition of campus instructional lead teachers

Professional development workshops

Implementation of the College, balanced literacy, and content literacy frameworks.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** ELLs have a 34% passing rate in Reading, 62% in Math, 46% in Writing, 44% in Science and 21% in Social Studies **Root Cause:** Linguistic accommodations and language acquisition practices are not being implemented to its fullest.

**Problem Statement 2:** LEP annual drop out rate is two points above cut-off point **Root Cause:** LEP students (7-12 grade) are not being offered an educational service that fulfills their academic needs



**Problem Statement 3:** The drop out rate in Tornillo ISD stands at 2.3% and increases to 3.5% for English Learners **Root Cause:** Lack of drop out prevention strategies

**Problem Statement 4:** 15.5% of students that have been in US schools for multiple years scored a TELPAS composite rating in the beginning and intermediate level **Root Cause:** Teachers need additional support in the planning and delivery of TELPAS proficiency level descriptors, Sheltered Instruction, and ELPS.

**Problem Statement 5:** STAAR percent at approaches for all grades and all subjects was at a 39% passing rate in the Special Education population **Root Cause:** The students are not exposed to tier 1 instructional practices provided by the general education teacher in the content area

**Problem Statement 6:** All students and grade levels have a 54% passing rate in reading, 74% in Math, 64% in Writing, 66% in Science and 63% in Social Studies **Root Cause:** Lack of systems in the area of monitoring and adjustments in instructional practices and strategies

**Problem Statement 7:** Teacher's TTESS ratings do not reflect student testing outcomes **Root Cause:** Lack of Administrators implementing the TTESS evaluation process with fidelity and instilling a trusting environment that views the process as an opportunity to grow

**Problem Statement 8:** At-risk groups that experience particular vulnerabilities, such as homeless, migrant, and those in disciplinary alternative placement perform significantly behind the district average on state assessments. **Root Cause:** Barriers exist for these student groups that cause significant achievement gaps

## **District Processes & Programs**

### **District Processes & Programs Summary**

#### **Curriculum and Instruction**

The primary goal of the Curriculum and Instruction department is to ensure cohesive interaction between its departments towards providing positive and fulfilling educational experiences for students. While the department strives to fulfill the academic needs of students, the department also strives to provide well-rounded growth for students, consciously aware of their physiological and emotional needs as well. This year, the department grew with the addition of a couple of Instructional Specialists and an Assistant Superintendent. The department of Curriculum and Instruction is in charge of overseeing all aspects that impact instruction in the classroom. From planning to delivering instruction, the members of the department coordinate with teachers and administrators to ensure that the necessary supports and materials are in place to ensure high quality lessons.

#### **Bilingual/ESL**

The Bilingual/ESL program mission is to provide every English Language Learner with the opportunity to develop their academic, cognitive, linguistic, and social potential to ensure their success as productive citizens is accomplished. Currently there are three model implemented throughout the district: Dual language/One way/90-10 in grades PreK-2, transitional bilingual/early exit in grades 3-5, and ESL Pull-out in grades 6-12.

#### **Gifted and Talented**

The Gifted and Talented Program (GT) identifies and serves all identified GT students. Qualifying students are eligible to receive appropriate academic support based on the core areas as identified by the Texas Association for Gifted and Talented, (TAGT).

#### **Title I, Part A**

Improving Basic Programs provides supplemental funding to state and school districts for resources to help schools with high concentrations of students from low-income families in order to provide a high-quality education that will enable all children to meet the state's student performance standards. In order to assure that the performance of all students meet these standards, Title I funds provide supplemental support to the following programs: Parent and Family Engagement, Foster Care Education Program, Homeless Education Program, and Private and Non-Profit Schools. Outreach to all parents and families is conducted to connect families and community members to student learning and create a welcoming and inviting culture at all campuses.

#### **Title I, Part C**

The Migrant Education Program (MEP) assists identified migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. It supports high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

## **Communities in School (CIS)**

Communities in School work directly inside schools, building relationships that empower students to succeed inside and outside the classroom. CIS representatives are committed to providing safe spaces for all students. Each campus in TISD has one representative. Struggling students and their families have a hard time accessing and navigating the maze of public and private services. There may be ample resources in a community, but rarely is there someone on the ground who is able to connect these resources with the schools and students that need them most. Through a school-based coordinator, the CIS program bring community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

## **Special Education**

The purpose of the Special Education Department is to provide supports to students with disabilities to maximize the potential of each and every student in the least restrictive environment appropriate. Each student's IEPs, accommodations, and modifications are calculated for success. The ultimate goal of the program for students is to excel academically, socially, and behaviorally. Success will mean different things for different students. For some it will mean post-secondary education, and for others it will be learning a vocation. For some students, it will be maintaining their quality of life. The department of Special Education oversees the implementation of a dyslexia program to identify and serve students that display characteristics related to the condition. Students who are diagnosed with dyslexia and become eligible for the program must have a reading intervention program that is systematic, explicit, cumulative, teacher-directed, and multi-sensory.

## **Guidance and Counseling**

The purpose of the Tornillo ISD Guidance and Counseling is to assist school counselors in meeting academic, social/emotional and career needs of students. TISD Guidance and Counseling provides training on the Free Application for Federal Student Aid (FAFSA) processes, goal setting, HB5, transition and competencies for college and career readiness. Students receive these skills through classroom lessons, presentations and transition guides. Counselors are a vital component of the planning and preparation of students for post-secondary education, through Advanced Placement, Dual Credit and Pre-Advanced Placement Courses. On these courses, students will be exposed to a rigorous comprehensive learning system focused on preparing students to successfully complete college-level course work while in high school.

## **Career and Technical Education**

Career and technical Education is a vital component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, and/or the military is one of the goals of TISD's educational system.

## **State Compensatory Education**

State Compensatory Education (SCE) is defined in law as programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school (TEC 29.081). Its purpose is to increase the academic achievement and reduce the drop-out rate of these

identified students, while its goal is to provide direct instruction to close the achievement gap between children at risk of dropping out of school and their peers. To meet this goal, the Tornillo Independent School District uses student performance data to design and implement appropriate compensatory, intensive, or accelerated instructional services that enable them to be performing at grade level at the conclusion of the school year.

### **Disciplinary Alternative Education Program (DAEP)/HOPE**

The Disciplinary Alternative Education Program (DAEP) provides a positive, highly structured and disciplined educational setting for at risk students. The DAEP/HOPE Academy serves high school and middle school students in one facility.

### **Summer Intervention Programs**

Summer intervention programs exist as yet another service for at-risk students. Each campus receives a state compensatory education allotment to serve the needs of their at-risk student population. Campuses utilize these funds to purchase supplemental materials and resources and provide intersession/tutoring sessions to help raise the academic achievement levels of their at-risk population. These programs provide supplemental instructional support for students identified as at-risk based on low performance in core areas. Tutoring may focus on either academic standards or state assessment preparation.

### **Fine Arts Department**

Tornillo ISD is expanding the number of educational opportunities to graduate well rounded students. The district has been putting together the necessary components to offer students more options to develop their artistic talents. Tornillo ISD offers K-12 art classes and K-5 music classes. A new teaching position for a 6-12 music teacher was created. The position was secured by a teacher that will offer mariachi, band, and choir classes at the Junior High and High School campuses. The students in the Fine Arts department classes will have numerous opportunities to display their learned skills in different school functions. They will also be able to develop their leadership skills and be exposed to rich-learning experiences.

### **District Processes & Programs Strengths**

#### **Curriculum and Instruction**

The Curriculum and Instruction program has grown from one to four persons. The two new instructional specialist and Assistant Superintendent will be providing support to teachers and administrators disaggregating data, providing strategies, identifying student in need, modeling lessons, creating tests, etc. Since the Curriculum and Instruction department oversees several areas, it is easier to integrate information across the different reports and activities going on in the district.

#### **Bilingual/ESL**

A new bilingual model Dual Language/One Way/90-10 has been established at the Elementary campus. The new model includes delivering instruction in the students' native language in with the purpose of building a strong foundation in literacy and academic skills that will transfer into gradually in to English until it reaches a level of instruction with equal amounts of times for each language. TISD district uses Eduphoria Aware to disaggregate data, track student performance from year to year on state district and local assessments. Other programs such as I-Station and lead4ward are linked to Eduphoria to expand the number of reports available. The district is in the initial stages of creating and conducting district-created K-2 student assessments that will allow to obtain valuable data on foundational skills.

### **Gifted and Talented Program (GT)**

Under the Gifted and Talented Program (GT) Students are provided services where they work together with other GT students; the focus is to provide a rigorous curriculum and an array of educational programs in order to prepare the GT student for a post-secondary education and to become a productive member of society. At the end of the school year GT students have the opportunity to showcase their projects. Opportunities for professional development are provided for all teachers throughout the year in order to ensure they are qualified and knowledgeable on gifted competencies. All teachers are required to earn a 30 hour training certificate of the GT competencies. Additionally every year a 6 hour GT update is provided for those teachers who already have the required 30 hour GT awareness training.

### **Title I, Part A**

All four campuses in TISD are Title I school wide. The school-wide program is designed to upgrade the entire educational program in each of the campuses. Through the Title I, Part A Program the district continues to provide campuses with the resources needed to support our economically disadvantaged students. Data shows that the district continues to make gains in closing the achievement gaps for many of our economically disadvantaged students.

### **Title I, Part C**

The Migrant department offers a wide number of services to parent and students. Parents are invited to workshops to learn how to improve their families quality of life. The Migrant coordinator is in constant communication with teachers of migrant students to know about their academic achievement and to learn the areas of support in which she can intervene. Migrant students receive materials and resources to help them fulfill their needs. They also have the opportunity to attend Summer Camps and field trips during the school year. Also, there is one paraprofessional to attend the academic needs of migrant students during the school day.

### **Communities In Schools (CIS)**

Communities in Schools is a program that provides support services to at-risk students and their families in order prevent student dropout and to help students follow positive paths towards successful futures. TISD implements the use of CIS coordinators at all campuses to help at-risk students overcome obstacles that they sometimes encounter, not only in school, but in other areas of life. The program is composed of six areas: Academic Enhancement and Support, Supportive Guidance and Counseling, Enrichment Activities, Health and Human Services, Parental and Family Engagement, and College and Career Awareness.

### **Special Education**

Last school year, the Co-Teach model was implemented across TISD to allow special education educators to collaborate with core teachers. Co-teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum. Students have an opportunity to increase their understanding and respect for students with special needs. Students with special needs have a greater opportunity for continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively. Co-teaching involves two or more certified professionals committed to share instructional responsibility for a single group of students primarily in a single classroom specific of content or objectives with mutual ownership, pooled resources and joint accountability. Additionally, SharePoint has been utilized as a tool to share lesson plans among teachers to foster collaboration.

### **Guidance and Counseling**

The implementation of the Guidance and Counseling plan will continue this school year. At the secondary level, guidance lessons, red ribbon week, anti-bullying week and lessons, safety patrol, group counseling, PBIS, development of PGP plans for the junior high, parent meetings to discuss PGP and academic focus, development of graduation plans at the high school, and individual counseling. At the elementary level the counseling department has been building character and promoting safe school environments. This has been achieved through red ribbon week, anti-bullying week and lessons, group counseling, and individual counseling. They also developed IPI plans for all students who were not successful on the state assessment.

*Post Secondary Academic Readiness* strengths at the secondary level, the counselor in collaboration with other public institutions and professionals, is able to offer dual credit classes, pre-ap classes, CCTE in partnership with EPISD, AP Spanish, college tours, TSI, TCEA, PSAT, SAT, ACT, technical schools, career day, military visits, college week, mini-college conferences, Young Achievers Forum. The High School offers TSI preparation classes in order to increase the percentage of students being successful in passing the assessment.

### **Career and Technical Education strengths**

100% of students are enrolled in at least one CTE course from grades 8 through 12. Through state and federal funding sources, CTE has been able to update technology, software, equipment, supplies, and equipment in support of the core areas that CTE supports as well as the regular CTE endorsement program which includes Business and Industry. Students are offered the opportunity to attend CCTE to explore other endorsement areas such as Public Service which include health science, law enforcement, etc. Career and Technical Education is a vital component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, and/or the military is one of the goals of TISD's educational system. Students take field trips to different business industries to experience the real work environment. Students are being offered the opportunity to earn certifications in Word, Excel, PowerPoint, Photoshop, Premiere Pro, and Welding.

### **State Compensatory Education Strengths**

To ensure at-risk students are receiving a meaningful and effective program, TISD funds numerous supplemental programs and personnel in an effort to provide accelerated instructional services for students at risk of dropping out of school. Coaches, Communities in Schools (CIS) coordinators, reading/ESL and lab teachers, Compensatory Education Home-bound Instruction Teacher, instructional aides and library aides. SCE funded personnel participate in

professional development that are both related and beneficial to the state compensatory education program and the students served. Professional development is not only key but essential for the delivery of instructional services for at-risk students. In addition to funding positions, programs, and/or activities that are supplemental to the basic instructional program funded through SCE dollars. Due to increased accountability, systems are in place to document the various SCE supplemental programs and or services that are undertaken by the district. Furthermore, additional academic support has been provided to students through the implementation of after/before school tutoring and Saturday school tutoring; such programs also provide teachers and students with materials, supplies and snacks.

### **Disciplinary Alternative Education Program (DAEP)/HOPE**

Academic interventions, are vital to supporting at-risk students, and must be documented per state guidelines. TISD is starting to make it possible for teachers to document the different methods by which they support their Tier III at-risk students online in Eduphoria. To further ensure students are being provided with interventions, campus administrators At-risk indicators are used in an effort to provide the students with a compensatory education program that will address the identified student needs.

### **Summer Intervention Programs**

Tornillo ISD Summer School Programs allow students to be exposed to academic content the month of June; in primary education, students participate in literacy and math programs, which main focus is to assist students in the development of their reading, writing and math skills. Moreover, Language acquisition programs are implemented to assist entering kinder and first grade ELL students to develop language skills. Other campuses implement STAAR and EOC tutoring programs to assist struggling students. Consequently, our summer Intervention Program contributes to students' social-emotional-physical well-being by providing economically disadvantage students free breakfast and lunch. Worth noting that teachers and students are provided with materials and supplies to ease the leaning process.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Lack of procedure fidelity for Response to Intervention to identify and monitor struggling students. **Root Cause:** A district wide RTI model has not been implemented and professional learning opportunities are lacking.

**Problem Statement 2:** Lack of comprehensive learning environment for ESL students to excel in academic achievement. **Root Cause:** Professional learning opportunities for staff and teachers on ESL have not been initiated

**Problem Statement 3:** At risk students continue to struggle in the classroom **Root Cause:** Tutoring and intervention programs that concentrates on student's academic weaknesses and measure student growth have not been successful.

**Problem Statement 4:** Lack of identification and formal program for dyslexia. **Root Cause:** Changes in Special Education personnel at the district level were made.

**Problem Statement 5:** Low parental involvement in district activities. **Root Cause:** Lack of connection remains between the ideal of parent involvement and academic success.

**Problem Statement 6:** Lack of support for facilitation/inclusion program for students with disabilities. **Root Cause:** Changes in Special Education personnel at the district level were made.



# Perceptions

## Perceptions Summary

TISD Superintendent Mrs. Rosy Vega-Barrio implemented the use of the TISD Climate Survey, specifically created to gather information about the district's stakeholders' perceptions. The Climate Survey was carried out this 2017-2018 school year to provide direction for the district, first and foremost, in raising student academic achievement, and, secondly, to improve upon itself in response to the overall perception of its constituents. The basic premise is "How is the district doing?" The results of the Climate Survey provide a starting point for the district to respond to the needs of its students and employees. While Mrs. Vega-Barrio, the Technology Department, and the Human Resources Department comprehensively presented the Climate Survey and its results in a formal release, the district-level results pages have been extracted. TISD campuses may post their own survey results within their own online campus improvement plans. To improve things such as customer service, district and campus, administrators meet with their teams to respond to the results of the survey, examining items that were reported as favorable as well as things that were reported as needing improvement.

Overall, the survey indicated that stakeholders viewed the district and its actions in a favorable light. Results of the 2017-2018 survey can be found on the district website. [http://www.tisd.us/district\\_accountability/climate\\_survey](http://www.tisd.us/district_accountability/climate_survey)

## Perceptions Strengths

### District Climate Survey

Positive responses on the 2018 Tornillo ISD Campus Climate Survey were evident in the district's first comprehensive survey administered with students and employees. A total of 153 campus employees and students completed the survey. Overall, the survey results demonstrate the Tornillo Independent School District stakeholders have pride in their district and appreciate the district's commitment in ensuring overall safety, respect, supportive and successful environment. Collectively, 71% the students surveyed agreed and 12% strongly agreed that they feel safe at their respective school. At the same time, 55% of employees agreed and 26% strong agreed that they feel safe and secure at their campus. Furthermore, 90% of employees surveyed agreed and strongly agreed that they like working at their campus, and 71% of students surveyed agreed and strongly agreed that they feel like they belong in that school. Also, 86% of employees feel that their administrator treats them with respect, along with 93% agreed and strongly agreed that their teachers treat them with respect.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Percentage of employee and student participation is minimal **Root Cause:** Lack of procedure/program follow-through.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals






**Goal 1: Finance and Operational Performance: Ensure that all available district resources are utilized effectively, efficiently, and transparently to provide a safe learning and working environment, well-maintained facilities, and updated teaching and learning environments to meet the needs of the 21st Century learner.**

**Performance Objective 1:** Implement new and improve school safety and security initiatives, procedures, and practices according to state mandates and recommended federal, state, and local guidelines.

**Evaluation Data Source(s) 1:** Incident reports, preparedness tracking drills forms, district facility safety and security audits, inventory, sign-in sheets,

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Review, consolidate, and standardize district and campus Emergency Operation Plans for both instructional and non-instructional facilities.		EOP Committee	Updated EOPs, clear roles & responsibilities, condensed and formatted for more effective or practical plan.			
2) Plan, schedule, and conduct safety drills, safety inspections, and district facility safety and security audit checklist.		Campus Administration, Human Resources, Security Department, Facilities, Technology	Prepare students and staff by practicing and responding to multiple emergency scenarios. Reduced safety inspection non-compliance findings. Evaluate results of checklist to make improvements.			
3) Maintain consistent staffing levels that will support research & planning, compliance, training, and enforcement in all aspects of security and safety.		Finance, Human Resources, Security Department	Administer and enforce safety and security guidelines, ensure compliance, and introduce new safety & security preventive programs and initiatives.			
4) Expand and improve on communication systems and technology tools that will promote and enhance school safety and security measures.		Technology Department Security Supervisor	New, upgrade, or improved public announcement systems, video surveillance equipment, fire alarm systems, and intrusion alarm systems, two-way radios, building access controls, visitor management system.  Public announcement and phone system interoperability. Mass phone/text notification, social media, and emergency alert APP integration.			






5) Provide safety and security training to all stakeholders.		Human Resources Security Department	Successful completion of safety and security related training through EduHero, FEMA, Texas School Safety Center, conferences, online webinars, meetings, CPR, AED, and on-site training.			
6) Implement reporting tools and preventive programs to address bullying, cyber bullying, drugs, and gang activity.		Counselors, CIS, Campus Administration, Security Department	Minimize number of bullying, cyber bullying, drugs, and gang related incidents reported via Anonymous Alerts. Increased awareness with students, staff, and community.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Finance and Operational Performance: Ensure that all available district resources are utilized effectively, efficiently, and transparently to provide a safe learning and working environment, well-maintained facilities, and updated teaching and learning environments to meet the needs of the 21st Century learner.

**Performance Objective 2:** Tornillo ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programs.

**Evaluation Data Source(s) 2:** Annual Audit, FIRST Report, Transparency Circle Award

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Maintain the highest level of transparency and understanding of District financial position.		Executive Director of Finance	Published reports on the district website. Comptroller Transparency Circle Award.			
2) Provide training and continuous support to District administrators and personnel by conducting training throughout the school year to ensure compliance with District policies and procedures.		Executive Director of Finance	Trainings, sign-in sheets			
3) Continue to monitor internal controls to ensure financial integrity.		Executive Director of Finance	Conduct audits to ensure compliance			
4) Create a strategic plan to meet current and future needs of the District.		Executive Director District Cabinet	Establish a 5 year strategic plan.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






## Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

**Performance Objective 1:** Increase the number of teachers scoring a rating of proficient or above on TTESS.

**Evaluation Data Source(s) 1:** TTESS results

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Add District Instructional Coaches to increment Instructional department capacity	2.4, 2.6	Assistant Superintendent	Develop campus leaders			
2) Provide meaningful professional development monthly, during half-day early release days, and teacher in-service week	2.4, 2.6	Assistant Superintendent, Instructional Support	Attendance sheets and participation expectations and projects assigned throughout the year Teacher success rate and retention of Highly Qualified Teacher			
3) Provide professional learning opportunities to teachers and administrators on reflection conversations after walk-throughs are carried over	2.4, 2.6	Assistant Superintendent, Instructional Support	Master Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets Continuous improved academic performance of all students.			
4) Include time for PLCs in the master schedules to allow collaboration amongst teachers and administrators	2.4, 2.6	Assistant Superintendent, Instructional Support	Master Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets Continuous improved academic performance of all students.			
5) Provide professional learning opportunities on mastering practices described TTESS.	2.4, 2.6	Assistant Superintendent, Instructional Support	Master Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets Continuous improved academic performance of all students.			
6) Provide both Mentorship and professional opportunities to support novice teachers such as the PAW Academy	2.4	Assistant Superintendent, Instructional Support	Attendance sheets and participation expectations and projects assigned throughout the year Teacher success rate and retention of Highly Qualified Teacher			
<b>Critical Success Factors</b> CSF 7	2.5	Administrators, Physical Education Teachers	Students will obtain a better educational experience during the physical education period.			
7) Provide Physical Education teachers the opportunity to obtain certifications related to their subject to include but not limited to FuseMove	Funding Sources: 255 Title II, Part A, TPTR - 0.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						






**Goal 2:** Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

**Performance Objective 2:** Provide teachers opportunities to obtain industry, Pre-AP, AP, and dual credit certifications.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Teachers will obtain GT 3 hour training and yearly update.	2.4, 2.6	Assistant Superintendent, GT and CTE coordinator, Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Teacher success rate and retention of Highly Qualified Teacher			
2) Provide opportunities for teachers to attend local, state, and national conferences to obtain PreAP and AP professional learning and certifications	2.4, 2.5, 2.6	Assistant Superintendent, GT and CTE coordinator, Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Teacher success rate and retention of Highly Qualified Teacher			
3) Provide opportunities for teachers to attend local, state, and national conferences to obtain industry professional learning and certifications	2.4, 2.5, 2.6	Assistant Superintendent, GT and CTE coordinator, Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Teacher success rate and retention of Highly Qualified Teacher			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

**Performance Objective 3:** Increase number of on-line and face to face professional development in the areas of reading, writing, math, science, language acquisition, literacy and advanced academics.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide after school training sessions on the math literacy and balanced literacy frameworks.						
2) Include paraprofessionals in teacher development for educational strategies to impact student achievement.						
3) Provide professional learning opportunities on tier 1 instructional practices.						
4) Provide professional learning opportunities on reading and writing across contents						
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7	2.4	Administrators, Special Population Coordinators	Students education experience will be positively impacted by higher quality lessons.			
	5) Provide out of town professional learning opportunities for teachers and administrators to include but not be limited to La Cosecha conference, G/T conference, etc					
Funding Sources: 263 Title III, LEP - 0.00						
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						








**Goal 2:** Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

**Performance Objective 4:** Increase substitute capacity in all campuses.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide all substitutes with orientation for campus and district initiatives and goals	2.4, 2.6	Assistant Superintendent, Instructional support support	Attendance sheets and participation expectations and projects assigned throughout the year Teacher success rate and retention of Highly Qualified Teacher			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

**Performance Objective 5:** Improve principal and district leaders instructional effectiveness to increase district and campus performance.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning opportunities on TPESS, Instructional Rounds, Mentorship, Walk-throughs.	2.4, 2.5, 2.6	Assistant Superintendent, campus and district leaders	Campus and district leaders will stay informed of the newest and latest state requirements, research-based findings, and educational innovations.			
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 2) Provide opportunities to campus and district leaders to attend professional development sessions in and outside the state.		Superintendent, campus and district leaders	Campus and district leaders will stay informed of the newest and latest state requirements, research-based findings, and educational innovations.			
3) Provide principals and district leaders professional learning, both local and non local, opportunities such as but not limited to monthly leadership and monthly principal professional learning community training and out of town conferences, workshops, and training.	2.4, 2.5, 2.6	Superintendent, campus and district leaders	Campus and district leaders will stay informed of the newest and latest state requirements, research-based findings, and educational innovations.			
4) Allocate time for principals to meet as a feeder pattern.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support	Campus and district leaders will stay informed of the newest and latest state requirements, research-based findings, and educational innovations.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.**

**Performance Objective 1:** Reading STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.






Approaches 57% to 70%; Meets 27% to 40%; Masters 8% to 20%.

**Evaluation Data Source(s) 1:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase IStation and provide professional development on how to effectively use the program to identify students that are struggling with reading.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
2) Purchase research based program such as, but not limited to, A/R, Lexia, and red ink, and contract professional development for TISD teachers.  Cats Folders K-5 Links Folders 5-8	2.4, 2.5, 2.6	Assistant Superintendent, State and Federal Programs Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
3) Provide professional learning opportunities on Cats Folders, Links, Folders and the Balanced Literacy Framework and purchase resources needed to implement the framework effectively.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
4) Provide professional development and purchase materials to address genre studies.		Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			

5) Purchase reading material for the purpose of motivation student in the development of reading skills and to drive the improvement of reading scores.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
6) Utilize Eduphoria to track teacher and student progress and to analyze associated assessments. Funding is also provided for the Lead4Ward module.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
7) Provide tutoring services to student during intersessions, summer, Saturday. and after school	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
8) Implement the use of Nearpod to increase the use of technology and interactive instruction the classroom.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 2:** Writing STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.

Approaches 58% to 70%; Meets 23% to 35%; Masters 3% to 15%.

**Evaluation Data Source(s) 2:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 2:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and materials for teachers to facilitate a writing workshop in all TISD classrooms using the writing process.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve writing assessment scores.			
2) Provide professional learning to teachers and campus leads on writing across contents, revising and editing, and the critical writing process	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve writing assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 3:** Math STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.

Approaches 77% to 90%; Meets 33% to 45%; Masters 12% to 25%.

**Evaluation Data Source(s) 3:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 3:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and campus support on the Math Literacy Framework to include the 90 minute Math Model, vocabulary development, reading and writing in math, and other Tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
2) Purchase math manipulative and technology resources to provide teachers professional learning on how to effectively teach math using these tools	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
3) Provide professional learning on data desegregation to plan for effective whole class instruction, station.s and small group intervention.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
4) Contract outside professional developers to proved teachers with development on effective math strategies that will improve student performance.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
5) Provide student services to students during intersessions, summer, Saturday, and after school.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.

**Performance Objective 4:** Science STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.






Approaches 61% to 75%; Meets 27% to 40%; Masters 7% to 20%.

**Evaluation Data Source(s) 4:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 4:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and purchase materials to support science instruction Training may include but not limiter to, literacy in science, vocabulary development, ISN', writing across content, stations, and interventions.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
2) Fund Stem-Scopes and contract professional development to support implementation of resources.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
3) Support STEM (Science, Technology, Engineering, Mathematics) curriculum via the purchase and implementation of tools such as iPads, Spheros, and Ozobots to provide students with opportunities to interact with and learn about developing technologies.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
4) Purchase materials for needed for District Science Fairs (Elementary , Middle and High) and annual robotics competition for students. Funding may include the purchasing of meals for participating judges and campus coordinators.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
5) Fund students advancing students and coordinators participating at Regional, State and International Levels with room, travel and per diem .	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			

6) Provide tutoring services to students during intersessions, summer, Saturdays, and after school.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 5:** Social Studies STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.

Approaches 73%to 88%; Meets 36% to 50%; Masters 10% to 25%.

**Evaluation Data Source(s) 5:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 5:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase Social Studies resources and provide professional development for teachers on intervention, vocabulary support and literacy support.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
2) Provide professional development for teacher on how to implement Constitution Week, in observance of Constitution Day and Citizenship Day, to provide students educational programming on the history of the American Constitution through various activities and contests.	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
3) Facilitate and/or assist in Project Based Learning opportunities, integrating all the core subjects (Ex: Lemonade Day, Projectile Warfare, etc.)	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.

**Performance Objective 6:** EOC English I STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.






Approaches 38% to 60%; Meets 26% to 40%; Masters 2% to 15%.

**Evaluation Data Source(s) 6:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 6:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase IStation and provide professional development on how to effectively use the program to identify students that are struggling with reading.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
2) Purchase research based program such as, but not limited to, A/R, Lexia, and red ink, and contract professional development for TISD teachers.  Cats Folders K-5 Links Folders 5-8	2.4, 2.5, 2.6	Assistant Superintendent, State and Federal Programs Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
3) Provide professional development and purchase materials to address genre studies.		Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
4) Purchase reading material for the purpose of motivation student in the development of reading skills and to drive the improvement of reading scores.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			

5) Utilize Eduphoria to track teacher and student progress and to analyze associated assessments. Funding is also provided for the Lead4Ward module.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
6) Provide tutoring services to student during intersessions, summer, Saturday. and after school	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
7) Provide professional learning and materials for teachers to facilitate a writing workshop in all TISD classrooms using the writing process.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve assessment scores.			
8) Provide professional learning to teachers and campus leads on writing across contents, revising and editing, and the critical writing process	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.

**Performance Objective 7:** EOC English II STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.






Approaches 35% to 55%; Meets 19% to 30%; Masters 1% to 15%.

**Evaluation Data Source(s) 7:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 7:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase IStation and provide professional development on how to effectively use the program to identify students that are struggling with reading.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
2) Purchase research based program such as, but not limited to, A/R, Lexia, and red ink, and contract professional development for TISD teachers.  Cats Folders K-5 Links Folders 5-8	2.4, 2.5, 2.6	Assistant Superintendent, State and Federal Programs Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
3) Provide professional development and purchase materials to address genre studies.		Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
4) Purchase reading material for the purpose of motivation student in the development of reading skills and to drive the improvement of reading scores.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			

5) Utilize Eduphoria to track teacher and student progress and to analyze associated assessments. Funding is also provided for the Lead4Ward module.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading levels, improve STAAR scores, decrease learning gap			
6) Provide tutoring services to student during intersessions, summer, Saturday. and after school	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve reading and writing levels, improve EOC scores, decrease learning gap			
7) Provide professional learning and materials for teachers to facilitate a writing workshop in all TISD classrooms using the writing process.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve assessment scores.			
8) Provide professional learning to teachers and campus leads on writing across contents, revising and editing, and the critical writing process	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Improve the critical writing skills of students, their knowledge of the writing process, promote writing to learn practices, and improve assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 8:** EOC Algebra STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.

Approaches 85% to 95%; Meets 60% to 70%; Masters 28% to 45%.

**Evaluation Data Source(s) 8:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 8:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and campus support on the Math Literacy Framework to include the 90 minute Math Model, vocabulary development, reading and writing in math, and other Tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
2) Purchase math manipulative and technology resources to provide teachers professional learning on how to effectively teach math using these tools	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
3) Provide professional learning on data desegregation to plan for effective whole class instruction, stations and small group intervention.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
4) Contract outside professional developers to provide teachers with development on effective math strategies that will improve student performance.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
5) Provide student services to students during intersessions, summer, Saturday, and after school.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve math assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.

**Performance Objective 9:** EOC Biology STAAR results for 2019 will indicate a 10 point increase for all students at the approaches, meets and masters grade level state standards.






Approaches 78% to 80%; Meets 44% to 55%; Masters 10% to 25%.

**Evaluation Data Source(s) 9:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 9:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and purchase materials to support science instruction Training may include but not limiter to, literacy in science, vocabulary development, ISN', writing across content, stations, and interventions.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
2) Fund Stem-Scopes and contract professional development to support implementation of resources.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
3) Support STEM (Science, Technology, Engineering, Mathematics) curriculum via the purchase and implementation of tools such as iPads, Spheros, and Ozobots to provide students with opportunities to interact with and learn about developing technologies.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
4) Purchase materials for needed for District Science Fairs (Elementary , Middle and High) and annual robotics competition for students. Funding may include the purchasing of meals for participating judges and campus coordinators.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
5) Fund students advancing students and coordinators participating at Regional, State and International Levels with room, travel and per diem .	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			

6) Provide tutoring services to students during intersessions, summer, Saturdays, and after school.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve science assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 10:** EOC U.S. History STAAR results for 2019 will indicate a 5 point increase for all students at the approaches, meets and masters grade level state standards.

Approaches 91% to 97%%; Meets 60%to 75%; Masters 18% to 30%.

**Evaluation Data Source(s) 10:** 9 week, end of semester, benchmarks, and STAAR exams

**Summative Evaluation 10:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase Social Studies resources and provide professional development for teachers on intervention, vocabulary support and literacy support.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
2) Provide professional development for teacher on how to implement Constitution Week, in observance of Constitution Day and Citizenship Day, to provide students educational programming on the history of the American Constitution through various activities and contests.	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
3) Facilitate and/or assist in Project Based Learning opportunities, integrating all the core subjects (Ex: Lemonade Day, Projectile Warfare, etc.)	2.5	Assistant Superintendent, Instructional support, Instructional specialist	Increase student engagement, increase rigor in instructional delivery, promote writing to learn practices, and improve social studies assessment scores.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and college career readiness standards.






**Performance Objective 11:** For the 2018- 2019 school year, TISD ELL students will meet or exceed the system safeguard standard in all subjects (60%)

**Evaluation Data Source(s) 11:** 2019 STAAR Results, 2019 PBMAS Results

**Summative Evaluation 11:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Ensure that each campus LPAC administrator regularly holds LPAC meetings as needed to accurately identify, place and serve all ELL students effectively.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Accurate data submission to PEIMS for snapshot, LPAC minutes, agendas, monitoring sheets.			
2) Provide professional learning opportunities that will assist with small group instruction, guidance and targeted assistance for all LEP students in all core subject areas.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Increase overall report card grades, assessments, and state assessment results. Increase the language proficiency for each student by domain			
3) Develop and implement fall, spring and summer intersession ESL academies to Pre-K - HS students in need of linguistic support.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Increase overall report card grades, assessments, and state assessment results. Increase the language proficiency for each student by domain			
4) Ensure the use of English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Ensure the use of English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.			
5) To Purchase Nearpod licenses for teachers to use with ELL's.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Ensure the use of English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.			
6) To provide Professional Development training and resources to Teachers and Instructional Aides to support Bilingual/ESL students.	2.4, 2.5, 2.6	Bilingual/ESL Education; Campus LPAC administrators, Instructional support	Ensure the use of English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.			






<b>Critical Success Factors</b> CSF 1 CSF 2	2.4	Teachers and Administrators	Teachers and administrators will be able to track student progress.			
	7) To provide questions item banks to create tests and monitor student performance					
Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00						
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

**Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student with the education and opportunity to graduate on time, enter college, career, or military ready.**

**Performance Objective 1:** For the 18-19 school year, the overall # of students enrolled in dual credit courses will increase by 5 % as compared to the enrollment from the 17-18 school year.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning and purchase materials needed to support TSI and dual credit offerings, Dual Language, Industry Certification, AP, Dual Credit, CATE, PSAT, and SAT.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, CTE Coordinator, HS Counselor	Students will be better prepared to able to compete in a global society.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** College and Career Readiness: Ensure that all available district resources are utilized to provide every student with the education and opportunity to graduate on time, enter college, career, or military ready.

**Performance Objective 2:** For the 18-19 school year 100% of TISD student encompassing all special and subpopulations will be placed in proper learning environments provide that will the necessary skills and tools to be college and career ready.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide GT camp and Sped-resources to support progress, homeless, migrant, 504, homebound, Special Ed, and Blended Learning.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, CTE Coordinator, Counselors	Students will be better prepared to able to compete in a global society.			
<b>Critical Success Factors</b> CSF 1  2) Technological connectivity for students in the Alternative Education Program	2.4	Executive Director of Technology High School Administration	Students housed at the Tornillo's Alternative Education Program (HOPE) recently relocated will have access to Internet services which will allow them to do research and to access educational websites.			
	Funding Sources: 199: PIC 28 DAEP - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 4  3) Technology devices to enhance academic experiences at home and school for Migrant students	2.6	Migrant Specialist, teachers and administrators	Academic performance will increase by the use of technology resources			
	Funding Sources: 212 Title I, Part C Migrant Education - 0.00					
4) Provide students the opportunity to participate in college ready programs such as, but not limited to, AVID, PLTW, and CTE.	2.4, 2.5, 2.6	Assistant Superintendent, CTE Coordinator, Instructional Support	Students are to benefit from the intent of the program's curriculum, any SEL component, and any development of college ready skills			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** College and Career Readiness: Ensure that all available district resources are utilized to provide every student with the education and opportunity to graduate on time, enter college, career, or military ready.

**Performance Objective 3:** Four year graduation rate will increase from 95% in 2018 to 96% in 2019.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide dual Language, Industry Certification, AP, Dual Credit, CATE, PSAT, SAT, and TSI opportunities for students	2.4, 2.6	Assistant Superintendent, Instructional support, CTE Coordinator, Counselor	Students will be better prepared to able to compete in a global society.			
<b>Critical Success Factors</b> CSF 1 2) Provide career exploration programs that will help students to self reflect and guide them to create a roadmap for their future such as Xello.	2.5, 2.6	Administrators and teachers	Students will gain confidence and skills to make smart, informed choices about their decisions about their future.			
3) Provide training to campus attendance committees in order to increase student attendance.	2.4, 3.1, 3.2	Compliance Officer, PEIMS	Students will be better prepared to able to compete in a global society.			
4) Continue the use of Plan4Learning and Title I Crate to create, monitor, and refine Tornillo ISD's annual District Improvement Plan and Campus Improvement Plans to improve the academic performance of students. Services acquired include training for district personnel on the use of the programs.	2.4, 2.6	Assistant Superintendent, Compliance Officer	Increase in the academic achievement of students, enhanced utilization of state and federal funding district-wide			
<b>Critical Success Factors</b> CSF 1 CSF 5 5) Provide opportunities for students to develop their artistic skills.	2.4, 2.5	District and campus administrators	Students will have motivation to continue in school, graduate on time, develop leadership skills, and receive a well rounded education.			
Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






**Goal 4:** College and Career Readiness: Ensure that all available district resources are utilized to provide every student with the education and opportunity to graduate on time, enter college, career, or military ready.

**Performance Objective 4:** Prepare students for college and career through the TISD 1:1 initiative. Students will have access to technology and learn the skills related to 21st century learning.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Purchase technology such as, but not limited to: COWs, tablets, laptops, and interactive computer screens	2.4, 2.5, 2.6	Technology Dept., Instructional support, Superintendent	increase in student performance and outcomes.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5: Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.**






**Performance Objective 1:** The district will increase parental involvement by providing opportunities for parents and community members at least once a month to come together in an effort to engage families to get involved in activities that will improve student academic achievement and school performance.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Implement Latino Family Literacy Project to work directly with Latino parents in an effort to build a regular reading routine and strong English language skills at home. Provide light snacks at meetings to increase attendance.		Parent Liaison Communities In Schools Workers Instructional Specialist Campus Staff	Sign-in sheets, agendas, training materials & resources, lesson plans  Increase the use of ELPS in core content areas and lesson plans			
2) Hold a minimum of two academic program meetings for the different sub-groups (GT, Migrant, Bilingual, Transition, CTE, Sped, 504) per school year to discuss program, outcomes, and program improvements. Provide light snacks at meetings to increase attendance.						
<b>Critical Success Factors</b> CSF 5  3) Provide funding support for activities and light snacks in events such as fairs, workshops, and conferences to increment parent and family engagement of all and/or different student populations to include, but not limited to Migrant, Gifted and Talented, At-Risk, LEP, etc.	3.1	Department heads coordinators, migrant specialist, administrators, parent liaison.	Parents will acquire skills to support education activities and emphasize importance of education.			
	Funding Sources: 212 Title I, Part C Migrant Education - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00					
4) Purchase and implement scientifically research-based programs, materials, books, and other resources in support of Parent Liaison activities meant to increase parental involvement.						
5) Improve student attendance by providing informational sessions, outreach home visits, and personal calls to educate parents about the importance of daily student attendance. Provide student and parent incentives to help improve student attendance.						
6) Provide community outreach program such as food bank.						








7) Provide access to a self-run community library ("bring a book, take a book").						
8) Provide access to community computer lab with access to free Internet to help increase student achievement.						
9) Parent Liaison will provide monthly family framework workshops to parents based on yearly parent surveys.						
<b>Critical Success Factors</b> CSF 5	3.1	Parent Liaison, District administrators	Parents will be involved in school activities. They will understand the importance of school and community unity to improve the level of education in the community.			
10) Promote and support parent and family engagement during "Evenings with the Superintendent" events. To promote good literacy practices by presenting a published author to do read alouds, share experiences, and nurture the love for reading.	Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00					
<b>Critical Success Factors</b> CSF 5	3.2	Administrators, parent liaison	To increment parent and family engagement.			
11) Provide funding support for registration fees, transportation and light snacks for parent liaison, migrant coordinator, district and school administrators, and parents who attend fairs, workshops, and conferences in and out of town.	Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00, 212 Title I, Part C Migrant Education - 0.00					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

**Goal 5:** Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

**Performance Objective 2:** By the end of September 2018, the district will increase the community and parent participation in the annual Title I meeting by at least 10%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Parent and Family Engagement Liaisons will provide information to teachers, principals, and other staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools.	2.4, 2.6, 3.1, 3.2	Parent Liaison Communities In Schools Workers Instructional Specialist Campus Staff	Parents will be involved in school activities. They will understand the importance of school and community unity to improve the level of education in the community.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

**Performance Objective 3:** For the 2018-2019 school year, the district will offer at least 1 customer service training session per semester to staff, students, and volunteers to ensure that a positive and welcoming school climate is established district-wide.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) All Parent liaisons will attend the two district customer service trainings		Compliance Officer	Increase in positive results on campus Climate survey			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

**Performance Objective 4:** By the end of the 2018-2019, the district will partner with at least 6 new businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Maximize the Partners in Education Program to help promote district initiatives and to educate the community about the good things happening in Tornillo ISD.		District and Campus personnel	E-mail to all TISD stakeholders signed up to receive the e-newsletter. Increased parent and community awareness on TISD projects. Review feedback from community, requests to share information in newsletter			
2) Invite Realtors and professionals in the real estate industry to an annual meeting to update them on district demographics, school information, boundaries, facilities updates, and registration requirements.		District and Campus personnel	E-mail to all TISD stakeholders signed up to receive the e-newsletter. Increased parent and community awareness on TISD projects. Review feedback from community, requests to share information in newsletter			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

**Performance Objective 5:** For the 2018-2019, the district and campuses will increase the number of notifications sent via newsletters, e-mail, web page, and/or social media apps, etc. to parents, businesses, and community members to at least once a week.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Develop a community engagement, giving back initiative to serve the greater TISD community.	2.4, 2.6, 3.1, 3.2	District and Campus personnel	E-mail to all TISD stakeholders signed up to receive the e-newsletter. Increased parent and community awareness on TISD projects. Review feedback from community, requests to share information in newsletter			
2) Send TISD community newsletter to parents, business and community members.		Superintendent	E-mail to all TISD stakeholders signed up to receive the e-newsletter. Increased parent and community awareness on TISD projects. Review feedback from community, requests to share information in newsletter			
3) Send Facebook and Twitter messages about school or district events, initiatives.		District and Campus personnel	Facebook and Twitter postings Review Facebook and Twitter comments from TISD community. Increased parent and community awareness on TISD projects			
<b>Critical Success Factors</b> CSF 5 CSF 6	2.5	Administrators	Information about the District will be dispersed among the community to keep them informed of the school and district news and events.			
4) Acquire a School Messenger Mass Notification system to be able to reach out to the community in an efficient manner.	Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

**Goal 5:** Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

**Performance Objective 6:** Provide informational sessions about technology, student discipline, drug awareness, sexual abuse, sexual harassment, date violence, bullying, drop out prevention, accelerated instruction, credit recovery and state assessment to parents once a month.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide professional learning opportunities for students, teachers, staff and community. Purchase material needed to support implementation of any and all initiatives	3.1, 3.2	District and Campus personnel				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## District Funding Summary

181 - Extra Curricular Activities					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199: PIC 21 State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
199: PIC 22 State Career & Technical Education (CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 23 State Special Education (Sp Ed)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 28 DAEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	2	2		6299, 6399	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 30 State Compensatory Education (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 31 State High School Education (HS Allotm</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>



<b>199: PIC 32</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 35</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>199: PIC 25 State Bilingual/ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>211 Title I, Part A Improving Basic Programs</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	11	7			\$0.00
4	3	5			\$0.00
5	1	3			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00
5	5	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00

					<b>+/- Difference</b>	<b>\$10,000.00</b>
<b>212 Title I, Part C Migrant Education</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
4	2	3			\$0.00	
5	1	3			\$0.00	
5	1	11			\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$10,000.00
					<b>+/- Difference</b>	<b>\$10,000.00</b>
<b>224 IDEA B, Formula SpEd</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$10,000.00
					<b>+/- Difference</b>	<b>\$10,000.00</b>
<b>225 IDEA B, Preschool SpEd</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$10,000.00
					<b>+/- Difference</b>	<b>\$10,000.00</b>
<b>244 Perkins Career &amp; Technical Education</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$10,000.00
					<b>+/- Difference</b>	<b>\$10,000.00</b>
<b>255 Title II, Part A, TPTR</b>						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>263 Title III, LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5		6411	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>289 Title IV</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>461 Campus Activity Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$10,000.00</b>
<b>Grand Total</b>					<b>\$0.00</b>