

# Tornillo Independent School District

## District Improvement Plan

2019-2020

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 and Superintendent

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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, Texas is located 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 was established in 1924 and 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.

Administration, faculty, and staff are committed to excellence in all programs to improve student outcomes and enhance the school experience for all students. The school district is comprised of 4 schools: Tornillo High School (grades 9th-12th), Tornillo Junior High School (grades 6th-8th), Tornillo Intermediate School (Grades 3rd-5th), and Tornillo Elementary School (Grades PreK-2nd)

Enrollment by Campus:

Tornillo High School - 328

Tornillo Jr. High School - 246

Tornillo Intermediate School - 191

Tornillo Elementary School - 235

## Student Demographics *(As of 9/12/2019)*

With regards to student demographics for the 2019 - 2020 School Year, of its 1,001 students, 508 students are female and 493 are male.

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.

STUDENT RACE / ETHNICITY	Count	% Enroll
Hispanic / Latino	998	99.7%
American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	3	0.30%

STUDENT RACE / ETHNICITY	Count	% Enroll
Two - or - More	0	0.00%
Total	1,001	100.00%

(Information below is based on 2018-2019 Fall PEIMS 11/08/2018. Updated information pending until Snapshot Date 10/25/2019)

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual-One Way Dual Language	247	20.09%
English as 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	100.00%
Dyslexia	0	0.00%
At Risk	772	75.32%
Economically Disadvantaged	961	93.75%
Immigrant	21	2.05%
Limited English Proficient (LEP)	605	59.00%
Migrant	30	2.92%
Military Connected	4	0.39%
Foster Care	2	0.195%
CTE Single Parent / Pregnant Teen	0	0.00%
Home Status		
Shelter	2	0.195%
Doubled Up	12	1.17%
Unsheltered	38	3.71%
Hotel / Motel	7	0.68%
Home Status Total	14	1.36%

**Employee Demographics (As of 9/16/2019)**

Tornillo ISD has a total of 180 employees of which 122 are females and 58 are males. Of Tornillo ISD's 180 employees, 67 are teachers. The information below provides additional insight into the makeup of all employees within the district.

EMPLOYEE RACE / ETHNICITY	Count	%
Hispanic / Latino	162	90.00%
American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American	1	0.56%
Native Hawaiian / Pacific Islander	0	0.00%
White	10	5.56%
Two - or - More	7	3.88%
Total	180	100.00%

TEACHER STATISTICS	Count	%
5 or less years of teaching experience	24	35.82%
6 or more years of teaching experience	43	64.17%
Possess a Master's Degree	17	25.37%
Possess a Doctoral Degree	1	1.49%

### Demographics Strengths

- Small learning community that allows for close relationships between students, teachers, administrators, and board members.
- High staff and student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Small class sizes
- 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:** Parent and student awareness and accountability lacks in regards to short and long term effects on student outcomes. Failure to follow attendance procedures at each of the campuses are affecting academic systems and student attendance.

**Problem Statement 2:** Minimal completion of the criteria needed to exit the bilingual ESL program. **Root Cause:** Professional development, planning of ELP's and sheltered instruction lesson development, delivery, and progress monitoring to address language acquisition for ELL identified students has been identified as a high priority.

**Problem Statement 3:** TISD is serving 4.9% in the Gifted and Talented Program which is below the Texas average of 7.9%. **Root Cause:** Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

**Problem Statement 4:** TISD is serving 0% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served at TISD.

**Problem Statement 5:** 6% is being served in Special Education, below the federal average of 14%. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

# Student Academic Achievement

## Student Academic Achievement Summary

For 2018-2019, Tornillo ISD earned a B letter grade in the state accountability rating with an overall 87%. In the Student Achievement Domain: Achievement was at a 62 score, senior completion rate was met at 78% with an overall 90 score, while our College, Career, and Military Readiness rating was a 95 score with an overall 78%, being the highest in the region. School Progress Domain was an 89%.

## STAAR/EOC

<https://txschools.gov/districts/071908/overview>

Tornillo District - B Rating

Tornillo High School - B Rating

Tornillo Jr. High School - C Rating

Tornillo Intermediate School - D Rating

Tornillo Elementary School - B Rating (Campus is paired with District)

## TELPAS

Kinder-2nd Grade Composite Score: 1.8%-2019 and 2.0% in 2018

3rd Grade - 12th Grade Composite Score: 2.7%-2019 and 2.7% in 2018

## Student Academic Achievement Strengths

- College, Career, Military is high focus with steady gains in student enrollment and certification attainment each year
- High graduation rate highest in the region
- Successful Acceleration for 5th & 8th Grade Math & Reading SSI based on 2nd administration of STAAR results
- 1:1 Technology Initiative: 75% of student body has a Technology Device
- PK-2nd Dual Language One-Way Implementation
- K-2nd Grade Bilingual Students reading on level in native language and performing at the same level in second language

- Algebra 1 EOC meeting the target of 90 Approaches/60vMeets/30 Masters
- Social Studies meeting the 90 approaches in EOC
- 8th Grade Math meeting the 90 Approaches
- 3rd-5th Grade TELPAS Gains provided the campus the full 10 points in the Closing the Gaps Domain in Accountability

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** STAAR Writing at the meets level for 4th and 7th grade averages at 30%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12th grade professional development, effective lesson planning, effective and consistent delivery of the writing process as specified by the state standards across the grade levels which is affecting state performance in 4th, 8th, English I and English II.

**Problem Statement 2:** STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 3:** STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 4:** STAAR Science at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating science gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 5:** STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 6:** In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators. **Root Cause:** Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

**Problem Statement 7:** The overall 2019 TELPAS averages decreased from 2.0 to 1.8 in K-2nd and was maintained at a 2.7 in 3rd-12th. **Root Cause:** Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

# District Processes & Programs

## District Processes & Programs Summary

### Curriculum and Instruction

The Curriculum and Instruction design at TISD follows two research based frames: The Effective Schools Framework(Strong School Leadership and Planning, Effective, Well-supported teachers, positive school culture, high -quality curriculum, Effective Instruction) and the RTI Model (Tier 1-All Students: Core Curriculum based on scientifically validated research, screening, and benchmark testing at least three times a year to determine instructional needs, and ongoing professional development. Tier 2-Limited & targeted support system for students who struggle to meet grade level performance standards: Evidence based, small-group instruction, and clearly articulated intervention implemented w/fidelity. Tier 3-Intense intervention and remediation: remediation of existing problems and prevention of more severe problems or the development of secondary concerns as a result of persistent problems).

### Bilingual/ESL

TISD adopted the bilingual model of Dual Language/One Way/90-20 from PK-5th Grade. The 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 implements an ESL model in grades 6th-12th grade.

### Gifted and Talented

The Tornillo ISD's goal for K-12 G/T students is to ensure that services are comprehensive, structured, sequenced, and appropriately challenging, including options in the four foundation curricular areas, arts, leadership, and creativity as outlined in TEC 29.121 and the Texas State Plan for the Education of Gifted/Talented Students.

### Title I, Part A

Tornillo ISD campuses operates under a schoolwide program model. Under the schoolwide program model, students will be provided programs and/or services that: provide opportunities for all students to meet challenging state academics standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all students, but particularly those at risk of not meeting challenging state academic 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 goal of the TISD counseling program is to provide the framework to foster the growth of all students in their educational, career, personal, emotional, and social development. The conceptual framework is developed through the four school counseling program service delivery components of Guidance Curriculum, Individual Planning, Responsive Service, and System Support.

### **Career and Technical Education**

CTE programs offer a coherent sequence of courses that provide students with comprehensible and rigorous content. CTE content is aligned with challenging academic standards and applicable technical knowledge and skills needed to prepare for post-secondary education and careers in the current and emerging professions. This preparation must begin in Pre-K and continue up through HS graduation. Through these courses, students are afforded the opportunity to attain industry-based certification, as prescribed by TEA.

### **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**

TISD Music program design is to ensure proper music education to all students participating in K-12 grade. Secondary students participating in drumline, choir, guitar, and mariachi next steps are to participate in concert, marching band, and colorguard. Students will be challenged by learning musical instruments and performing for the community and their school. The program will also allow student to participate in many different music competitions. Students will also gain leadership skills through their continued participation in the music program as supported through the TEKS and TMEA.

### **Library & Instructional Media Program**

The design of TISD Library and Instructional Media Program is the same as the Texas School Libraries, in that libraries within our district are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community. The six components on the core values implemented are: Information Literacy, Inquiry, Reading, Digital Learning, Safe and Nurturing Environment and Leadership.

### **Technology**

The Technology Services department provides innovative tools that enhance teaching and student learning, effective and streamlined solutions for all educational and support staff and fosters technologies that promotes community and parental educational involvement.

### **Truancy & Chronic Absenteeism**

TISD's mission is to partner between our schools, parents and the community to improve student attendance while advancing academic success and ensure

all students graduate from high school prepared for a post-secondary pathway. Tornillo ISD's goal for PK-12th grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism.

### **Physical Education Program**

TISD's physical education design is to ensure proper physical education which includes opportunities for the students to grow in their physical, mental, and social fitness and wellness. Students will be presented opportunities to participate in many activities and lessons to challenge and continue their progress towards the three goals and further their knowledge of physical fitness and the different training methods that go into building the appropriate fitness programs and goals.

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

#### **Curriculum and Instruction**

The implementation of Instructional Rounds, the Effective Schools Framework, and the RTI model has yielded a focused approach to attain the goals set by the Lone Star Governance Board of Trustees, Staff, and Community by providing immediate instructional feedback to administrators and teachers about instructional practices and how to deliver an effective multi-layered prevention and/or intervention supports in academics, behavior and attendance by directly working with teachers through a push-in model and professional development.

#### **Bilingual/ESL**

TISD is one of a handful districts in Texas working in conjunction with the Texas Education Agency in a pilot program to implement a research based Dual Language and ESL program design matrix that includes specific domains, goal setting, and progress measuring of the models.

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

G/T students in TISD will be provided the opportunity to work with other gifted/talented student during the school (In-Class Support) day in the foundational areas; math, science, English language arts, reading, and social studies, as well as with non G/T students and independently. G/T students will also be served in the area by which they qualified through modifications/differentiated lessons in the four foundational areas and specialty areas. In addition, a scheduled pull-out model, G.T students will be provided the opportunity to work with other G/T students and independently.

#### **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**

Delivery of school counseling program services are organized through sequenced age-appropriate activities designed to impact students' development through the curricular content areas of Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Education, and Career Readiness and Personal Health and Safety that align with program foundations and domains.

### **Career and Technical Education Strengths**

The program is a multi-year design that has yield great success for the district. Students are provided with awareness, lcontinual learning, and field experience from Kinder through twelfth grade.

### **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.

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

**Problem Statement 1:** Implementation of the Texas State Plan for the Education of Gifted/Talented Students at TISD is at the development and implementation level of compliance. **Root Cause:** There had not been an established program design with an actual 5 year goal to get to the exemplary level of compliance as specified by the state plan.

**Problem Statement 2:** The TISD Counseling program is at the organization stage of implementation. **Root Cause:** The lack of a program evaluation plan and strategic 5 year plan of implementation and goal setting has yield an unstructured program at each level.

**Problem Statement 3:** Implementation of Response to Intervention System is in the development and implementation level of compliance. **Root Cause:** The TISD RTI Handbook and training for administrators took place late in the summer of 2019, which teachers and staff have not been trained yet.

**Problem Statement 4:** TISD is in the initial implementation of the Dual Language and ESL TEA Pilot Program best practices. **Root Cause:** TISD adopted the framework in 2018, therefore the needs assessment for the program has yield an average of 3-6 overall score on the matrix.

**Problem Statement 5:** TISD is in the second year of implementing the co-teach model across the district. Instructional rounds have yield that the co-teach model is not being implemented as specified by the training received. **Root Cause:** Special Education teachers are not planning with classroom teachers to prepare for the delivery, guided practice, and modification of student tasks.

# Perceptions

## Perceptions Summary

Climate Surveys: Tornillo ISD conducts an annual climate survey for Parents, Staff, and Students to determine the overall perception of each of our stakeholders in the following areas: School Safety & Safe Learning Environments, Accademics, and Access to Different Opportunities.

Parent Survey 2018-2019 [http://tisd.ss3.sharpschool.com/UserFiles/Servers/Server\\_772496/File/2018%20-%202019%20Parent%20Climate%20Survey%20-%20District.pdf](http://tisd.ss3.sharpschool.com/UserFiles/Servers/Server_772496/File/2018%20-%202019%20Parent%20Climate%20Survey%20-%20District.pdf)

Staff Survey 2018-2019

Student Survey 2018-2019

Engagement: Structured and planned monthly events such as The Evening w/Superintendent, Coffee w/Principal held at each campus, parent district trainings, and campus sponsored family nights are planned for the whole year.

Well-Rounded Students: Resources and funding have been allocated to provide PK-12 extra-curricular programs and activities based on parent and student feedback for the 2019-2020 school year.

## Perceptions Strengths

- The climate survey for the 2018-2019 school year yield positive results for each group.
- Each campus and department developed an action plan that addressed a strength and area of needs improvement that will be implemented for the 2019-2020.
- Campus Climate Survey Action Plans we presented to the board of trustees.
- There has been great success in community, parent, and student attendance in each of the district sponsored events such as The Evening w/Superintendent, Coffee w/Principal held at each campus, and campus sponsored family nights.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** After school activities are limited to mainly sports for 7th-12th Grade, limiting access to different extra-curricular activities for PK-12th in the areas of fine arts, STEM, non-content based programs to participate in year round. **Root Cause:** Difficult to create extra- curricular activities for after-school with personnel lack of interest to be coordinate programs.

**Problem Statement 2:** Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education. **Root Cause:** Community, Parent Planned Activities need to be structured to address the different ways that the community, parents, families can help their children at home to be successful at school, to include awareness on the multitude of resources provided by the district to support them.

**Problem Statement 3:** Limited number of parents completed the annual climate survey at each campus. **Root Cause:** District and campuses need to develop and execute different ways to reach out to community, family, and parents in effort to capture a true representation of the parental component climate survey.

# Priority Problem Statements

**Problem Statement 1:** TISD is serving 0% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia.

**Root Cause 1:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served at TISD.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Average attendance across all grade levels is below 98% .

**Root Cause 2:** Parent and student awareness and accountability lacks in regards to short and long term effects on student outcomes. Failure to follow attendance procedures at each of the campuses are affecting academic systems and student attendance.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Minimal completion of the criteria needed to exit the bilingual ESL program.

**Root Cause 3:** Professional development, planning of ELP's and sheltered instruction lesson development, delivery, and progress monitoring to address language acquisition for ELL identified students has been identified as a high priority.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** TISD is serving 4.9% in the Gifted and Talented Program which is below the Texas average of 7.9%.

**Root Cause 4:** Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** 6% is being served in Special Education, below the federal average of 14%.

**Root Cause 5:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** STAAR Writing at the meets level for 4th and 7th grade averages at 30%, target should be at least at a minimum 60%.

**Root Cause 6:** Instructional rounds have yield a lack of K-12th grade professional development, effective lesson planning, effective and consistent delivery of the writing process as specified by the state standards across the grade levels which is affecting state performance in 4th, 8th, English I and English II.

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%.

**Root Cause 7:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 7 Areas:** Student Academic Achievement

**Problem Statement 8:** STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%.

**Root Cause 8:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 8 Areas:** Student Academic Achievement

**Problem Statement 9:** STAAR Science at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%.

**Root Cause 9:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating science gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 9 Areas:** Student Academic Achievement

**Problem Statement 10:** STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%.

**Root Cause 10:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 10 Areas:** Student Academic Achievement

**Problem Statement 11:** In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators.

**Root Cause 11:** Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

**Problem Statement 11 Areas:** Student Academic Achievement

**Problem Statement 12:** The overall 2019 TELPAS averages decreased from 2.0 to 1.8 in K-2nd and was maintained at a 2.7 in 3rd-12th.

**Root Cause 12:** Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

**Problem Statement 12 Areas:** Student Academic Achievement

**Problem Statement 13:** Limited number of parents completed the annual climate survey at each campus.

**Root Cause 13:** District and campuses need to develop and execute different ways to reach out to community, family, and parents in effort to capture a true representation of the parental component climate survey.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education.

**Root Cause 14:** Community, Parent Planned Activities need to be structured to address the different ways that the community, parents, families can help their children at home to be successful at school, to include awareness on the multitude of resources provided by the district to support them.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** After school activities are limited to mainly sports for 7th-12th Grade, limiting access to different extra-curricular activities for PK-12th in the areas of fine arts, STEM, non-content based programs to participate in year round.

**Root Cause 15:** Difficult to create extra- curricular activities for after-school with personnel lack of interest to be coordinate programs.

**Problem Statement 15 Areas:** Perceptions

**Problem Statement 16:** Implementation of Response to Intervention System is in the development and implementation level of compliance.

**Root Cause 16:** The TISD RTI Handbook and training for administrators took place late in the summer of 2019, which teachers and staff have not been trained yet.

**Problem Statement 16 Areas:** District Processes & Programs

**Problem Statement 17:** The TISD Counseling program is at the organization stage of implementation.

**Root Cause 17:** The lack of a program evaluation plan and strategic 5 year plan of implementation and goal setting has yield an unstructured program at each level.

**Problem Statement 17 Areas:** District Processes & Programs

**Problem Statement 18:** Implementation of the Texas State Plan for the Education of Gifted/Talented Students at TISD is at the development and implementation level of compliance.

**Root Cause 18:** There had not been an established program design with an actual 5 year goal to get to the exemplary level of compliance as specified by the state plan.

**Problem Statement 18 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

# Goals

**Goal 1:**  
**Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.**

**Performance Objective 1:** ELAR STAAR/EOC results for 2020 will indicate a 6 percent increase from 31% in 2019 for all students at the meets performance level

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Provide teachers with research based programs and technology resources to support content acceleration.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Johnny Can Spell, Star360, Nearpod, Renaissance, and TEKS resource system. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap.				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and new textbook adoption materials. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap.				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID, ELD, and Tier practices. Implementation will improve reading levels, improve STAAR scores, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase student outcomes as progressed measured quarterly (LSG)				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 255 Title II, Part A, TPTR - 0.00						
4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators		Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199 General Fund - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college 5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00, 263 Title III, LEP - 0.00						
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. <b>Root Cause 2:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 2:** Math STAAR/EOC results for 2020 will indicate a 5 percent increase from 35% in 2019 for all students at the meets performance level

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Provide teachers with research based programs and technology resources to support content acceleration.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Star60, Nearpod, Motivational Math, Lone Starand TEKS resource system. Implementation will improve STAAR scores, decrease learning gap.				
				<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and adoption materials. Implementation will improve STAAR scores, decrease learning gap.				
				<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math 3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID and Tier 1 practices. Implementation improve STAAR scores, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase student outcomes as progressed measured quarterly (LSG)				
				<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 255 Title II, Part A, TPTR - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
	<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 General Fund - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, , Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
	<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00, 263 Title III, LEP - 0.00						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 3:</b> STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. <b>Root Cause 3:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 3:** Writing STAAR results for 2020 will indicate a 6 percent increase from 30% in 2019 for all students at the meets performance level

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide teachers with research based programs and technology resources to support content acceleration.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Nearpod, Lead4ward, and adoption materials. Implementation will improve writing levles, STAAR scores, and decrease learning gap.				
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and new textbook adoption materials. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap				
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, improve STAAR scores, and decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation,				
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199 General Fund - 0.00						
5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, , Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> STAAR Writing at the meets level for 4th and 7th grade averages at 30%, target should be at least at a minimum 60%. <b>Root Cause 1:</b> Instructional rounds have yield a lack of K-12th grade professional development, effective lesson planning, effective and consistent delivery of the writing process as specified by the state standards across the grade levels which is affecting state performance in 4th, 8th, English I and English II.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 4:** Science STAAR/EOC results for 2020 will indicate a 5 percent increase from 35% in 2019 for all students at the meets performance level

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

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide teachers with research based programs and technology resources to support content acceleration.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and STEM Scopes. Implementation will improve STAAR scores, and decrease learning gap.				
<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00							
2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, adoption materials, and STEM Scopes. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap				
<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, improve STAAR scores, and decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation,				
				<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
				<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 199 General Fund - 0.00			
5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, , Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
				<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 4:</b> STAAR Science at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. <b>Root Cause 4:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating science gaps affecting overall performance on on-level standards and state testing.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 5:** Social Studies STAAR/EOC results for 2020 will indicate a 6 percent increase from 28% in 2019 for all students at the meets performance level.

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

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide teachers with research based programs and technology resources to support content acceleration.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and Studies Weekly. Implementation will improve STAAR scores, and decrease learning gap.				
				<b>Problem Statements:</b> Student Academic Achievement 5 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, adoption materials and Studies Weekly. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap				
				<b>Problem Statements:</b> Student Academic Achievement 5 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, improve STAAR scores, and decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation,				
				<b>Problem Statements:</b> Student Academic Achievement 5 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
				<b>Problem Statements:</b> Student Academic Achievement 5 <b>Funding Sources:</b> 199 General Fund - 0.00			
5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, , Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
				<b>Problem Statements:</b> Student Academic Achievement 5 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 5:</b> STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. <b>Root Cause 5:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 6:** TISD will implement multiple reading initiatives to include requirements that adopt K-3 phonics curriculum that uses systematic direct instruction, incorporate the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-3 as set by House Bill 3

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

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Provide teachers with research based programs and technology resources to support content acceleration.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Johnny Can Spell, Star360, Nearpod, Renaissance, and TEKS resource system. Implementation will Improve reading levels, and improve number of students that are at reading at grade level.				
				<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and new textbook adoption materials. Use of phonics curriculum that uses systematic direct instruction in Reading K-3. Implementation will Improve reading levels decrease learning gap and improve students reading at grade level				
				<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID, ELD, and Tier 1 practices. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
<b>TEA Priorities</b> Build a foundation of reading and math 4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00			
<b>TEA Priorities</b> Build a foundation of reading and math 5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
<b>TEA Priorities</b> Build a foundation of reading and math 6) ensure that not later than the 2021-2022 school year, each classroom teacher in K-3 and each principal at a campus with K-3 has attended a teacher literacy achievement academy	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of the literacy achievement academy. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 6 Problem Statements:**

<b>Student Academic Achievement</b>
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<p><b>Problem Statement 2:</b> STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. <b>Root Cause 2:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.</p>
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**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 7:** TISD will implement a framework that supports students in K-3 Math and will improve the number of students performing at grade level.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Provide teachers with research based programs and technology resources to support content acceleration.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitoring and evaluating programs such as Star60, Nearpod, Motivational Math, Lone Star, and TEKS resource system. Monitor and evaluate the Guided Math framework. Implementation will decrease learning gap and improve the number of students performing at grade level.				
				<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and adoption materials. Implementation will decrease learning gap and improve the number of students performing at grade level.				
				<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Provide professional opportunities to staff and administrators on tier 1 instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent, Instructional support, Instructional specialist	Monitor and evaluate the implementation of AVID and Tier 1 practices. Implementation will decrease learning gap and improve the number of students performing at grade level. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation.				
				<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
4) Include time for PLCs in master schedules to allow collaboration between teachers and administrators	2.4, 2.5, 2.6	Assistant Superintendent,	Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules				
				<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 General Fund - 0.00			
<b>TEA Priorities</b> Build a foundation of reading and math 5) Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	2.4, 2.5, 2.6	Assistant Superintendent, , Instructional support	Teacher success rate and retention of Highly Qualified Teacher. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.				
				<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 255 Title II, Part A, TPTR - 0.00			
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 7 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. <b>Root Cause 3:</b> Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

**Goal 1:**

Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.

**Performance Objective 8:** TISD will utilize and expect campuses to implement the Effective School Framework in Effort to Achieve the Student Outcome Goals Identified by the Needs Assessment.

**Evaluation Data Source(s) 8:** Needs Assessment, TAPR Report, ESF Self-Assessment, LSG Goal Assessment & Development

**Summative Evaluation 8:**

**Targeted or ESF High Priority**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Improve low-performing schools                      1) Strong School Leadership &amp; Planning:                      -Placement of most effective school leaders in highest needed schools                      -Addresses the unique needs of low-performing schools                      -Ongoing Coaching and Support for Campus Leaders                      -Provide adequate funding &amp; sufficient control over budget to access resources to implement CIP's &amp; HQ Instruction to meet student needs                      -Protect school instructional leadership time                      -Remove barriers to ensure campus success                      -Policies and practices prioritize instructional leadership                      -Provide effective governance to support and promote student outcomes</p>	2.5	Superintendent, & Asst. Superintendent	Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>2) Effective, Well-Supported Teachers:</p> <ul style="list-style-type: none"> <li>-Provide campus with control over teacher hiring and placement</li> <li>-Provide incentives for the strongest teachers to work in the lowest-performing schools</li> <li>-Recruit adequate numbers of qualified candidates</li> <li>-Have timely, efficient, and responsive hiring processes.</li> <li>-High need schools will be fully staffed by July 1</li> <li>-Provide structures, processes, and supports for induction and development</li> <li>- Provide an evaluation system that identifies low and high performers and allow for opportunities to remove low performing staff</li> </ul>	2.5	Superintendent, & Asst. Superintendent	Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring				
<p>3) Positive School Culture:</p> <ul style="list-style-type: none"> <li>-Provide data system to track pertinent school culture data</li> <li>-Provide campuses with access to external student support services.</li> <li>-Ensure that campus buildings are well maintained, safe, and conducive to learning</li> <li>-Promote positive school culture</li> </ul>	2.5	Superintendent, & Asst. Superintendent	Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring				
<p>4) High-Quality Curriculum:</p> <ul style="list-style-type: none"> <li>-Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence</li> <li>-Proved access to assessments aligned to the standards and the expected level of rigor</li> <li>-The calendar shall include days for school-bares professional development activities that align with the assessment calendar an allow for data driven reflection</li> <li>-Policy will support the effective use of standards aligned GVC and assessments.</li> </ul>	2.5	Superintendent, & Asst. Superintendent	Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) Effective Instruction: -Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas an PK-2 math reading -Ensure that school receive detailed reports with two instructional days. -Provide schools with access to student academic, behavioral, and on track to graduate data -Have effective systems for identifying and supporting struggling learners Policies and practices will support effective instruction in schools	2.5	Superintendent, & Asst. Superintendent	Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 2: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 100% in 2024.**

**Performance Objective 1:** Tornillo ISD will increase the number of eligible indicators in the Academic Achievement in Closing the Gaps Domain from 1 in 2019 to 14 by 2022.

**Evaluation Data Source(s) 1:** State & Federal Accountability Closing The Gaps Domain, LSG Quarterly Progress Measure, RTI, 4 Weeks Data PLC's

**Summative Evaluation 1:**

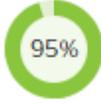
**Targeted or ESF High Priority**

**TEA Priorities:** 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Dyslexia [TEC 11.252(a)(3)(B)(iv)]: Provide staff training in screening, identification, program service delivery to include resources/materials to implement, accommodate, and accelerate learning.</p>	2.4, 2.5, 2.6	Special Ed./504 District Coordinator, Campus Counselors, Campus Counselors, Compliance Officer, Instructional Specialists, Asst. Superintendent	Increase identification of dyslexic students in the district. Staff training. Increased student reading level through BOY, MOY, EOY test results. Program progress monitoring data sheets.	 15%			
<p><b>Problem Statements:</b> Demographics 4 <b>Funding Sources:</b> 199: PIC 37 Dyslexia - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 and State Compensatory personnel (Instructional Specialists, Instructional Aides, CIS), flex master schedule and acceleration courses (Super School, Read 180, Credit Recovery), to include resources/materials to supplement, support, and intervene with EOC/SSI and Tier II &amp; III At-Risk Students in each special populations and programs.</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Campus Administrator, and Special Ed./504 Coordinator, Counselors	Improved student outcomes every 9 weeks and state assessments, personnel schedules, student rosters, 4 weeks progress monitoring reports, individual learning plans reviewed by RTI, CIS At-Risk Loads				
				<p><b>Problem Statements:</b> Student Academic Achievement 6</p> <p><b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00, 199:PIC 30 State Compensatory Education (SCE) - 0.00</p>			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>3) Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, and interactive instructional programs (licences) to supplement Tiered instruction in a blended learning format for At-Risk students and special programs (intervention: academics, linguistic, social &amp; emotional).</p>	2.4, 2.5, 2.6	Technology Director, Instructional Specialists, Campus Administrators, Asst. Superintendent, Compliance Officer	Improved LSG student outcomes on state and local assessments. Improved academic, linguistic, SEL as measured by mastery of TEKS, ELPS, CCRS lessons plans/informal assessments. Walk-throughs & Instructional Rounds.				
				<p><b>Problem Statements:</b> Demographics 2, 3, 4, 5 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7</p> <p><b>Funding Sources:</b> 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00</p>			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>4) Strategies for Recruiting &amp; Retaining Highly Effective Teachers: Provide competitive stipends for bilingual, special education, ELAR, Science, Math and Masters/Doctoral Degreed teachers to include on-going specialized professional development and materials/resources that will help accelerate at-risk students academic, linguistic, and SEL achievement. Provide staff opportunities/grants to attain higher ed. certifications/degrees.</p>	2.4, 2.5, 2.6	HR/Compliance Officer, Asst. Superintendent, CTE Coordinator,	Teacher Retention & Recruitment yearly trends reports, number of teachers taking advantage of grants to attain certification and/or degrees, filling vacancies before the first day of school, number of specialized training.				
				<p><b>Funding Sources:</b> 270 Title V, RLIS - 0.00, 255 Title II, Part A, TPTR - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Staff Development for Professional Staff of the District [TEC 11.252(3)(F)]: Provide on-going professional development, food/drinks, travel, stipends (New Teacher Mentors), equipment, materials and resources to address At-Risk Students and Programs needs.</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director	Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase student outcomes as progressed measured quarterly (LSG).				
				<b>Funding Sources:</b> 255 Title II, Part A, TPTR - 0.00, 263 Title III, LEP - 0.00			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 6) Gifted and Talented HB3: G/T program design services will be implemented as outlined in TEC 29.121 &amp; The Texas State Plan for G/T Students: -Identification -Professional Development &amp; Certification -Curriculum &amp; Instruction -Assessment -Parent/Community Involvement -Advisory Committee</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator	Quarterly Progress Measure of G.T Design Plan Implementation, Agendas, Calendars, Number of referrals & Identified G/T students, Professional Development , Lesson Plans, Surveys, Projects, Flex Master Schedules				
				<b>Problem Statements:</b> Demographics 3 - School Processes & Programs 1 <b>Funding Sources:</b> 199: PIC 21 State Gifted & Talented - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>7) Special Education Student Group: Provide, Support, Fund, &amp; Implement the following to achieve successful student outcomes in special education in all Continuum of Services: -Professional Development (District, Local, State, &amp; Out of State) -Technology &amp; Licences, Materials, Resources, Field Experiences/work, Field Trips -Early Identification -Acceleration -Enrichment -Parent Engagement -Curriculum &amp; Instruction to advance Tier II &amp; III Sped. Students in grade level standards &amp; state assessments.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator	Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules: )Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact				
				<b>Funding Sources:</b> 199: PIC 23 State Special Education (Sp Ed) - 0.00, 224 IDEA B, Formula SpEd - 0.00, 225 IDEA B, Preschool SpEd - 0.00, 199: PIC 38 CCMR - 0.00			
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>8) Economically Disadvantaged Student Group- Provide/Fund Plan, &amp; Intervene Early in the following areas: -Early Education: Head Start &amp; Full Day Pre-Kindergarten -Child Find Services -Academic &amp; SEL Acceleration through RTI -Nutrition: NSLP &amp; Food Pantry -AVID Enrollment -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Educate Texas -Communities in Schools Personnel -Title 1 District Parent Liaison</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Campus Administrators, Counselors, CIS, District Parent Liaison, PEIMS Specialist, Asst. Superintendent, Sped/504 Coordinator	Agendas, Sign-in Sheets, PEIMS Quarterly Data, Head Start & Pre-Kindergarten Enrollment, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring				
				<b>Funding Sources:</b> 199:PIC 30 State Compensatory Education (SCE) - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 9) At-Risk Students in Special Programs as Identified by PEIMS: 504, Foster Care, Migrant, Homelessness, Pregnant/Parent, Previously Retained, Drop-Out, did not perform satisfactory in a readiness assessment and/or did not maintain a 70% in two or more subjects in foundation subjects will receive compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, and progress monitored every four weeks through RTI and Migrant Coordinator for Migrant students.</p> <p>Awareness &amp; Training for Staff, Teachers, &amp; Parents to work with At-Risk Students.</p> <p>Provide Technology, Instructional Tech. Licences, Food, Drinks, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier I &amp; Tier II Instruction.</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Asst. Superintendent, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, & Teachers	RTI Progress Monitoring every 4 weeks, Accelerated Instruction Lesson Plans & Walk-Throughs, Local & State Assessment Progress Measured, Monthly Related Services, Parent Engagement Activities, Home Visits, Purchases, yearly trainings				
<b>Funding Sources:</b> 199:PIC 30 State Compensatory Education (SCE) - 0.00, 211 Title I, Part A Improving Basic Programs - 0.00, 212 Title I, Part C Migrant Education - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Minimal completion of the criteria needed to exit the bilingual ESL program. <b>Root Cause 2:</b> Professional development, planning of ELP's and sheltered instruction lesson development, delivery, and progress monitoring to address language acquisition for ELL identified students has been identified as a high priority.
<b>Problem Statement 3:</b> TISD is serving 4.9% in the Gifted and Talented Program which is below the Texas average of 7.9%. <b>Root Cause 3:</b> Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.
<b>Problem Statement 4:</b> TISD is serving 0% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia. <b>Root Cause 4:</b> Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served at TISD.
<b>Problem Statement 5:</b> 6% is being served in Special Education, below the federal average of 14%. <b>Root Cause 5:</b> Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

## Student Academic Achievement

**Problem Statement 1:** STAAR Writing at the meets level for 4th and 7th grade averages at 30%, target should be at least at a minimum 60%. **Root Cause 1:** Instructional rounds have yield a lack of K-12th grade professional development, effective lesson planning, effective and consistent delivery of the writing process as specified by the state standards across the grade levels which is affecting state performance in 4th, 8th, English I and English II.

**Problem Statement 2:** STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause 2:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 3:** STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. **Root Cause 3:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 4:** STAAR Science at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. **Root Cause 4:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating science gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 5:** STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause 5:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 6:** In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators. **Root Cause 6:** Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

**Problem Statement 7:** The overall 2019 TELPAS averages decreased from 2.0 to 1.8 in K-2nd and was maintained at a 2.7 in 3rd-12th. **Root Cause 7:** Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

## School Processes & Programs

**Problem Statement 1:** Implementation of the Texas State Plan for the Education of Gifted/Talented Students at TISD is at the development and implementation level of compliance. **Root Cause 1:** There had not been an established program design with an actual 5 year goal to get to the exemplary level of compliance as specified by the state plan.

**Goal 2:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 100% in 2024.

**Performance Objective 2:** Tornillo ISD will continue to meet 3 out of the 3 indicators in the Graduation Status in the Closing the Gaps Domain from 100% meet in 2019 to 100% by 2022.

**Evaluation Data Source(s) 2:** State & Federal Accountability Closing The Gaps Domain, LSG Quarterly Progress Measure, PEIMS Snapshot

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools                      1) Provide and Implement the Following Student Attendance Prevention Measures:                      -Staff, Parent/Guardian, &amp; Student Awareness on Impact on Student Outcomes, Texas Ed. Code &amp; Texas Family Code                      -Monitoring Attendance Daily, Weekly &amp; RTI/Attendance Committee Every 4 Weeks                      -Develop &amp; Progress Monitor Individual Plans                      -Parent Communication                      -Home Visits                      -Find Leavers                      -Re-enroll drop outs                      -Provide academic acceleration                      -Provide opportunities to make up instructional time missed                      -Court Filing</p>	2.4, 2.5, 2.6, 3.1, 3.2	Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees	Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings,				
<b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b></p> <ul style="list-style-type: none"> <li>Recruit, support, retain teachers and principals</li> <li>Build a foundation of reading and math</li> <li>Connect high school to career and college</li> <li>Improve low-performing schools</li> </ul> <p>2) Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p> <p>&amp; Student Retention:</p> <ul style="list-style-type: none"> <li>-Early Intervention &amp; Accelerate Learning</li> <li>-Mentoring Program</li> <li>-Tutoring</li> <li>-Intensify Differentiated Learning</li> <li>-Create a High Expectations &amp; Achieving Learning Environment</li> <li>-Rich &amp; Engaging Curriculum</li> <li>-Hire well-trained staff &amp; provide continuous professional development</li> <li>-Collaborate &amp; Communicate often with Parent</li> </ul>	2.4, 2.5, 2.6, 3.1, 3.2	Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator	Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, K-3 Progress Monitor BOY, MOY, EOY reading & math results 90% must be on level. STAAR/ EOC results must be at 60% Meets and 30% Masters, Sign in Sheets, Trainings, Mentoring Plans				
				<p><b>Funding Sources:</b> 199:PIC 30 State Compensatory Education (SCE) - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Improve low-performing schools  3) Provide a safe and nurturing learning environment to all by providing a safe physical and digital Infrastructure, professional development/Training to Staff [TEC 11.252(3)(F)], Parents, and Students to include Resources/Materials, Curriculum, and Funds to address the following safety areas to include 24 hour access to Anonymous Alerts for the purpose of reporting incidents anonymously:</p> <p>Prevention Areas:  -Bullying [TEC 37.0832]  -Cyber-bullying  -Digital Citizenship  -Sexual abuse, sex trafficking, and other maltreatment of children  -Violence prevention programs [TEC 11.252(3)(B)(iii)]  -Dating violence [TEC 37.0831]  -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]  -Conflict resolution programs [TEC 11.252(3)(B)(ii)]  -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]  -Social Emotional &amp; Mental Health  -Physical Health  -Positive Character Traits  -Bleeding Control Stations  -CPR before Graduation  -Sexual Harassment  -Emergency Drills to include Active Shooter</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers	Title 1 Crate uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lesson on program delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules.				
<p><b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Connect high school to career and college  Improve low-performing schools</p> <p>4) Provide supplemental funding for Fine Arts, UIL, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support a well-rounded students and bridging this access towards college and avenues of higher learning.</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators	Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended				
<b>Funding Sources:</b> 199: PIC 11 Instructional - 0.00, 181 Extra Curricular Activities - 0.00, 255 Title II, Part A, TPTR - 8000.00							
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Connect high school to career and college  Improve low-performing schools</p> <p>5) HOPE- DAEP services will be provided as specified in [TAC 19 103.1201(b)].</p> <p>-Trained Staff (health &amp; emergency situations, behavior management, safety procedures that focus on positive &amp; proactive behavior management)  -Academics: Individual Student Learning Plan  -Social Skills: Social/Emotional Program, Problem Solving, Conflict Resolution, Anger Management, Diversity, Dating Violence  -Procedures to report abuse, neglect, or exploitation  -Transition procedures &amp; plans</p> <p>Placement Prevention Strategies:  -Restorative Practices  -PBIS/SEL Program  -Mentoring Program  -Home &amp; School Partnership  -Counseling Sessions  -Drug &amp; Tobacco Prevention  -Anger Management  -Student Code of Conduct Awareness  -Safety workshops/ training's &amp; Awareness</p>	2.4, 2.5, 2.6, 3.2	Compliance Officer, Asst. Superintendent, PEIMS Coordinator, Campus Administrators, Counselors, CIS,	Student Attendance & Grade Records, pre- and post-assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets,				
<b>Funding Sources:</b> 199: PIC 28 DAEP - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

**Goal 2:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 100% in 2024.

**Performance Objective 3:** Tornillo ISD will increase the number of eligible indicators in the English Language Proficiency Status in Closing the Gaps Domain from 0 in 2019 to 1 by 2022.

**Evaluation Data Source(s) 3:** State & Federal Accountability Closing the Gap Domain, LSG Quarterly Progress Measure, TELPAS, LPAC Quarterly Monitoring

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      1) Implement, Support, &amp; Progress Monitor the Dual Language One-Way/ESL Program Model as specified in DLI program effectiveness rubric:                      -Teacher Certification                      -Language Allocation                      -Program Duration                      -Program Language &amp; Literacy                      -Program Content                      -Program Culture</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, and Campus Administrators	Implementation will improve from an overall category score of 3 to 6-8 by MOY and 9-11 by EOY.	 10%			
<p><b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 7  <b>Funding Sources:</b> 199: PIC 25 State Bilingual/ESL - 0.00, 263 Title III, LEP - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Staff development for professional staff of the district [TEC 11.252(3)(F)]-Implement, Support, &amp; Progress Monitor Program Staffing &amp; Staff Development: -Recruitment -Assignment -Retention -General Ed. Coordination -Special Program Coordination -Professional Development Plan</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators	Implementation will improve from an overall category score 7 to 8 by MOY and 9-15 by EOY.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Instructional Design- Implement, Support, &amp; Progress Monitor Lesson Planning &amp; Curriculum: -Curriculum Standards -Lesson Objectives -Language Usage -Differentiated Instruction &amp; Data Analysis, -Classroom Assessments -State Assessments &amp; Progress Monitoring</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators	Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY.  Classroom/District Assessments, STAAR & TELPAS results  LPAC & RTI Student Quarterly Progress Monitoring  TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds				
<p><b>TEA Priorities</b> Build a foundation of reading and math 4) Instructional Design-Implement, Support Purchases, &amp; Progress Monitor Methods and Resources: -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Sheltered Methods: Communicated, Sequenced, &amp; Scaffolded</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators	Implementation will improve from an overall category score of 6 to 9 at MOY and 10-17 by EOY.  Leader DL Walk-Throughs, Instructional Rounds, ELD Block, Lesson Plans  Improved Student Outcomes on State/Local Assessments  Inventory of PK-12 DL resources				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math 5) Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas: -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities	2.5, 3.1, 3.2	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators	Implementation will improve from an overall category score of 4 to 7 by MOY and 10-15 by EOY. Agendas, Calendar of Events, Sign in Sheets, Program Staff, Student, Parents/Family/Community Surveys				
<b>TEA Priorities</b> Build a foundation of reading and math 6) Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators	Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments.  Extended day/week/year acceleration participation student attendance rosters  In school acceleration personnel (CIS, At-Risk Inst. Aides, Inst. Specialists) schedules  Scheduled transition activities for Headstart at EOY				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Minimal completion of the criteria needed to exit the bilingual ESL program. <b>Root Cause 2:</b> Professional development, planning of ELP's and sheltered instruction lesson development, delivery, and progress monitoring to address language acquisition for ELL identified students has been identified as a high priority.
<b>Student Academic Achievement</b>
<b>Problem Statement 7:</b> The overall 2019 TELPAS averages decreased from 2.0 to 1.8 in K-2nd and was maintained at a 2.7 in 3rd-12th. <b>Root Cause 7:</b> Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

**Goal 2:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 100% in 2024.

**Performance Objective 4:** Tornillo ISD will continue to meet 4 out of the 4 indicators in the School Quality Status in the Closing the Gaps Domain from 100% meet in 2019 to 100% by 2022.

**Evaluation Data Source(s) 4:** State & Federal Accountability Closing the Gap Domain, PEIMS Snapshot, BOY CCMR Enrollment Numbers, End of semester/year earned certifications

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college 1) Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licences) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations.</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	<p>CTE Technology funding allocations and expenditures.</p> <p>Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects.</p> <p>Awarded Certifications</p>				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college 2) Strategies for recruiting highly effective teachers: -Competitive CTE Stipends -Small Class Sizes -Grow our Own: Opportunities to attain CTE certifications -Reimburse cost of approved CTE certification after verification of passing exam</p>	2.4, 2.5	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	<p>Class Rosters, Stipends awarded yearly, number of CTE Teachers certifying in additional areas, CTE course offerings, Attended Job Fairs, Social Media Postings</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b></p> <p>Connect high school to career and college</p> <p>3) Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade</p> <ul style="list-style-type: none"> <li>-AVID</li> <li>-PLTW</li> <li>-CCMR District Wide Fairs</li> <li>-Nearpod: Common Sense Media</li> <li>-Fine Arts</li> <li>-Field Trips</li> <li>-Presenters</li> <li>-Pathways embedded practices and skills</li> <li>-Promotional Awareness Resources &amp; Materials</li> <li>-CCMR Goal Setting PK-12</li> </ul>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	Meet the annual CCMR enrollment and certification goals, College/Career/Military culture/mindset, schedules, event calendars, classes				
<p><b>TEA Priorities</b></p> <p>Connect high school to career and college</p> <p>4) Provide on-going sources of information in various platforms to junior high and high school students, teachers, counselors, and parents on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</p> <ul style="list-style-type: none"> <li>-FASFA Nights</li> <li>-Texas Grant Program</li> <li>-Scholarships</li> <li>-College Sign-Up Day</li> <li>-College/CTE Visits/Presenters</li> <li>-Military</li> </ul>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	100% FASFA Completion, Scholarships Awarded, College/CTE/Military enrollment, and agendas/calendars of higher ed. presenters and/or campus visits, Sign in Sheets for parents/family/community engagement training's/information events				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>5) Prepare and support/guide students to make informed curriculum choices to be prepared for success beyond high school by</p> <ul style="list-style-type: none"> <li>-CTE Certifications and Degrees</li> <li>-Dual Credit/Early College Associates Degree</li> <li>-Military</li> <li>-TSI</li> <li>-SAT/ACT</li> <li>-Pre-AP/AP Classes</li> <li>-AVID</li> </ul>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in AVID/CTE/ ECHS/Dual Credit				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Connect high school to career and college</p> <p>6) Provide on-going staff development for professional staff of the district [TEC 11.252(3) (F)] in CCMR fields of study, skill sets to lesson plan and deliver CCRS Standards based lessons, and improve teacher pedagogy in their respective field and skills sets.</p>	2.4, 2.5, 2.6	Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors	Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS,				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3: Tornillo ISD in collaboration with the Board of Trustees will engage students, families, teachers/staff, and community members/partners in education in different platforms to carry out the district's vision towards achieving student outcome goals.**

**Performance Objective 1:** Tornillo ISD will offer programs and activities to involve parents and family members, and seek meaningful consultation with parents.

**Evaluation Data Source(s) 1:** Event agendas, sign-in sheets

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

**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	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) To develop along with parents a written parent and family engagement policy.	3.1, 3.2	Parent Liaison, District Administrators, Compliance Director	Parents will be engage in providing feedback for the family engagement policy.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00						
2) Purchase and implement scientifically research-based programs, materials, books, and other resources in support of Parent Liaison activities meant to increase campus parental involvement	3.1, 3.2	Parent Liaison, Compliance Director	Parents will be educated with the latest in research-based information to help them make better educational decisions for their children				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) To build school's capacity to engage families	3.1, 3.2	Parent Liaison, District Administrators, Compliance Director	Offer opportunities for parents to participate in school events such as coffee with the principal, Evening with the Superintendent, Grandparents celebration, regional parent involvement conference, luminarias, etc. Tornillo ISD will offer a Parent Resource Center within the district's facilities				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			
4) To evaluate family engagement policy and practices.	3.1, 3.2	Parent Liaison, District Administrators, Compliance Director	Parent will actively participate in evaluating policy and practices to develop a parental plan of action.				
				<b>Problem Statements:</b> Perceptions 2, 3 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			
5) Reserve at least 1% of its Title I funds to support parent and family engagement activities; involve parents in deciding how to use those funds.	3.1, 3.2	District Administrators, Finance Director, Compliance Director	Reserve funds to secure a Parent Liaison position to ensure that parent, families and communities are continuously engaged and participating in district related activities. Title I funds are distributed to all campuses as well.				
				<b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			
6) Communities in Schools (CIS) workers are contracted at all 4 campuses to promote parent and family engagement activities, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals where needed.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals, Compliance Director, Communities in Schools, Inc, Management	Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance)				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 199:PIC 30 State Compensatory Education (SCE) - 0.00			
7) All campus communication will be sent home in the appropriate language to the degree possible	2.5, 2.6, 3.1	Campus Principals, CIS	Parent will be informed of activities and events and more willing to participate.				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
8) Continue working in partnership with El Paso Community College (EPCC) to facilitate GED and English classes for parents.	3.1, 3.2	Parent Liaison, Compliance Director	Offer opportunities for parents to improve their quality of life.				
9) Parent Liaison will coordinate with other Federal and State programs, including preschool programs to reach out to every parent subpopulation in the district.	2.5, 2.6	District administrators, Parent Liaison, Compliance Director.	Parents of every subpopulation will be integrated in the parent, family and community engagement plan.				
<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education. <b>Root Cause 2:</b> Community, Parent Planned Activities need to be structured to address the different ways that the community, parents, families can help their children at home to be successful at school, to include awareness on the multitude of resources provided by the district to support them.
<b>Problem Statement 3:</b> Limited number of parents completed the annual climate survey at each campus. <b>Root Cause 3:</b> District and campuses need to develop and execute different ways to reach out to community, family, and parents in effort to capture a true representation of the parental component climate survey.

**Goal 3:** Tornillo ISD in collaboration with the Board of Trustees will engage students, families, teachers/staff, and community members/partners in education in different platforms to carry out the district's vision towards achieving student outcome goals.

**Performance Objective 2:** Tornillo ISD will build capacity for parental involvement.

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

**Summative Evaluation 2:**

**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	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement.	3.1, 3.2	Campus Administrators, Parent Liaison, Instructional Team.	Parent will learn how to read and understand the state standards. They will be provided with strategies on how to support their children in areas of need.				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			
2) 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.	3.1, 3.2	Parent Liaison, Campus Administrators, COmpliance Director	Parents will be acknowledged and empowered as an essential part of education.				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			
3) To provide materials and training to help parents work with their children.	3.1, 3.2	Parent Liaison, Campus and District Administrators, Compliance Director	Instructional materials will be available for students at home. Parent will know how to use them to help their children to develop skills.				
				<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
4) Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success.	3.1, 3.2	Parent Liaison, District Administrators, Compliance Director	Stakeholders surveys are administered and analysis is provided to District Leadership Team.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A Improving Basic Programs - 0.00						
							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education. <b>Root Cause 2:</b> Community, Parent Planned Activities need to be structured to address the different ways that the community, parents, families can help their children at home to be successful at school, to include awareness on the multitude of resources provided by the district to support them.

# District Site-Based Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Carlos Garcia	Director of Finance
Paraprofessional	Carmen Bonilla	Migrant Coordinator
District-level Professional	Loretta Aguilar	Instructional Specialist
District-level Professional	Lizeth Carroll	Human Resources Director
Paraprofessional	Claudia Castro	Parent Liaison
Classroom Teacher	Damaris Duran	Teacher
District-level Professional	Imelda Garcia	PEIMS Coordinator
District-level Professional	Irene Melchor	Counselor
District-level Professional	Georgina Miramontes	Diagnostician/SPED/504 Coordinator
District-level Professional	Rodrigo Portillo	Assistant Superintendent
District-level Professional	Linda Rivero	District Nurse
Classroom Teacher	Tania Ruvalcaba de Luna	Teacher
District-level Professional	Rocio Salinas	Child Nutrition Food Service District Manager
Classroom Teacher	Dania Sotelo	Teacher
Classroom Teacher	Kimberly Strong	Teacher
District-level Professional	Marco Tristan	Principal
Classroom Teacher	Virginia Trujillo	Teacher
District-level Professional	David Solis	Finance Director
District-level Professional	Rosie Vega-Barrio	Superintendent
District-level Professional	Sierra Willis	Instructional Specialist
District-level Professional	Yvonne Valdez	Instructional Specialist
District-level Professional	Jose Silva-Smith	Assistant Principal

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Laura Roa	Principal
District-level Professional	Myrna Lopez	Principal
District-level Professional	Nadia De La Rosa	Principal

# District Funding Summary

181 Extra Curricular Activities					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$433,655.00
<b>+/- Difference</b>					<b>\$433,655.00</b>
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	4			\$0.00
1	3	4			\$0.00
1	4	4			\$0.00
1	5	4			\$0.00
1	7	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,840,050.00
<b>+/- Difference</b>					<b>\$11,840,050.00</b>
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00

**199: PIC 11 Instructional**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00

199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	5			\$0.00
2	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,858,030.00
<b>+/- Difference</b>					\$4,858,030.00
199: PIC 21 State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$26,590.00
<b>+/- Difference</b>					\$26,590.00
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>					\$464,984.00
<b>+/- Difference</b>					\$464,984.00
199: PIC 23 State Special Education (Sp Ed)					
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>					\$678,697.00
<b>+/- Difference</b>					\$678,697.00

199: PIC 28 DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,600.00
<b>+/- Difference</b>					\$8,600.00
199:PIC 30 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	2	2			\$0.00
3	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,053,779.00
<b>+/- Difference</b>					\$1,053,779.00

199: PIC 32					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$1,000.00
199: PIC 35					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$46,733.00
<b>+/- Difference</b>					\$46,733.00
199: PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$236,728.00
<b>+/- Difference</b>					\$236,728.00
211 Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00

**211 Title I, Part A Improving Basic Programs**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00

**211 Title I, Part A Improving Basic Programs**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
3	1	9			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$515,683.00
<b>+/- Difference</b>					\$515,683.00

**212 Title I, Part C Migrant Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,541.00
<b>+/- Difference</b>					\$50,541.00

**224 IDEA B, Formula SpEd**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
<b>Sub-Total</b>					\$0.00

224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$164,822.00
<b>+/- Difference</b>					\$164,822.00
225 IDEA B, Preschool SpEd					
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>					\$616.00
<b>+/- Difference</b>					\$616.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$18,427.00
<b>+/- Difference</b>					\$18,427.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	6	5			\$0.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	4			\$8,000.00
<b>Sub-Total</b>					\$8,000.00
<b>Budgeted Fund Source Amount</b>					\$56,277.00
<b>+/- Difference</b>					\$48,277.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	5			\$0.00
2	1	5			\$0.00
2	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$55,870.00
<b>+/- Difference</b>					\$55,870.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$37,886.00
<b>+/- Difference</b>					\$37,886.00

270 Title V, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$18,717.00
<b>+/- Difference</b>					\$18,717.00
480: PLTW					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,988.00
<b>+/- Difference</b>					\$11,988.00
199: PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$6,160.00
<b>+/- Difference</b>					\$6,160.00
199: PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,750.00
<b>+/- Difference</b>					\$2,750.00
199: PIC 38 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00

199: PIC 38 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$19,250.00
<b>+/- Difference</b>					\$19,250.00
199: PIC 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,455,999.00
<b>+/- Difference</b>					\$4,455,999.00
<b>Grand Total</b>					\$8,000.00