

Tornillo Independent School District
Tornillo Elementary
2020-2021 Campus Improvement Plan

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.

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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.	29
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.	46
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.	61

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 Elementary School serves grades Pre-Kinder (3 and 4 years old Pre-K) through 2nd grade. It currently serves 234 students. For the 2019-2020 school year, Tornillo ISD and Region 19 Head Start partnered so that three Head Start classrooms and School Office were housed within the Tornillo Elementary building.

Tornillo Elementary parents are concerned about their children and want them to have the best education. When the campus or district hosts school events such as Coffee with the Principal or Evening with the Superintendent, there is a good number of turn-out for these community events.

Student Demographics (As of 10/29/19)

With regards to student demographics for the 2020-2021 School Year, of its 234 students, 49% of students are female and 51% are male. Over the last few years, Tornillo's enrollment has been decreasing by approximately 3% every year.

The information below provides additional insight into the makeup of students within the campus. 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	230	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	4	0.30%
Two - or - More	0	0.00%
Total	234	100.00%

(Information below is based on 2019-2020 PEIMS Submission.)

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual-One Way Dual Language	163	69.65%
504 Program	4	.01%
Economically Disadvantaged	212	90.59%
Gifted & Talented	1	.004%
Special Education (SPED)	12	5.1%
Title 1 Participation	234	100.00%
Dyslexia	0	0%
At Risk	199	85.04%
Economically Disadvantaged	212	93.75%
Immigrant	5	.02%
Limited English Proficient (LEP)	187	79.9%
Migrant	7	.02%
Military Connected	4	.01%
Homeless	0	0%
Speech	12	.05%

Student Demographics Continued

Over 85% of the students at Tornillo Elementary are second language learners with Spanish being almost all of the student's' first language. As a result, there is twice the number of Dual Language classrooms than monolingual classrooms. Unfortunately however, for years, parents as well as community members have expressed a strong sense of an "English only" culture. Most of the students in the monolingual classrooms as second language students whose parents have denied "bilingual" services.

PK: 3 Dual Language Classrooms

Kinder: 2 Dual Language Classrooms and 1 Monolingual Classroom

1st Grade: 2 Dual Language Classrooms and 1 Monolingual Classroom

2nd Grade: 2 Dual Language Classrooms and 1 Monolingual Classroom

At Tornillo Elementary, there are approximately 20-25 students that live in Mexico and make the daily commute to get to school. Most of these students are brought and picked up from school by "vans" that pick up students either at the bridge or the local neighborhood. Stories have been shared with the school that the exact wait times at the bridge are often unknown and in order to make it to school on time, families start their daily commute before 6:00 in the morning. For several years now, the campus has found it difficult to bring in students for after school, intersession or Saturday tutoring as many of the students recommended rely on the "van" transportation. The "vans" only make drop-offs and pick-ups during regular student schedules.

In addition, it is very common to see our elementary students being cared for most of the time by grandparents or aunts and uncles. Many of our parents live or work outside the community of Tornillo. A large number of our parents work out in the oil fields a few hours away.

Employee Demographics

For the 2020-2021 school year the staff at TES will include; 12 PK-2nd grade classroom teachers, 1 Life Skills Special Education Teacher, 1 Special Education Teacher whom we share with the Intermediate for half the time, 3 specialty teachers (Art, Music, PE), 7 paraprofessionals (3-PK Aides, 2-Sped Aides, 1-K-2nd Aide, 1-At Risk/Library Aide), 1 Community Schools Program Coordinator, 1 full time Counselor, 1 full day Security Officer, 1 campus nurse, 1 Reading and Math Coach, and 1 administrator. The information below provides additional insight into the makeup of all employees within the district.

EMPLOYEE RACE / ETHNICITY	Count	%
Hispanic / Latino	16	72.00%
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	4	18%
Two - or - More	2	1%%
Total	22	100.00%

TEACHER STATISTICS	Count	%
5 or less years of teaching experience	3	18.7%
6 or more years of teaching experience	11	68.75%
Possess a Master's Degree	6	37.5%
Possess a Doctoral Degree	0	0

Tornillo Parents & Community

Based on the data presented by DataUSA, in 2017, Tornillo, TX had a population of 1.12k people with a median age of 31.7 and a median household income of \$30,083. Between 2016 and 2017 the population of Tornillo, TX declined from 1,359 to 1,120, a -17.6% decrease and its median household income grew from \$27,500 to \$30,083, a 9.39% increase.

The population of Tornillo, TX is 99% Hispanic or Latino, 0.982% White Alone, and 0% Two or More Races. The majority of the residents that reside in Tornillo speak mostly Spanish while a small percentage speak English and Spanish or only English. 72% of those living in Tornillo are U.S. citizens.

The median property value in Tornillo, TX is \$58,800, and the home ownership rate is 68.8%. Most people in Tornillo, TX commute in and out of the town and the average commute time is 30.7 minutes. In addition, it is very common to see our elementary students being cared for most of the time by grandparents or aunts and uncles. Many of our parents live or work outside the community of Tornillo. A large number of our parents work out in the oil fields a few hours away.

Tornillo Community members are proud of traditions and most reflect a sense of pride toward the district and school. Parents actively participate in district and school wide events. It is not common to see generations that have been part of the community and school district.

Demographics Strengths

- The town of Tornillo, TX is a small community nestled just a few miles away from Mexico. Tornillo is a town seeped in community pride and tradition.
- 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 (13-20 students per classroom)
- 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
- The majority of teachers at the Elementary have at least 10 years of teaching experience
- Tornillo Elementary has 92% of its population as economically disadvantaged and thus it is designated a Title I campus.
- For the 2020-2021 school year, the campus will hold Fall and Spring GT Parent Information meetings in order to educate on GT program and increase identification of GT students. All teachers have GT hours and new teachers will have their hours completed by Spring 2021.
- For the upcoming school year, the campus will continue with the RTI process for students struggling academically, behavior, or with attendance.
- Our homeless students are priority in terms of them getting what they need to be successful. Our counselor and CIS coordinator work closely with teachers and families to ensure needs are met.
- Migrant students also have several opportunities at TISD such as summer camp to help migrant students learn from experiences. The district worked closely with outside agencies to create these opportunities for our migrant students.
- Campus attendance rates were 97.74% for this past school year which increased from 97.62% the previous year. The campus goal for attendance will be 98% for the 2020-21 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 Learning

Student Learning Summary

The teachers and staff at Tornillo Elementary are working to provide students with the best education and bring experiences to our students to support a well rounded educational experience. All Kinder-2nd grade classrooms had and will continue to have built in intervention and acceleration times in their schedules in reading and math. In Kinder, 1st grade, and 2nd grade - two out of the three classrooms are dual language and one is a monolingual classroom. The dual language classrooms participate in a "One-Way" program model.

All PK-2nd grade teachers will continue to participate in weekly PLC's lead by administrator to review student learning data. Student data is collected from a variety of sources such as teacher created assessments, campus based assessments, Istation Reading, Math, and Lectura, Lexia, PK CLI, TPRI Dyslexia Screener, TELPAS and teacher observations.

COVID 19 School Closures

Our students have not returned to campus as of March 2020 due to the Nation and State wide closures due to COVID 19. Since March 21, 2020- our students received a combination of online learning, packet practice, and virtual lessons driven by classroom teachers and instructional aide support. Even though 100% of our students have had access to IPADS, student work packets, and Internet Hot Spots, not all students have been able to engage fully in the instruction for 4th 9 weeks of school. The following are a sampling of the reasons for the lack of full participation: our students require technology assistance to log-in and out of devices and turn in work, many of our students are watched during the day by adults or family members not comfortable with the technology; about 20 of our students live in Mexico, the internet here has been inconsistent. Based on a current survey completed by each teacher for student participation and engagement during the last 9 weeks of school, about 96% of students were fully engaged in school.

There is a large concern about the academic regression in reading and math due to COVID 19 as well as the possible academic regression of Summer vacation.

Attendance

19-20 School Year: 97.74%

18-19 School Year: 97.62%

17-18 School Year: 96.90%

16-17 School Year: 96.3%

Reading and Math Data - Beginning of the Year & Middle of the Year (Istation)

BOY and MOY Reading & Math Comparison

Kinder Reading/Lectura						
	Tier 1		Tier 2		Tier 3	
Monolingual (18)	11%	36%	61%	26%	27%	37%

students)/19 students	2 students	7 studs	11 students	5 students	5 students	7 students
Dual Language (33 students)/33 students	48% 16 students	76% 25 studs	27% 9 students	15% 5 students	24% 8 students	9% 3 students
Total (51 students)/52 students	35% (18 students)	61% 32 studs	39% (20 students)	19% 10 studs	25% (13 students)	30% 10 students

Kinder Math - 1st station						
	Tier 1		Tier 2		Tier 3	
Monolingual (16 students)/19 students	37% (6)	47% 9 students	43% (7)	26% 5 students	18% (3)	26% 5 students
Dual Language (32 students)/32 students	34% (11)	41% 13 students	34% (11)	41% 13 students	31% (10)	19% 6 students
Total (48 students)/51 students	35% (17)	41% 21 students	37% (18)	35% 18 students	27% (13)	22% 11 students

1st Grade Reading/Lectura						
	Tier 1		Tier 2		Tier 3	
Monolingual (16 students)/16 students	19% 3 students	50% 8 students	31% 5 students	13% 2 students	50% 8 students	38% 6 students
Dual Language (31 students)/31 students	74% 23 students	71% 22 students	19% 6 students	13% 4 students	6% 2 students	16% 5 students
Total Students (47 students)/47 students	55% 26 students	64% 30 students	23% 11 students	13% 6 students	21% 10 students	23% 11 students

1st Grade Math						
	Tier 1		Tier 2		Tier 3	
Monolingual (16 students)/17 students	75% 12 students	53% 9 students	13% 2 students	29% 2 students	13% 2 students	35% 6 students
Dual Language (31 students)/31 students	38% 12 students	52% 16 students	35% 11 students	23% 7 students	26% 8 students	26% 8 students
Total Students (47 students)/48 students	51% 24 students	52% 25 students	27% 13 students	25% 12 students	21% 10 students/14	29% 14 students

2 nd Grade Reading						
	Tier 1		Tier 2		Tier 3	
Monolingual (29 students)/29 students	41% 12 students	59% 17 students	38% 11 students	21% 6	21% 6 students	21% 6 students
Dual Language (34 students)/36 students	58% 20 students	56% 20 students	26% 9 students	33% 12	14% 5 students	11% 4 students
Total Students (63 students)/65 students	51% 32 students	57% 37 students	32% 20 students	28% 18	17% 11 students	15% 10 students

2 nd Grade Math						
	Tier 1		Tier 2		Tier 3	
Monolingual (29 students)/28 students	66% 19 students	75% 21 students	28% 7 students	25% 7 students	14% 3 students/	0% 0 students
Dual Language (34 students)/37 students	65%/ 22 students	41% 15 students	23% 8 students	27% 10 students	11% 4 students/	32% 12 students
Total Students (63 students)/65 students	65% 41 students	55% 36 students	23% 15 students	27% 17 students	11% 7 students	19% 12 students

PK3 & PK 4 Reading & Math Data (CLI Engage)				
	Reading		Math	
Monolingual	70% Met 3 students out of 10	77% Met 2 students out of 9	30% Met 7 students out of 10	100% Met 0 students out of 9
Dual Language	74% Met 13 out of 51 students	77% Met 12 students out of 53	34% Met 47 out of 70 students	92% Met 4 students out of 53
Total Students	26% 16 students	77% Met 62 total students	67% 54 students out of students	93% Met 62 total students

TELPAS - 2018-2019 (2019-2020 TELPAS Pending due to COVID Closures)

Kinder- Beginning: 89.4% / Intermediate: 7.89% / Advanced: 2.63% / Advanced High: 0%

1st Grade: Beginning: 51.02% / Intermediate: 42.86% / Advanced: 6.12% / Advanced High: 0%

2nd Grade: Beginning: 7.4% / Intermediate: 50% / Advanced: 37.04% / Advanced High: 5.6%

STAAR/EOC

Tornillo Elementary School - B Rating (Tornillo Elementary is paired with District since there are no grade levels that test STAAR)

Identified areas of need include: Reading Fluency, Data Desegregation and Instructional Decisions Based on Data-->Istation results, 9 week exams, TELPAS, Dyslexia Screener

Student Learning Strengths

- Attendance Increase
- 1:1 Technology Initiative: 100% of student body has a Technology Device (IPAD and Hot Spot)
- 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
- Author's Wall Implementation
- Reading Fluency Folder Implementation
- Writing Block
- Reading and Math Intervention blocks built into the schedule
- Enrichment Opportunities offered to all students (Fall and Spring Sports Camp, Young Rembrandt's, Snapology)
- Tocando Music Program for 2nd graders at the elementary

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Teacher Planning (TEKS Academy)- The Campus Principal currently leads TEKS Academies every nine week period. Teachers are given a day of planning every nine weeks with their grade levels in which they develop their common assessments, Targeted TEKS for the nine week period, analyze data, plan technology projects, and produce their Week-At-A-Glance (WAG) with data by priority TEKS as well as create a Writing Plan. Texas Resource System or TRS, is the current system used to facilitate TEKS knowledge.

PLC (Professional Learning Communities)- Professional Learning Communities meet every Friday and are currently led by Campus Principal. During this meeting, discussions are anchored on current student performance data, review and feedback of upcoming week's lesson plan, and teaching best practices.

Reading Instruction- The Balanced Literacy Framework is the framework used for reading instruction. For the upcoming school year campus will initiate Book of the Month, reintroduce Accelerate Reading (AR), Little Free Library.

Math Instruction- The Guided Math Model is the framework used for math instruction.

Writing Instruction- Teachers will continue to develop a Writing Plan for each 9 Weeks during TEKS Academy Planning.

Bilingual/ESL

Tornillo Elementary follows the district's adopted 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.

HB3 Reading and Math

Starting in the 2019-2020 school year, HB3 provides significant support for Literacy to Texas schools. The goal being that sixty percent of all students will reach the state's "Meets" standard in third-grade reading.

The following is HB3 criteria that must be met by all Texas schools; teacher and principal in grades K-3 must attend reading academies by 2021-2022; requires schools in grades K-3rd to certify that they are providing a phonics curriculum using systematic direct instruction; are prioritizing and placing highly-effective teachers in K-2; the campus has integrated reading instruments to support Pre-K to grade 3 students; and is using the state recommended assessment in grades PK-2nd grade.

Social Emotional Learning

PBIS (Positive Behavior Intervention Support)- This will be year two on our Positive Behavior Interventions and Supports (PBIS) campus-wide. This multi-year program implementation consists of campus developed behavior expectations, counselor-led behavior lesson plans, campus-wide incentive/reinforcement programs and review of student behavior/discipline to shift mindset to building positive relationships.

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.

Guidance and Counseling

The goal of the Elementary 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. All classrooms in grades Kinder-2nd grade are provided with a counseling lesson once a week.

AVID

The campus will continue growing the college going culture through AVID; student agendas, classroom College Adoption, College Thursdays, EPCC Adoption

Gifted and Talented

The Tornillo ISD's goal for K-2nd 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. The goal for this upcoming school year is to recommend and test students to increase identification of GT students at the elementary level.

Additional Student Supports

RTI (Response to Intervention)- RTI meetings are held at 6 weeks and 9 weeks to review student data and implement effective interventions. The RTI committee consists of the classroom teacher, administration, and counselor.

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.

Title I, Part A

Tornillo ISD campuses operates under a school wide program model. Under the school-wide 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.

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.

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.

Truancy & Chronic Absenteeism

Tornillo Elementary's goal 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. The goal at our campus for PK-2nd grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism. Our Campus Attendance Team (CIS, Campus Administrator, Registrar, and classroom teacher) make daily phone calls to reach out to parents when students are absent. Positive Incentives have been added to motivate students and teachers to attend school everyday.

Specialty Classes Available for All Students

Fine Arts Department

The Music program design is to ensure proper music education to all students participating in PK-2nd grade. Students will be challenged by learning musical instruments and performing for the community and their school. All of our classrooms in grades PK-2nd currently attend music class once a week.

The Tocando program started in the Fall of 2019 for the purpose of providing music education (violin) to students in grades 2nd-5th grade. Five students in 2nd grade receive small group lessons four times week during the day and three times after school. Their currently 20 students who participate in the program.

Library & Instructional Media Program

The elementary library operates with the mission that the school library is an 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. All of our classrooms in grades PK-2nd currently attend library once a week where they have the opportunity to be read to and check out books.

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.

Physical Education Program

The PE Program at the elementary is aligned to district guidelines 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. All students in grades PK-2nd receive the required weekly Physical Education minutes.

School Processes & Programs Strengths

One of the strengths at Tornillo Elementary is the years of experience of our teaching staff. Our teachers on average have at least 10 years of teaching experience. Teachers share lesson plans and plan using Smart technology. The goal of each lesson is for it to be interactive and engaging. This is the first year with the interactive lessons and most of the teaching staff has embraced the new format of the lesson plan.

Our campus also has high parental and community support in the sense that parents trust teachers with the instructional decisions they make for their children. Parents are very involved and we have high attendance rates for our Coffee with the Principal and Evening with the Superintendent. Events such as Christmas program and Mother's Day program also are highly attended by our community. Our goal is to make parents our partners in education by providing them with training in literacy and having their support at home as well.

Curriculum and Instruction - Strengths

Teacher Planning (TEKS Academy)- The Campus Principal currently leads TEKS Academies every nine week period. Teachers are given a day of planning every nine weeks with their grade levels in which they develop their common assessments, Targeted TEKS for the nine week period, analyze data, plan technology projects, and produce their Week-At-A-Glance (WAG) with data by priority TEKS as well as create a Writing Plan. Texas Resource System or TRS, is the current system used to facilitate TEKS knowledge. Although the

PLC (Professional Learning Communities)- Professional Learning Communities meet every Friday and are currently led by Campus Principal. During this meeting, discussions are anchored on current student performance data, review and feedback of upcoming week's lesson plan, and teaching best practices.

Reading Instruction- The Balanced Literacy Framework is the framework used for reading instruction. Teachers are knowledgeable of reading model components and are working refinement of reading practices.

Math Instruction- The Guided Math Model is the framework used for math instruction. Teachers are knowledgeable of math model components and are working refinement of reading practices.

Writing Instruction- This is the first year that during the day of planning, teachers developed a Writing Plan. At the weekly PLC meetings, teachers reflect on Writing Process and make adjustments to writing lesson plan.

Bilingual/ESL

Tornillo Elementary follows the district's adopted 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.

HB3 Strengths

Kinder-3rd Literacy and Math Plan Strengths

- Elementary Campus Administrator applied and is participating in Reading Academies Pilot
- District has already partnered and scheduled with Region 19 for teachers to complete all Reading Academy Training for the 2020-2021 school year
- Phonics Instruction- Kinder-3rd Grade classrooms use Johnny Can Spell/Dual Language Kinder-2nd Grade use Estrellitas/Escaleras
- Fluency Folder used to Progress Monitor Reading Fluency in grades Kinder-2nd grade
- Instructional Aide was hired to provide intervention support in Spring 2020 for grades K-2nd grade
- Reading and Math Coach was hired at PK-2nd grade campus
- Curriculum Coach was hired for the 3rd-5th grade campus
- Kinder & 1st Grade Teachers and Aides Received Math Academies Training by Region 19 -March 2020
- Kim Sutton Math Training was provided to all PK-5th grade teachers and aides- March 2020

Social Emotional Learning

PBIS (Positive Behavior Intervention Support)- This will be year two on our Positive Behavior Interventions and Supports (PBIS) campus-wide. This multi-year program implementation consists of campus developed behavior expectations, counselor-led behavior lesson plans, campus-wide incentive/reinforcement programs and review of student behavior/discipline to shift mindset to building positive relationships.

Guidance and Counseling

All classrooms in grades Kinder-2nd grade are provided with a counseling lesson once a week. Our campus counselor and Communities and Schools work closely together for implementation of PBIS, student discipline, and campus culture.

Gifted and Talented

The goal for this upcoming school year is to recommend and test students to increase identification of GT students at the elementary level.

Additional Student Supports

RTI (Response to Intervention)- RTI meetings are held at 6 weeks and 9 weeks to review student data and implement effective interventions. The RTI committee consists of the classroom teacher, administration, and counselor. We have started to implement systems to ensure consistency in RTI process.

Special Education

Our campus houses the Life Skills Special Ed classroom. The classroom teacher along with the instructional aides provide high level of learning with great care and positive energy. Our campus has started to put systems in place in the RTI process to identify students in need of Speech, Occupational Therapy, Physical Therapy, Academic Evaluations, or Dyslexia Testing in a timely manner.

Truancy & Chronic Absenteeism -Attendance Committee

The goal at our campus for PK-2nd grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism. Our Campus Attendance Team (CIS, Campus Administrator, Registrar, and classroom teacher) make daily phone calls to reach out to parents when students are absent. Positive Incentives have been added to motivate students and teachers to attend school everyday. As a result, we have increased our attendance from 96.52% to 97.89% for the fall semester.

Specialty Classes Available for All Students

Fine Arts Department

All of our classrooms in grades PK-2nd currently attend music and art class once a week.

Library & Instructional Media Program

All of our classrooms in grades PK-2nd currently attend library once a week where they have the opportunity to be read to and check out books.

Technology

100% of students have IPAD and Hot Spot (internet access). Our teachers are currently participating in becoming Nearpod certified. They have also received SeeSaw training and because of COVID 19 school closures, have become proficient in virtual meetings, Class Dojo, Nearpod and SeeSaw Lessons.

Physical Education Program

All students in grades PK-2nd receive the required weekly Physical Education minutes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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

A primary goal at the campus is to provide a safe and supportive learning environment for all students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns, making safety a priority. All faculty, staff and students have received training on emergency drills and practice drills monthly. Parents have shared positive feedback in that they feel that concerns are addressed quickly and are a priority.

The campus also follows all CDC and district guidelines and precautions to keep students, teachers and staff safe during the COVID 19 closures. The custodial staff will continue to sanitize school regularly and everyone will continue to use face masks and practice social distancing to prevent the spread of COVID 19. For the upcoming school year, the front office staff will implement a system where they will communicate with visitors through microphone and camera before entering the campus. This will ensure all visitors are wearing a mask before entering the building and maintain a secure environment for students.

The campus will continue with PBIS and restorative practices. With the school counselor being at the campus full time, all students will receive SEL lessons. For the upcoming school year, the campus would like to start a "Kindness Tree" in which students are nominated for being kind to others. The campus will also continue with the monthly Leader of the Pack Awards where students at each classroom are recognized.

The campus will continue to promote College and Career Readiness through AVID.

A major goal for the upcoming school year is to increase the training offered to parents in an effort to create close partnerships for the benefit of students' academic and personal growth.

The campus will continue improving the physical space by updating furniture, books for the library and reading spaces throughout the campus.

Campus Culture (Teachers & Staff): Celebrations of Birthdays, Positive Notes from Campus Administrator, Faculty Meals "Breaking Bread" together, Staff Shout-Outs, Positive Encouragement, Address Concerns brought to CIT immediately, Facilitate and Collaborate Instructional Planning (Instructional Leadership), Follow Coaching Model will continue for the 2020-2021 school year.

Campus Culture (Students)- Positive Behavior Intervention Support (PBIS)-

Well-Rounded Students: Resources and funding have been allocated to provide PK-2nd extra-curricular programs and activities based on parent and student feedback for the 2020-2021 school year (Young Rembrandt's, Snapology, Sports Camps).

Community and School Culture and Engagement: Twitter, Campus Website, Monthly Newsletters, Weekly News Updates, Address and Return Parent Concerns immediately. Structured and planned monthly events such as The Evening w/Superintendent, Coffee w/Principal are held monthly at the elementary, parent district training, and campus sponsored family nights are planned monthly as well.

Climate Surveys: Tornillo Elementary along with the school district, 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, Academics, and Access to Different Opportunities.

Parent Survey 2018-2019- Overall Parent Satisfactory Rate for Tornillo Elementary was a positive 85%.

Staff Survey 2019-2020 (Pending Results)

2017-2018 Staff Survey Results

(Most Current Available and Published on Campus Website): 9 employees responded. Largest Concerns were the following.

Q2: Personnel work together as a team. Disagree-44%

Q5: Adequate disciplinary measures are used to deal with discipline behaviors. Disagree- 44%

Q9: Staff Morale is High. Disagree- 66%

Q13: Professional development provided at my campus enhances the craft in teaching and learning. Disagree-44%

Perceptions Strengths

Tornillo Elementary is an extremely close community composed of parents and staff that are supportive of each other's efforts. Parents show their support by attending parent teacher conferences, Coffee with the Principal, extra curricular functions, and Evening with the Superintendent.

The following changes have been made this school year in order to make the campus feel more welcoming; redesigning the front office, teacher's lounge and work space, adult restrooms, painting the cafeteria. For the new school year, the goal is to make the library, science lab, and computer lab more student friendly redesigning the library and making the atmosphere more inviting for students, parents and community. The energy is positive and everyone is looking forward to another school year.

In an effort to promote a college bound culture, teachers have received training on the Common Instructional Framework. The school has a College Wall that has college banners. Each classroom adopts a college every year and decorates the classroom. College facts are shared every morning on the announcements, College Thursdays. For the new school year, students will also "experience" universities via virtual college tours.

The elementary campus is also served by a Communities in Schools social worker to help support school/students/community by addressing student needs and providing the school community with social services available to them, yielding better student learning achievement. This past 9 weeks the campus was able to provide parents, grandparents and other family members support with online learning. The campus was able to set up individual Zoom meetings with parents and guide them through the different platforms. CIS also assisted parent completing COVID back to school survey, Census 2020, and the Pandemic Electronic Benefit Transfer.

Other Strengths:

- Increase of Elementary "Happenings" are posted daily on Twitter
- Campus Coffee with the Principal has increased from about 20 parents to 60 parents with the inclusion of the Leader of the Pack Student Awards
- 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 Learning

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 Learning

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 Learning

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 Learning

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 Learning

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 Learning

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 Learning

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: School 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: School 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: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee 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

Goals

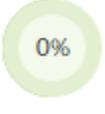
Revised/Approved: June 9, 2020

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 2021 will indicate a 12 percent increase from 31% in 2019 for all students at the meets performance level

<p>Strategy 1: Provide teachers with research based programs, instructional materials (such as reading materials, books, leveled libraries, licenses to electronic libraries) and technology resources and licenses (SeeSaw, Scholastic Library, Stem Scopes for Science and Math) to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Johnny Can Spell, Nearpod, Istation, Lexia, Renaissance (AR), Scholastic Electronic Libraries, Lone Star, and TEKS Resource system. Implementation will Improve reading levels, StemScopes for Reading and Math, in order decrease learning gap. Increase student check-out of books and individual reading materials.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Johnny Can Spell, Lone Star, Technology, Guided Reading Libraries, Reading Programs - 199: PIC 11 Instructional - \$25,000, Assessment (Istation, Lexia, AR) - 211 Title I, Part A Improving Basic Programs - \$9,000, Computer Desktops 199:PIC 12 - 199 General Fund - \$18,000, Instructional Licenses Electronic Library: PIC 12 - 199 General Fund - \$1,500</p>	Reviews			
	Formative		Summative	
	<p>Oct</p> 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Reading and Math Assessment (Istation, Renaissance (AR), TPRI (dyslexia screener) - 211 Title I, Part A Improving Basic Programs - \$15,000</p>	Reviews			
	Formative		Summative	
	<p>Oct</p> 	Jan	Apr	June

<p>Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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)</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Professional Development Training Materials & Implementation - 199: PIC 11 Instructional - \$5,000, AVID Summer Institute, Dual Language Conferences, PE Professional Development - 255 Title II, Part A, TPTR - \$20,000, Region 19 Writing Training for Teachers, Day 1 and Day 2 - 211 Title I, Part A Improving Basic Programs - \$3,000, UTEP Early Childhood Conference - 199 General Fund - \$2,500, Read Alouds books for Librarians PD - 211 Title I, Part A Improving Basic Programs, Region 19 Early Childhood PD (July and August) - 211 Title I, Part A Improving Basic Programs - \$1,500</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 4: Include time for PLCs and training in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: Training Materials (Data binders) - 199 General Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified Teacher. Increase of teachers scoring in Proficient or higher range on TTESS. Implementation of training content in the classroom. Implementation of training content at the department, campus, or district level.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: GT Conference - 199: PIC 21 State Gifted & Talented - \$2,000, Conferences Materials to Bring Back to Campus (teacher professional books) - 211 Title I, Part A Improving Basic Programs - \$2,000, AVID Summer Institute, Physical Education Regional Conference - 255 Title II, Part A, TPTR - \$12,000, Dual Language Conferences - 263 Title III, LEP - \$6,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2021 will indicate a 10 percent increase from 35% in 2019 for all students at the meets performance level

<p>Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Motivational Math, Lone Star, Istation, Lexia, and TEKS resource system. Implementation will improve STAAR scores, decrease learning gap.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Lone Star, Math Manipulatives, Math Games, Mentoring Minds - 199: PIC 11 Instructional - \$15,000 , Smart Boards for Classrooms - 211 Title I, Part A Improving Basic Programs - \$10,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum (manipulatives, books, student games, small group instructional materials), assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, and adoption materials. Implementation will improve STAAR scores, decrease learning gap.</p> <p>Lesson Plan, small group/intervention block walk throughs.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Math Materials (math & reading manipulatives, math & reading games, math and reading books) - 211 Title I, Part A Improving Basic Programs - \$25,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: Provide professional learning opportunities to staff on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support, Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: StemScopes Math PD - 199: PIC 11 Instructional - \$1,500, Region 19 Training_Reading Academies - 199: PIC 36 Early Education - \$45,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June

<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199: PIC 11 Instructional, AVID Summer Institute - 211 Title I, Part A Improving Basic Programs - \$6,000, - 255 Title II, Part A, TPTR, La Cosecha Conference, Sharon Wells - 263 Title III, LEP - \$8,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2021 will indicate a 12 percent increase from 30% in 2019 for all students at the meets performance level.

<p>Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, and adoption materials. Implementation will improve writing levles, STAAR scores, and decrease learning gap.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support, Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Writing journals, writing notebooks, pencil grips, Writing Program, Writing Trait Crate - 199: PIC 36 Early Education - \$5,000, Scholastic Writing Trait Crate - 199: PIC 36 Early Education - \$3,000, Being a Writer Student Consumable - 199: PIC 36 Early Education - \$250, PK Writing Curriculum (Zaner Blazer) - 199: PIC 36 Early Education - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Instructional support, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Johnny Can Spell Training and Resources, Writing Process - 199: PIC 11 Instructional - \$3,000, Region 19 Professional Development Writing Day 1 and Day 2 (PK-2nd Grade Teachers) - 211 Title I, Part A Improving Basic Programs - \$3,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June

<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 General Fund</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Writing Process, New Adoption Training, Professional Development (TEKS Academy) - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2021 will indicate a 10 percent increase from 35% in 2020 for all students at the meets performance level.

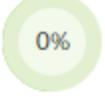
<p>Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and STEM Scopes. Implementation will improve STAAR scores, and decrease learning gap.</p> <p>Staff Responsible for Monitoring: Campus Principal, Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Science StemScopes - 199:PIC 30 State Compensatory Education (SCE) - \$2,500, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Science Lab Materials and Resources - 199: PIC 11 Instructional - \$15,000, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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,</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: STEMSCOPES Science Training - 199: PIC 11 Instructional - \$1,500, - 211 Title I, Part A Improving Basic Programs, AVID Summer Institute - 255 Title II, Part A, TPTR</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 General Fund</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June

<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR</p>	Reviews						
	Formative			Summative			
	Oct	Jan	Apr	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

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 2021 will indicate a 12 percent increase from 28% in 2019 for all students at the meets performance level.

<p>Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and Social Studies Weekly. Implementation will improve STAAR scores, and decrease learning gap.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Social Studies Weekly - 199:PIC 30 State Compensatory Education (SCE) - \$3,000, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 General Fund</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June

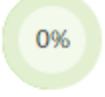
Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR

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No Progress



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Discontinue

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 Sources: Monthly Student Progress Monitoring

Summative Evaluation: None

<p>Strategy 1: Provide teachers with research based programs, instructional resources and materials, and technology equipment, electronic book licenses, Lexia, Istation, Reading subscriptions, and resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Johnny Can Spell, Estrellitas (Spanish Phonics Instruction), Starfall, Nearpod, Renaissance, and TEKS resource system. Increase use of technology resources such as SMART Boards, Ipads, student computers, and listening centers. Implementation will Improve reading levels, and improve number of students that are at reading at grade level.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: New Reading Adoption Materials, Fluency Folders, Writing Student Books, Leveled Library - 199: PIC 11 Instructional - \$20,000, Reading Materials - 211 Title I, Part A Improving Basic Programs - \$3,000, Intervention and Acceleration - 199:PIC 30 State Compensatory Education (SCE) - \$25,000, Estrellitas, Phonics - 199: PIC 25 State Bilingual/ESL - \$3,500, Estrellitas, Phonics - 263 Title III, LEP - \$3,000, IPADS for Lexia, Istation, Stations, Starfall, IPAD Covers (Kinder Classroom - 199: PIC 36 Early Education - \$10,000, Early Childhood Instructional Materials (imaginative play, costumes, centers in Dual Language Classrooms) - 263 Title III, LEP - \$1,500, Early Childhood Instructional Materials (imaginative play, costumes, math and reading centers) - 225 IDEA B, Preschool SpEd - \$700, Early Childhood Classroom Furniture (kitchen, writing area, drama center) - 199: PIC 11 Instructional - \$4,000, Electronic Book Library - 199 General Fund - \$1,500, 20-21 Mentoring Minds (Reading Student Books) - 199: PIC 36 Early Education - \$1,500, 20-21 Estrellitas Student Consumable - 199: PIC 36 Early Education - \$1,500, 20-21 Reading Fluency Folder - 199: PIC 36 Early Education - \$3,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

<p>Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Chapter books, novel studies, read aloud books - 199: PIC 11 Instructional - \$10,000, Small group reading materials - 199:PIC 30 State Compensatory Education (SCE) - \$5,000, Guided Reading Libraries - 211 Title I, Part A Improving Basic Programs - \$12,000, Testing Materials & PD (Estrellitas/Amplify - 199: PIC 36 Early Education - 4,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: Provide professional development opportunities (including training materials: teacher books and materials) to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Monitor and evaluate the implementation of AVID, ELD, Lexia, and Tier 1 reading 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Instructional support, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Professional Development for Teachers at Region 19 - 199: PIC 25 State Bilingual/ESL - \$1,500, Professional Development for Monolingual Teachers 199:PIC 13 - 199 General Fund - \$500, Professional Development: Book of the Month (Teacher Book and Monthly Book): PIC 13 - 199 General Fund - \$6,000, Estrellitas_Phonics Training (virtual) - 199: PIC 25 State Bilingual/ESL - \$1,600, Seidlitz_Dual Language (monolingual Teachers) - 199: PIC 36 Early Education - \$2,500, Seidlitz_Dual Language (Dictado/Toma la Palabra) - 199: PIC 25 State Bilingual/ESL - \$2,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Assistant Superintendent,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra duty pay for Attending Region 19 Part 1 Math Academies, 199: 13 - 199 General Fund - \$3,000 , Extra duty pay for Attending Region 19 Reading Academies, 199: 13 - 199 General Fund - \$6,800, Professional Development Kim Sutton Math Training, 199:PIC13 - 199 General Fund - \$6,000, Professional Development Region 19 Writing Training - 211 Title I, Part A Improving Basic Programs - \$3,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 6: Ensure that not later than the 2021-2022 school year, each classroom teacher in K-3 and each principal at the campus with K-3 has attended a teacher literacy achievement academy.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, Instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Academies Professional Development by Region 19 - 199: PIC 36 Early Education - \$50,000 , Region 19 Training Summer Training - 255 Title II, Part A, TPTR - \$15,000, Staff Calendar Printed at Perky Press (Training Materials) - 199: PIC 36 Early Education - \$800</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: MathProvide teachers with research based programs, instructional materials and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Math StemScopes, 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> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support, Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Readers from Lakeshore, Math Manipulatives (STEMSCOPES) - 199: PIC 11 Instructional - \$3,000, Math Manipulatives (dice, counters, number charts, imaginative play area) - 225 IDEA B, Preschool SpEd - \$2,500, Math Resources (Spanish & English Language- books, charts) - 263 Title III, LEP - \$1,500, 20-21 Math Fluency Folders (Printing from Perky Press) - 199: PIC 36 Early Education - \$1,500, 20-21 Mentoring Minds Math Student Books - 199: PIC 36 Early Education - \$3,500</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 2: Provide teachers and admin access to curriculum, instructional resources, assessment, and data desegregation resources.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support, Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Kim Sutton Math Training PD Developer 199:PIC13 - 199: PIC 11 Instructional - \$6,000, Region 19 Part 1 Math Academies Professional Development for Teacher Extra Duty Pay 199:PIC13 - 199 General Fund - \$3,000, Math StemScopes PD - 199:PIC 30 State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

<p>Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Data Talks (binders, dividers, etc.) - 199 General Fund - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR</p>	Reviews			
	Formative			Summative
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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 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.

Targeted or ESF High Priority

Evaluation Data Sources: Needs Assessment, TAPR Report, ESF Self-Assessment, LSG Goal Assessment & Development

Summative Evaluation: None

<p>Strategy 1: Effective, Well-Supported Teachers and Office Staff (administrator, secretary)</p> <ul style="list-style-type: none"> -Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools -Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by July 1 -Provide structures, processes, and supports for induction and development - Provide an evaluation system that identifies low and high performers and allow for opportunities to remove low performing staff <p>Provide office supplies such as (copy paper, batteries, clocks, laminating film, markers, folders, file cabinets, etc) to teachers and staff for the everyday functions of the campus</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Office Staff Materials (labels, folders, paper, pens) - 199 General Fund - \$5,000, Teacher Supplies (laminating film, paper for small groups, highlighting tape, wiki stix) - 211 Title I, Part A Improving Basic Programs - \$3,500, Math Manipulatives (counting chips, math read alouds, wiki stix, highlighting tape) - 211 Title I, Part A Improving Basic Programs - 3500.00, Teacher and Staff Awards and Incentives - 199 General Fund - \$800, Technology Licences- SeeSaw for everyday Instruction: PIC 12 - 199 General Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

<p>Strategy 2: Positive School Culture:</p> <ul style="list-style-type: none"> -Provide data system to track pertinent school culture data -Provide campuses with access to external student support services. -Ensure that campus buildings are well maintained, safe, and conducive to learning -Promote positive school culture (snacks, light meals for celebrations, Teacher and Staff Awards and Incentives, after school events such as Evening with Superintendent, Parent teacher Conferences, etc.) <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent, Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Light snacks or light meals - 199: PIC 11 Instructional - \$800</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: High-Quality Curriculum:</p> <ul style="list-style-type: none"> -Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence -Provided access to assessments aligned to the standards and the expected level of rigor -The calendar shall include days for school-bares professional development activities that align with the assessment calendar an allow for data driven reflection -Policy will support the effective use of standards aligned GVC and assessments. <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 4: Effective Instruction:</p> <ul style="list-style-type: none"> -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 <p>Policies and practices will support effective instruction in schools</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Istation Math Assessment - 255 Title II, Part A, TPTR - \$6,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

<p>Strategy 5: Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Strong School Leadership & Planning: -Placement of most effective school leaders in highest needed schools -Addresses the unique needs of low-performing schools -Ongoing development, Coaching and Support for Campus Leaders by attending professional development opportunities (such as Conferences, Webinars, training, Courses) -Provide adequate funding & sufficient control over budget to access resources to implement CIP's & 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  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.

Targeted or ESF High Priority

Evaluation Data Sources: State & Federal Accountability Closing The Gaps Domain, LSG Quarterly Progress Measure, RTI, 4 Weeks Data PLC's

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Campus Counselors, Compliance Officer, Instructional Specialists, Asst. Superintendent, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Purchase TPRI Dyslexia Screener - 199: PIC 37 Dyslexia - \$4,000, Dyslexia PD_Region 19 - 199: PIC 11 Instructional - \$1,000, Dyslexia Professional Development_Region 19 - 199: PIC 37 Dyslexia - \$1,200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 and State Compensatory personnel (Instructional Specialists, Instructional Aides, teachers, staff, 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 & III At-Risk Students in each special populations and programs.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrator, and Special Ed./504 Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math & Reading Manipulatives, Intervention Resources - 211 Title I, Part A Improving Basic Programs - \$25,000, Acceleration - 199:PIC 30 State Compensatory Education (SCE) - \$20,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				

<p>Strategy 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 & emotional).</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Technology Director, Instructional Specialists, Campus Administrators, Asst. Superintendent, Compliance Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: 70 iPads for Instructional Use (Lexia, Istation, Starfall)-Kinder Classrooms - 199: PIC 36 Early Education - \$12,000, 40 Ipad Cases -199:Pic 11 General Funds - 199 General Fund - \$3,000, 20-21 Technology Equipment for Long Distance Learning Cameras, lapel pins) 266.11.6399.00.101.11.0.cv - 199 General Fund - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 4: Strategies for Recruiting & 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: HR/Compliance Officer, Asst. Superintendent, CTE Coordinator, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 270 Title V, RLIS, - 255 Title II, Part A, TPTR</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase student outcomes as progressed measured quarterly (LSG).</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Professional Development for Teachers at Region 19 199:PIC 13 - 199 General Fund - \$1,500, Professional Development for Teachers: UTEP Early Childhood Education Conference - 199: PIC 35 - \$2,000, - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				

<p>Strategy 6: Gifted and Talented HB3: G/T program design services will be implemented as outlined in TEC 29.121 & The Texas State Plan for G/T Students:</p> <ul style="list-style-type: none"> -Identification -Professional Development & Certification -Curriculum & Instruction -Assessment -Parent/Community Involvement -Advisory Committee <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Coordinator Stipend - 199: PIC 21 State Gifted & Talented - \$1,500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  50% </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Apr	June	 50%			
Reviews																	
Formative			Summative														
Oct	Jan	Apr	June														
 50%																	
<p>Strategy 7: Special Education Student Group: Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services:</p> <ul style="list-style-type: none"> -Professional Development (District, Local, State, & Out of State) -Technology & Licences, Materials, Resources, Field Experiences/work, Field Trips -Early Identification -Acceleration -Enrichment -Parent Engagement -Curriculum & Instruction to advance Tier II & III Sped. Students in grade level standards & state assessments. -Curriculum and Instruction in Self Care when identified in IEP (items such as wipes, tissue, cleansing supplies, etc.) <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Staffing Data, Campus & district benchmarks & State Assessments, Schedules:)Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, IEP, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator, Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Classroom Materials - 199: PIC 23 State Special Education (Sp Ed) - \$7,678, - 224 IDEA B, Formula SpEd, IEP, Class Room Materials (instructional, slef-help) - 225 IDEA B, Preschool SpEd - \$800, - 199: PIC 38 CCMR</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  80% </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Apr	June	 80%			
Reviews																	
Formative			Summative														
Oct	Jan	Apr	June														
 80%																	

<p>Strategy 8: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas: -Early Education: Head Start & Full Day Pre-Kindergarten -Child Find Services -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -AVID Enrollment (agendas, binders, college going culture, AVID materials) -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> <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, PEIMS Quarterly Data, Head Start & Pre-Kindergarten Enrollment, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring</p> <p>Staff Responsible for Monitoring: Compliance Officer, Campus Administrator, Counselors, CIS, District Parent Liaison, PEIMS Specialist, Asst. Superintendent, Sped/504 Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: AVID Student Agendas - 199:PIC 30 State Compensatory Education (SCE) - \$2,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
<p>Strategy 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 & Training for Staff, Teachers, & 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 & Tier II Instruction.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, & Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Extra Duty Pay, General Supplies, Fieldtrips - 199:PIC 30 State Compensatory Education (SCE) - \$28,250, - 211 Title I, Part A Improving Basic Programs, - 212 Title I, Part C Migrant Education</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  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 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 Sources: State & Federal Accountability Closing The Gaps Domain, LSG Quarterly Progress Measure, PEIMS Snapshot

Summative Evaluation: None

<p>Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures:</p> <ul style="list-style-type: none"> -Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & 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>Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings,</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention:

- Early Intervention & Accelerate Learning
- Mentoring Program
- Tutoring
- Intensify Differentiated Learning
- Create a High Expectations & Achieving Learning Environment
- Rich & Engaging Curriculum
- Hire well-trained staff & provide continuous professional development
- Collaborate & Communicate often with Parent

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources: - 199:PIC 30 State Compensatory Education (SCE)

Reviews			
Formative			Summative
Oct	Jan	Apr	June
 75%			

Strategy 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, as well as CDC, TEA, Local Health Department Recommendations COVID 19 Safety Recommendation Measures.

Prevention Areas:

- COVID 19 Safety Measures (thermometers, face masks/face shields, social distancing equipment/resources, sanitation equipment)
- PBIS
- 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 & Mental Health
- Physical Health
- Positive Character Traits
- Bleeding Control Stations
- CPR before Graduation
- Sexual Harassment
- Emergency Drills to include Active Shooter

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: COVID 19 Social Distance/Sanitation Equipment - 211 Title I, Part A Improving Basic Programs - \$5,000

Reviews			
Formative			Summative
Oct	Jan	Apr	June
 80%			

Strategy 4: Provide supplemental funding for Fine Arts, UIL, Physical Education, Gifted and Talented, and Enrichment Programs (via programs such as Young Rembrandts, Snapology Engineering, YMCA/YWCA, -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.

Provide funding to library for general maintenance of library materials and library equipment. Provide funding to promote Reading Culture at the campus and community.

Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended, testing materials identification.

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: PE Equipment, A - 199: PIC 11 Instructional - \$830.29, Music Equipment for All students - 211 Title I, Part A Improving Basic Programs - \$3,276.80, Art Supplies - 199: PIC 11 Instructional - \$960.52, GT Student Identification Materials - 199: PIC 21 State Gifted & Talented - \$500, Young Rembrandts STEAM Art Program - 199: PIC 11 Instructional - \$3,000, Library Materials (upkeep and resources) - 199 General Fund - \$1,000

Reviews			
Formative			Summative
Oct	Jan	Apr	June
 70%			

Strategy 5: Counselor Provided Services

- Trained Staff (health & emergency situations, behavior management, safety procedures that focus on positive & 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 & plans

Placement Prevention Strategies:

- Restorative Practices
- PBIS/SEL Program (Positive Behavior Intervention Support)
- Read Across America (student and teacher motivation resources)
- Story Book Parade (student and teacher motivation resources)
- Mentoring Program
- Home & School Partnership
- Counseling Sessions
- Drug & Tobacco Prevention
- Anger Management
- Student Code of Conduct Awareness
- Safety workshops/ training's & Awareness

Positive Behavior and Support

- Student Incentives and Awards for Motivation to encourage students to stay in school
- Book of the Month- SEL Themes Titles

Strategy's Expected Result/Impact: Student Attendance & Grade Records, pre- and post- assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets,

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, PEIMS Coordinator, Campus Administrators, Counselors, CIS,

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources: Student and Teacher Motivation Resources - 199: PIC 31 State High School Education (HS Allotm - \$800, End of the Year Awards (Citizenship, Honor Roll, etc.): Function 31 - 199: PIC 11 Instructional - \$2,500, SEL Picture Books - 199: PIC 11 Instructional - \$2,500

Reviews			
Formative			Summative
Oct	Jan	Apr	June
 75%			

 No Progress

 Accomplished

 Continue/Modify

 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 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.

Targeted or ESF High Priority

Evaluation Data Sources: State & Federal Accountability Closing the Gap Domain, LSG Quarterly Progress Measure, TELPAS, LPAC Quarterly Monitoring

Summative Evaluation: None

<p>Strategy 1: Implement, Support, & 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 & Literacy -Program Content -Program Culture</p> <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 6-8 by MOY and 9-11 by EOY.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, and Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				

<p>Strategy 2: Staff development for professional staff of the district [TEC 11.252(3)(F)]-Implement, Support, & Progress Monitor Program Staffing & Staff Development:</p> <ul style="list-style-type: none"> -Recruitment -Assignment -Retention -General Ed. Coordination -Special Program Coordination -Professional Development Plan (PD such as: Seidlitz- Dictado, Toma la Palabra/Estrellitas) <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score 7 to 8 by MOY and 9-15 by EOY.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Dual Language Professional Development_Sedlitz_Dr. Lara - 199: PIC 25 State Bilingual/ESL - \$3,000, Estrellitas_Phonics Program - 199: PIC 25 State Bilingual/ESL - \$1,600</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 3: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum:</p> <ul style="list-style-type: none"> -Curriculum Standards -Lesson Objectives -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY.</p> <p>Classroom/District Assessments, STAAR & TELPAS results</p> <p>LPAC & RTI Student Quarterly Progress Monitoring</p> <p>TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				

<p>Strategy 4: Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources:</p> <ul style="list-style-type: none"> -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Technology Resources -Sheltered Methods: Communicated, Sequenced, & Scaffolded <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 6 to 9 at MOY and 10-17 by EOY.</p> <p>Leader DL Walk-Throughs, Instructional Rounds, ELD Block, Lesson Plans</p> <p>Improved Student Outcomes on State/Local Assessments</p> <p>Inventory of PK-12 DL resources</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP</p>	Reviews							
	Formative			Summative				
	Oct	Jan	Apr	June				
								
<p>Strategy 5: Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas:</p> <ul style="list-style-type: none"> -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 4 to 7 by MOY and 10-15 by EOY.</p> <p>Agendas, Calendar of Events, Sign in Sheets, Program Staff, Student, Parents/Family/Community Surveys</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math</p>					Reviews			
Formative			Summative					
Oct	Jan	Apr	June					
								

<p>Strategy 6: Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students:</p> <ul style="list-style-type: none"> -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration <p>Strategy's Expected Result/Impact: Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments.</p> <p>Extended day/week/year acceleration participation student attendance rosters</p> <p>In school acceleration personnel (CIS, At-Risk Inst. Aides, Inst. Specialists) schedules</p> <p>Scheduled transition activities for Headstart at EOY</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
 75%				
 No Progress  Accomplished  Continue/Modify  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 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 Sources: State & Federal Accountability Closing the Gap Domain, PEIMS Snapshot, BOY CCMR Enrollment Numbers, End of semester/year earned certifications

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures.</p> <p>Increase usage of iPads, student computers, listening centers in Tier 1 and Tier 2 instruction. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects.</p> <p>Awarded Certifications</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: 40 iPads for Instructional Use - 199: PIC 11 Instructional - \$150,000, 120 iPads - 199: PIC 11 Instructional - \$45,000, 120 Ipad Cases - 199: PIC 11 Instructional - \$5,000, Additional Equipment for Smart Boards (surge protectors, batteries, etc.) - 199: PIC 11 Instructional - \$10,000, 20 Desktop Computers 199: Pic 12 - 199 General Fund - \$18,000, Computer Tables to hold Student Desktops 199: Pic 12 - 199 General Fund - \$5,000, Materials Needed for Maintenance of Library 199: PIC 12 - 199 General Fund - \$500, Additional Equipment for Classrooms (white boards-surge protectors, batteries/calculators) - 263 Title III, LEP - \$300, Student Desktop Computers (using partial funds) - 263 Title III, LEP - \$27,000</p>	Reviews			
	Formative			Summative
		Oct	Jan	Apr

<p>Strategy 2: 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"> -AVID -PLTW -CCMR District Wide Fairs -Nearpod: Common Sense Media -Fine Arts -Field Trips -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 <p>Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture./mindset, schedules, event calendars, classes</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Guitars - 211 Title I, Part A Improving Basic Programs - \$35,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress		 Accomplished		
 Continue/Modify		 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.

Targeted or ESF High Priority

Evaluation Data Sources: Event agendas, sign-in sheets

Summative Evaluation: None

<p>Strategy 1: To develop along with parents a written parent and family engagement policy.</p> <p>Strategy's Expected Result/Impact: Parents will engage in providing feedback for the family engagement policy.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Campus Administrator, CIS</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Apr	June				
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Formative			Summative														
Oct	Jan	Apr	June														
																	
<p>Strategy 2: To build school's capacity to engage families</p> <p>Strategy's Expected Result/Impact: Offer opportunities for parents to participate in monthly school events such as Coffee with the Principal, Evening with the Superintendent, Grandparents Celebration, Family Fitness Days, Library Story Hour (PK & Kinder Families), Tornillo ISD will offer a Parent Resource Center within the district's facilities</p> <p>Staff Responsible for Monitoring: Parent Liaison, Campus Administrator, Communities In Schools Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: 3,000 - 211 Title I, Part A Improving Basic Programs</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Apr	June				
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<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (Behavior, Attendance, Academics)</p> <p>Staff Responsible for Monitoring: Campus Principals, Compliance Director, Communities in Schools, Inc, Management</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: CIS Salary - 199:PIC 30 State Compensatory Education (SCE) - \$53,250</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Apr	June				
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Strategy 4: Parent Liaison will coordinate with other Federal and State programs, including preschool programs to reach out to every parent sub-population in the district.

Strategy's Expected Result/Impact: Parents of every subpopulation will be integrated in the parent, family and community engagement plan.

Staff Responsible for Monitoring: District administrators, Parent Liaison, Compliance Director, Campus Principal

Title I Schoolwide Elements: 2.5, 2.6

Funding Sources: - 211 Title I, Part A Improving Basic Programs

Reviews			
Formative			Summative
Oct	Jan	Apr	June
 50%			



No Progress



Accomplished



Continue/Modify



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 2: Tornillo ISD will build capacity for parental involvement.

<p>Strategy 1: To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Parent Liaison, Instructional Team.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: At Home and School Summer Backpacks for Parents and Students - 263 Title III, LEP - \$2,800</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 2: To provide materials and training to help parents work with their children (Instructional Backpacks, school supplies, books, workbooks, reading materials).</p> <p>Strategy's Expected Result/Impact: Instructional materials will be available for students at home. Parent will know how to use them to help their children to develop skills.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Campus and District Administrators, Compliance Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: At-Home Parent/Student/Teacher Study Backpacks - 263 Title III, LEP - \$2,068, - 225 IDEA B, Preschool SpEd - \$650</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Stakeholders surveys are administered and analysis is provided to District Leadership Team.</p> <p>Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Student Agenda, Paper for Monthly and Weekly Newsletters - 211 Title I, Part A Improving Basic Programs - \$1,200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				