Tornillo Independent School District

Tornillo Intermediate

2021-2022 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.

Board Members and Superintendent

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Needs Assessment Overview Summary

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 Intermediate school is home to grades 3, 4 and 5. Our school was built in 2001 as the district's middle school and later became the Intermediate campus. Our campus serves approximately 168 students. Our community is predominantly Hispanic and economically disadvantaged. Please refer to the graph below:

Student Demographics *(As of 8/24/2021)*

With regards to student demographics for the 2021 - 2022 School Year, of its 169 students, 88 students are female and 81 are male.

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

STUDENT RACE / ETHNICITY	Count	% Enroll
Hispanic / Latino	168	99%
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	1	0.59%
Two - or - More	0	0.00%
Total	169	100.00%

(Information below as of 8/24/21)

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual-One Way Dual Language	85	50.2%

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual Transitional	0	0.00%
Free / Reduced Lunch Participation	154	92%
Economically Disadvantaged	154	92%
Gifted & Talented	21	12%
Special Education (SPED)	17	10%
Title 1 Participation	169	100.00%
Dyslexia	3	1.7%
At Risk	139	82%
Immigrant	0	0.00%
Limited English Proficient (LEP)	129	76%
Migrant	2	1.18%

Employee Demographics *(As of 08/24/2021)*

The information below provides additional insight into the makeup of all employees within the district.

EMPLOYEE RACE / ETHNICITY	Count	%
Hispanic / Latino	29	100.00%
American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American		0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	0	0.00%
Two - or - More	0	0.00%
Total	29	100.00%

TEACHER STATISTICS	Count	%
5 or less years of teaching experience	6	35.82%
6 or more years of teaching experience	7	64.17%

Demographics Strengths

- Small learning community that allows for close relationships between students, teachers, administrators, and board members.
- High staff and student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Small class sizes
- Leveled funding for tutoring services for all students in need of academic support at all campuses
- High quality professional development for teachers in order to serve special populations
- Progressive technology programs to address students with different learning styles

Tornillo Intermediate has 92% of its population as economically disadvantaged therefore it is designated as a Title I campus.

Our GT students get to participate in field trips that challenge them and help them develop their strengths. Students also present to parents, community and staff during GT showcase. All teachers have GT hours and new teachers will have their hours completed by Spring 2022.

Our special education students are making gains in the classroom. Most of our students receiving services are inclusion students to increase self esteem and challenge students. As far as state testing we still have room for improvement and and we are confident that our students will make greater gains after co-teaching training they received in the summer.

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. Students also received support from a migrant instructional aide.

The staff population is 100% Hispanic, have an average teaching experience of 8 years.

Campus attendance rates are 97%, which are higher than the district and the state. Our campus goal for attendance is 98% for the 2021-22 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): 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

Tornillo Intermediate faculty and staff are working to provide students with the best education and bring experiences to our students to support a well rounded educational experience. Teachers have built in intervention and acceleration blocks in their schedules to provide students what they need in both reading and math. Students in grades three through five receive instruction from one teacher in all content areas. Our dual language program follows the 50/50 model and students receive English & Spanish instruction. All our teachers have the support of instructional aides in the classrooom. We obtain data from a variety of sources such as teacher created assessments, campus based assessments, district common assessments, benchmark data, Istation, TELPAS, STAAR and teacher observations.

In STAAR (Spring 2019) we had growth in all areas with the exception of 4th grade math in the approaches catergory and 4th grade writing in the meets category. Overall, our students were making progress which was reflected in our overall STAAR scores, but not in our approaching. The greatest declines per student were seen in our 4th grade math scores. Since COVID we did notice a significant decline in our scores with the exception of 5th grade reading. Percentages in red font represent Spanish scores.

Reading

Grade	Approaches			Meets			Masters		
	2018	2019	**2021**	2018	2019	**2021**	2018	2019	**2021**
3rd Grade	64%	75%	**58% (63%)**	26%	31%	**16% (23%)**	12%	18%	**0% (17%)**
4th Grade	56%	67%	**32% (45%)**	26%	29%	**15% (21%)**	7%	7%	**6% (3%)**
5th Grade	46%	62%	**61%**	16%	30%	**24%**	4%	11%	**10%**

Math

Grade	Approaches			Meets			Masters		
	2018	2019	**2021**	2018	2019	**2021**	2018	2019	**2021**

Grade	Approaches			Meets			Masters		
	2018	2019	**2021**	2018	2019	**2021**	2018	2019	**2021**
3rd Grade	66%	76%	**37% (40%)**	33%	45%	**4% (0%)**	11%	15%	**0% (0%)**
4th Grade	69%	60%	**28% (33%)**	19%	32%	**5% (0%)**	6%	13%	**2% (0%)**
5th Grade	75%	86%	**36%**	28%	38%	**15%**	8%	12%	**2%**

Writing

Grade	Approaches			Meets			Masters		
	2018	2019	**2021**	2018	2019	**2021**	2018	2019	**2021**
4th Grade	57%	61%	**26%(31%)**	22%	19%	**5% (17%)**	3%	3%	**0% (0%)**

Science

Grade	Approaches			Meets			Masters		
	2018	2019	**2021**	2018	2019	**2021**	2018	2019	**2021**
5th Grade	38%	55%	**33%**	7%	25%	**2%**	3%	7%	**0%**

Student Learning Strengths

- 1:1 Technology Initiative: 100% of student body has a Technology Device
- 3rd grade Dual Language One-Way Implementation and starting 5th grade for the 21-22 school year
- 3rd-5th Grade alignment with the use of ITRS
- STAAR gains in all areas (Spring 2019)
- STAAR 5th grade reading during distance learning did not show much drop
- Dual language students are have higher scores than monolingual counterparts
- Majority of dual language students are testing math in English
- Students and teachers can easily navigate through various online platforms
- Dual language program teachers and students adhere to 50/50 model
- Dual language studets are making gains in second language

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.

Problem Statement 8: We noticed severe decline in STAAR scores in all grade levels. **Root Cause:** Virtual learning did not benefit our student population.

School Processes & Programs

School Processes & Programs Summary

All teachers attended five days of staff development at the beginning of the year. Staff development was geared towards reading, writing, and dual language strategies and developing a positive culture. We have monthly staff meetings to target an area of need according to administrative walk throughs. Teachers also meet on a weekly basis with the administrator one to one to discuss walkthroughs. During these meetings teachers are provided with strategies to help them in the areas of reading, math or writing. We also look at at-risk criteria, interventions or answer any questions teachers might have regarding instruction. Teachers also meet weekly as a grade level during PLCs. This time is specifically geared to provide teachers time to look at lesson plans, data, student needs and make adjustments to instruction. During this time we also provide PD to teachers if we see there is a need to address something. Administrator also provides teachers feedback on lesson plans (glows and grows). Instructional aides also participate in teacher PD to build capacity within our staff. Teachers have continued attending PD during distance learning for both technical and reaching special populations.

All teacher schedules include an ELAR block to provide opportunity true integration of reading and writing. All teachers will attend additional training on grammar to better support students.

This year teacher received training on Sharon Wells math program and will continue to receive training every 6 weeks. The program is prescriptive, but the training and curriculum is provided for teachers.

We will continue to work on our RtI process. Teachers began documenting their interventions on Esped, but we will go back to Eduphoria this year to make the documentation piece more user friendly. We will continue to improve the process to ensure students are being progress monitored and getting interventions specific to the area of concern. During distance learning teachers continued providing interventions for students at-risk.

Students in special education receive instruction in co-teach or resource setting depending on student needs and IEP. Students that qualify for speech services also receive speech.

GT students are provided differentiated instruction by their classroom teacher and are provided services during Friday PLCs. Our GT coordinator organizes various events throughout the year for students including a GT showcase for parents. Our coordinator will also attend training to strengthen our GT program. During distance learning GT students created a final project.

In addition to the academic programs mentioned above we are working to create a positive learning environment for our students by continuing to implement the following:

- Tornillo Intermediate obtained the first Little Free Library in our community to support literacy.

- Tornillo Intermediate continues to implement strategies from the Energy Bus to support campus culture.

- Students will go on fieldtrips to provide learning experiences for students.

-Our librarian offers a wide variety of activities after school to provide students with additional outlets.

- We pay special attention to cultural diversity by celebrating 16 de septiembre, dia de los muertos, Halloween, Christmas Around the World.

-Students participate in Veteran's Day, Earth Day and Digital Learning Day.

- Tornillo Intermediate students have art, music and PLTW classes.

- Talent shows, various performances throughout the year, and Evenings with the Superintendent provide opportunities for our students to showcase their many talents.

-Students will also be afforded the opportunity to participate in twirlers, spirit club, science fair, and math bee. We are also looking into the possibility of cake decorating and gardening clubs.

-Students (who are out due to COVID) will also be afforded opportunities to continue online learning throughout the year as outlined by TEA.

-Summer school enrichment opportunities for all students are also offered.

School safety is a priority at TIS we will continue to invest in our safety system to screen visitors. We will continue to have our emergency drills.

School Processes & Programs Strengths

One of the strengths at Tornillo Intermediate is our teaching staff. We have dedicated teachers that are invested in our students and the future of our campus. Teachers are committed to student success and their efforts are evident in all they do. Teacher collaboration is key to an effective plan and our teachers are highly effective in part because of their commitment to each other. Teachers share lesson plans and plan using Smart technology. Lessons are interactive and engaging.

Students at the Intermediate utilize Classlink, which allows us to look at logins for various programs. Teachers use a variety of resources both virtual and concrete to help students learn. Teachers used Nearpod, ClassDojo, Sharon Wells Math, StemScopes and Studies Weekly. We will continue to focus on digital resources as we move forward to provide students and teachers resources they need.

Our campus also has high parental 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.

During the start of the pandemic all our students received a device for our 1 to1 initiative and have access to it should they need distance learning. Students that did not have internet also received a hotspots.

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

Our goal is to provide a safe and supportive learning environment for 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. We believe that students and parents feel comfortable with our staff and administration and can report any bullying situation.

We will also take the necessary precautions to keeps students, teachers and staff safe during the pandemic. Our 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.

This past year we initiated PBIS at our campus. We expect incidents to be reduced with positive supports. We also launched SEL lessons. Our office referrals and ISS declined from the previous year. Teachers receive weekly lessons that focus on PBIS and SEL.

We also continue to promote College and Career Readiness. TISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice. We promote college Thursday every week in the announcements and in class.

At Tornillo Intermediate we put students first. Every decision we make we take into account the impact it will have on student learning, safety and overall benefit to our school community.

This year we also plan to increase the trainings we offer parents in an effort to create close partnerships for the benefit of students' academic and personal growth.

We also plan to continue improving our physical space by purchasing furniture, books for our library and reading spaces throughout our campus.

We now have a system that allows our office staff to communicate with visitors before entering our campus. This will ensure all visitors are following safety protocols before entering the building and maintain a secure environment for students.

Perceptions Strengths

Tornillo Intermediate is nestled in this dynamic, close knit community. Our community, parents and staff are extremely supportive of all our efforts. We might not have many parent volunteers, but parents do show their support in other ways such as; attending parent teacher conferences, Coffee with the Principal, extra curricular functions, Evening with the Superintendent, supporting our school with academic and behavior decisions.

We have made some changes to our physical space by painting our school, redesigning our library and making our atmosphere more inviting for students, parents and community. We also received new furniture school wide. The energy is high and full of positivity at TIS.

In an effort to promote a college bound culture, teachers have received training on the Common Instructional Framework. Our school will be adorned with college banners and we will highlight a university every two weeks. Students will also "experience" universities via virtual college tours.

Teachers were trained on Restorative Practices and encouraged to make time for "Getting to know you circles" to promote stronger teacher student relationships.

Tornillo Intermediate in partnership with parents and all school and community stakeholders will invest time and resources to ensure that a safe and supportive learning environment is cultivated throughout the school's learning programs, professional development, and community outreach training. Our school community will continue to receive training to

implement school wide Safe Schools Emergency Operation Plan and anti-bullying efforts along with SEL. Our counselor will provide whole, small, and individual counseling and collaborate with community outreach programs/organizations that will support the overall well-being of all students served as specified by The American School Counselor Association (ASCA).

Our 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 year we were able to provide parents, grandparents and other family members support with online learning. We were able to set up individual Zoom meetings with parents and guide them through the different platforms. We were also able to support parents with COVID back to school survey and the Pandemic Electronic Benefit Transfer. We plan to continue serving our community and helping our parents navigate through these trying times.

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: Average attendance across all grade levels is below 98% .

Root Cause 1: 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 1 Areas: Demographics

Problem Statement 4: 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 4: 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 4 Areas: Student Learning

Problem Statement 16: 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 16: 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 16 Areas: School Processes & Programs

Problem Statement 13: 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 13: Difficult to create extra- curricular activities for after-school with personnel lack of interest to be coordinate programs.

Problem Statement 13 Areas: Perceptions

Problem Statement 2: Minimal completion of the criteria needed to exit the bilingual ESL program.

Root Cause 2: 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 2 Areas: Demographics

Problem Statement 5: 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 5: 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 5 Areas: Student Learning

Problem Statement 15: The TISD Counseling program is at the organization stage of implementation.

Root Cause 15: 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 15 Areas: School Processes & Programs

Problem Statement 12: Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education.

Root Cause 12: 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 12 Areas: Perceptions

Problem Statement 3: 6% is being served in Special Education, below the federal average of 14%.

Root Cause 3: 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 3 Areas: Demographics

Problem Statement 6: STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%.

Root Cause 6: 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 6 Areas: Student Learning

Problem Statement 14: Implementation of Response to Intervention System is in the development and implementation level of compliance.

Root Cause 14: 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 14 Areas: School Processes & Programs

Problem Statement 11: Limited number of parents completed the annual climate survey at each campus.

Root Cause 11: 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 11 Areas: Perceptions

Problem Statement 7: STAAR Science at the meets level for 3rd-12th grade averages at 35%, 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 science gaps affecting overall performance on on-level standards and state testing.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: 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 8 Areas: Student Learning

Problem Statement 9: In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators.

Root Cause 9: Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 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 10: Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

Problem Statement 10 Areas: Student Learning

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
- (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
- 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

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% 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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Johnny Can Spell, Lexia, IXL,I-Station Nearpod, Renaissance, Amplify, and TEKS resource system. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap. Students will have access to literature to support reading instruction. **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, library books - 211 Title I, Part A Improving Basic Programs - $5,000, Books, novels, class sets - 199:PIC 30 State Compensatory Education (SCE), Books, novels, class sets - 199: PIC 25 State Bilingual/ESL, - 199: PIC 25 State Bilingual/ESL	**Oct**	**Jan**	**Mar**	**June**
	60%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, StemScopes, lead4ward, and new textbook adoption materials, Story Works and other reading resources. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap. **Staff Responsible for Monitoring:** Campus administrator, teachers **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional - $6,000, - 211 Title I, Part A Improving Basic Programs - $10,000, - 199:PIC 30 State Compensatory Education (SCE), - 199: PIC 25 State Bilingual/ESL, - 282: ESSER III	**Oct**	**Jan**	**Mar**	**June**
	75%			

Strategy 3 Details	Reviews			
Strategy 3: Create an environment where students and teachers have access to quality literature & inviting spaces to foster the love of reading. Provide opportunities for parents, students, teachers & community members access to library books, our free little library and other resources needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase reading opportunities for all students specific all to help address the academic impact of lost instructional time. Students, parents and community need access to quality literature and serene spaces to help social emotional and mental health needs to all students, but especially those disproportionally impacted by COVID 19. **Staff Responsible for Monitoring:** librarian, principal, teachers & all faculty & staff. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 199 General Fund - $5,000, - 199: PIC 25 State Bilingual/ESL, - 211 Title I, Part A Improving Basic Programs, Author visits 282 - 461 Campus Activity Funds, Author visits - 281: ESSER II, - 282: ESSER III	75%			

Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Johnny Can Spell, Nearpod, Lexia, IXL, I-Station, EPIC, and TEKS resource system. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap. Students will have access to literature to support reading instruction.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, library books - 211 Title I, Part A Improving Basic Programs - $5,000, Books, novels, class sets - 199:PIC 30 State Compensatory Education (SCE), Books, novels, class sets - 199: PIC 25 State Bilingual/ESL, - 199: PIC 25 State Bilingual/ESL	80%			

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for staff to attend professional development to support reading. This will include all professional staff from teachers, librarians to administrators.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase knowledge and support student reading goals. Our staff need to be well trained in order to intervene for those students that have been impacted with learning loss, social emotional and mental health needs or disproportionally impacted by COVID 19. **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund, - 282: ESSER III, - 281: ESSER II	0%	0%		
0% No Progress	100% 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 48% 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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, resources and technology resources to support content acceleration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Sharon Wells, Motivational Math, Eureka, IXL, Lone Star and TEKS resource system. Implementation will improve STAAR scores, decrease learning gap. Provide teachers manipulatives to support struggling students. **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)	85%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, ST Math, Eureka, lead4ward, and adoption materials. Implementation will improve STAAR scores and decrease learning gap. **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	85%			
0% No Progress	100% 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 48% 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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, Amplify, and adoption materials. Implementation will improve writing levels, STAAR scores, and decrease learning gap. **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	**Oct**	**Jan**	**Mar**	**June**
	85%			
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	**Oct**	**Jan**	**Mar**	**June**
	90%			
	0% No Progress	100% 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 48% by 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, EPIC, IXL, adoption materials and STEM Scopes. Implementation will improve STAAR scores, and decrease learning gap.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)	90%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, ITRS, Eduphoria, lead4ward, adoption materials, and STEM Scopes. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	85%			

0% No Progress	100% 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 48% 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.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal, teachers **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)	90%			
0% No Progress 100% 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 48% 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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Really Great Reading, IXL, Nearpod, Amplify, I-Station, and TEKS resource system. Implementation will Improve reading levels, and improve number of students that are at reading at grade level. **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)	**Oct** 90%	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, reading manipulatives and data desegregation resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, ITRS, Amplify, Really Great Reading, 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 **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199 General Fund	**Oct** 85%	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.	Formative			Summative
Strategy's Expected Result/Impact: Monitor and evaluate the implementation of AVID, ELD, Amplify, Dual Language Training (Dr. Mercuri), and Tier 1 practices. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs	Oct	Jan	Mar	June
	90%			

Strategy 4 Details	Reviews			
Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators	Formative			Summative
Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules **Staff Responsible for Monitoring:** Assistant Superintendent, **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	Formative			Summative
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 administration **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **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	Oct	Jan	Mar	June
	85%			

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Ensure that not later than the 2021-2022 school year, each classroom teacher in K-3 and each principal at a campus with K-3 has attended a teacher literacy achievement academy	**Oct**	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional - $3,000, - 199:PIC 30 State Compensatory Education (SCE) - 6000.00, - 211 Title I, Part A Improving Basic Programs - 2000.00, - 255 Title II, Part A, TPTR	100%	100%	100%	

0% No Progress	100% 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 48% 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.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as IXL, 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. **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional - $5,000, - 199:PIC 30 State Compensatory Education (SCE) - 5000.00, - 211 Title I, Part A Improving Basic Programs - 5000.00	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, assessment, manipulatives and data desegregation resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, ITRS, Eduphoria, lead4ward, and adoption materials. Implementation will decrease learning gap and improve the number of students performing at grade level. **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199 General Fund	**Oct**	**Jan**	**Mar**	**June**
	90%			

Strategy 3 Details		Reviews		
Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.		**Formative**		**Summative**
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. **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional support, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **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	**Oct** 90%	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews		
Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators		**Formative**		**Summative**
Strategy's Expected Result/Impact: Sign-in sheets and agendas. Student work and assessments. Minutes taken and professional development presentation materials. Schedules **Staff Responsible for Monitoring:** Campus principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 General Fund	**Oct** 90%	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews		
Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities		**Formative**		**Summative**
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 **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE) - 4,000.00, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR	**Oct** 75%	**Jan**	**Mar**	**June**

0% No Progress	100% 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 48% 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

Strategy 1 Details	Reviews			
Strategy 1: Effective, Well-Supported Teachers:	**Formative**			**Summative**
-Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools	**Oct**	**Jan**	**Mar**	**June**

-Recruit adequate numbers of qualified candidates
-Have timely, efficient, and responsive hriring 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
-Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities
 	
    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
    Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.5
	85%			

Strategy 2 Details	**Reviews**			
Strategy 2: Positive School Culture:	**Formative**			**Summative**
-Provide data system to track pertinent school culture data -Provide campuses with access to external student support services.	**Oct**	**Jan**	**Mar**	**June**
-Ensure that campus buildings are well maintained, safe, and conducive to learning -Promote positive school culture -Provide student incentives for attendance & honor roll **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 **Staff Responsible for Monitoring:** Superintendent, & Asst. Superintendent **Schoolwide and Targeted Assisted Title I Elements:** 2.5 **Funding Sources:** - 199: PIC 11 Instructional - $2,000	90%			

Strategy 3 Details	**Reviews**			
Strategy 3: High-Quality Curriculum:	**Formative**			**Summative**
-Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence -Proved access to assessments aligned to the standards and the expected level of rigor	**Oct**	**Jan**	**Mar**	**June**
-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. -Facilitates access to instructional resources and professional development **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 **Staff Responsible for Monitoring:** Superintendent, & Asst. Superintendent **Schoolwide and Targeted Assisted Title I Elements:** 2.5	90%			

0% No Progress	100% 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 90% 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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Special Ed./504 District Coordinator, Campus Counselors, Campus administrator, teacher **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199: PIC 37 Dyslexia	85%			

Strategy 2 Details	Reviews			
Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 and State Compensatory personnel (Instructional Specialists, Instructional Aides, CIS), flex master schedule and acceleration courses (Super School, Read 180, Credit Recovery), to include resources/materials to supplement, support, and intervene with EOC/SSI and Tier II & III At-Risk Students in each special populations and programs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Campus Administrator, and Special Ed./504 Coordinator, Counselors **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)	80%			

Strategy 3 Details	Reviews			
Strategy 3: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, interactive screens, 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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Technology Director, Instructional Specialists, Campus Administrators, Asst. Superintendent, Compliance Officer **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional	85%			

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Campus principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 270 Title V, RLIS, - 255 Title II, Part A, TPTR, - 199 General Fund	90%			

Strategy 5 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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). **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255 Title II, Part A, TPTR, - 263 Title III, LEP		85%			

Strategy 6 Details		Reviews			
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: -Identification -Professional Development & Certification -Curriculum & Instruction -Assessment -Parent/Community Involvement -Advisory Committee		**Formative**			**Summative**
		Oct	Jan	Mar	June
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 **Staff Responsible for Monitoring:** Campus principal **Schoolwide and Targeted Assisted Title I 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 **Funding Sources:** - 199: PIC 21 State Gifted & Talented		90%			

Strategy 7 Details	Reviews			
	Formative			Summative
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:	**Oct**	**Jan**	**Mar**	**June**
-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. **Strategy's Expected Result/Impact:** Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules:)Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator **Schoolwide and Targeted Assisted Title I 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 **Funding Sources:** - 199: PIC 23 State Special Education (Sp Ed), - 224 IDEA B, Formula SpEd, - 225 IDEA B, Preschool SpEd, - 199: PIC 38 CCMR	85%			

Strategy 8 Details	Reviews			
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 -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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	95%			
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 **Staff Responsible for Monitoring:** Campus administrator **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** 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)				

Strategy 9 Details	Reviews			
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. Awareness & Training for Staff, Teachers, & Parents to work with At-Risk Students. Provide Technology, Instructional Tech. Licences, Food, Drinks, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier 1 & Tier II Instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	90%			
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 **Staff Responsible for Monitoring:** Campus Administrator, Secretary, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, & Teachers **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 212 Title I, Part C Migrant Education				

Strategy 10 Details	Reviews			
Strategy 10: Purchase incentives, awards and membership dues for students in order to support and celebrate student recognition programs to include, but not limited to, A and AB Honor Roll, Perfect Attendance, Student Council, National Honor Society, National Technical Honor Society, FBLA, SkillsUSA, G/T, Field Day, Field trips, End of the Year Awards	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Academic Progress Monitoring, Agendas, Sign-in Sheets, Increase student outcomes as progressed measured quarterly (LSG) **Staff Responsible for Monitoring:** Campus Administration, Counselors, CIS **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A Improving Basic Programs, - 199 General Fund	0%	0%		

0% No Progress	100% 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 90% 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

Strategy 1 Details	Reviews			
Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures:	**Formative**			**Summative**
-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	**Oct**	**Jan**	**Mar**	**June**

-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
-Academic Recognitions in all subjects
    Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings,
    Staff Responsible for Monitoring: Campus Administrator, Secretary, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees
 	
    Schoolwide and Targeted Assisted Title I 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: - 211 Title I, Part A Improving Basic Programs
	80%			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	**Oct**	**Jan**	**Mar**	**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

Oct: 85%

    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

    Schoolwide and Targeted Assisted Title I 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)

Strategy 3 Details	Reviews			
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: Prevention Areas: -Bullying [TEC 37.0832] -Cyber-bullying -Digital Citizenship -Sexual abuse, sex trafficking, and other maltreatment of children -Violence prevention programs [TEC 11.252(3)(B)(iii)] -Dating violence [TEC 37.0831] -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] -Conflict resolution programs [TEC 11.252(3)(B)(ii)] -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] -Social Emotional & 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:** Campus Administrator, and School Counselors, , CIS **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - 211 Title I, Part A Improving Basic Programs	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	85%			

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental funding for Fine Arts, UIL, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support a well-rounded students and bridging this access towards college and avenues of higher learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended. Campus enrichment programs are necessary to address needs of all students including low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. **Staff Responsible for Monitoring:** Campus Administrator, Specialty Teachers **Schoolwide and Targeted Assisted Title I 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:** - 199: PIC 11 Instructional, - 181 Extra Curricular Activities, - 281: ESSER II, - 282: ESSER III	90%			
	0% No Progress 100% 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 90% 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

Strategy 1 Details	Reviews			
Strategy 1: Implement, Support, & Progress Monitor the Dual Language One-Way/ESL Program Model as specified in DLI program effectiveness rubric:	**Formative**			**Summative**
-Teacher Certification	**Oct**	**Jan**	**Mar**	**June**
-Language Allocation -Program Duration -Program Language & Literacy -Program Content -Program Culture	100%	100%	100%	
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. **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, and Campus Administrators **Schoolwide and Targeted Assisted Title I 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 **Funding Sources:** - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP				

Strategy 2 Details		Reviews			
Strategy 2: Staff development for professional staff of the district [TEC 11.252(3)(F)]-Implement, Support, & Progress Monitor Program Staffing & Staff Development: -Recruitment -Assignment -Retention -General Ed. Coordination -Special Program Coordination -Professional Development Plan		**Formative**			**Summative**
		Oct	Jan	Mar	June
		95%			
Strategy's Expected Result/Impact: Implementation will improve from an overall category score 7 to 8 by MOY and 9-15 by EOY.					
Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Results Driven Accountability**					
Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP					

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum:	**Oct**	**Jan**	**Mar**	**June**
-Curriculum Standards -Lesson Objectives -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring -Digital resources **Strategy's Expected Result/Impact:** Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY. Classroom/District Assessments, STAAR & TELPAS results LPAC & RTI Student Quarterly Progress Monitoring TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators **Schoolwide and Targeted Assisted Title I 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, Improve low-performing schools **Funding Sources:** - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP	85%			

Strategy 4 Details	Reviews			
Strategy 4: Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources:	**Formative**			**Summative**
-Culturally Responsive Teaching	**Oct**	**Jan**	**Mar**	**June**
-Content-Based Instruction -Authentic Bi-literacy Inst./ Professional Development -Resources to include electronic books, library books and other supplies for dual language students -Sheltered Methods: Communicated, Sequenced, & Scaffolded **Strategy's Expected Result/Impact:** Implementation will improve from an overall category score of 6 to 9 at MOY and 10-17 by EOY. Leader DL Walk-Throughs, Instructional Rounds, ELD Block, Lesson Plans Improved Student Outcomes on State/Local Assessments Inventory of PK-12 DL resources **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP, 199 - 199:PIC 30 State Compensatory Education (SCE), - 281: ESSER II	85%			

Strategy 5 Details	Reviews			
Strategy 5: Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the	**Formative**			**Summative**
following areas:	**Oct**	**Jan**	**Mar**	**June**
-Communication -Culture & Climate -Parent, Family, & Community Engagement Activities -Support with distance learning **Strategy's Expected Result/Impact:** Implementation will improve from an overall category score of 4 to 7 by MOY and 10-15 by EOY. Agendas, Calendar of Events, Sign in Sheets, Program Staff, Student, Parents/Family/Community Surveys **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math	85%			

0% No Progress	100% 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 90% 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

Strategy 1 Details		Reviews		
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.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects. Awarded Certifications **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** - 199 General Fund, - 199:PIC 30 State Compensatory Education (SCE), - 199: PIC 25 State Bilingual/ESL, - 211 Title I, Part A Improving Basic Programs		85%			

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	June

-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
 	
    Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture,/mindset, schedules, event calendars, classes
 	
    Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college
    Funding Sources: music equipment - 211 Title I, Part A Improving Basic Programs - $8,000, - 212 Title I, Part C Migrant Education, - 289 Title IV
	80%			

0% No Progress   100% 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

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and develop along with parents a written parent and family engagement policy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be engage in providing feedback for the family engagement policy.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Liaison, District Administrators, **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2 **Funding Sources:** - 211 Title I, Part A Improving Basic Programs	95%			

Strategy 2 Details	Reviews			
Strategy 2: Purchase and implement scientifically research-based programs, materials, books, and other resources in support of Parent Liaison activities meant to increase campus parental involvement	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be educated with the latest in research-based information to help them make better educational decisions for their children **Staff Responsible for Monitoring:** Campus administrator, CIS coordinator **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2 **Funding Sources:** - 211 Title I, Part A Improving Basic Programs - $2,500	80%			

Strategy 3 Details	Reviews			
Strategy 3: To build school's capacity to engage families To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement.	Formative			Summative
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Offer opportunities for parents to participate in school events such as coffee with the principal, Evening with the Superintendent, Grandparents celebration, luminarias, etc. 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. **Staff Responsible for Monitoring:** Parent Liaison, District Administrators, Compliance Director **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2 **Funding Sources:** - 211 Title I, Part A Improving Basic Programs - $2,500, - 199: PIC 11 Instructional	85%			

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance) **Staff Responsible for Monitoring:** Campus Principals, Compliance Director, Communities in Schools, **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** - 199:PIC 30 State Compensatory Education (SCE) - $20,000	50%			

Strategy 5 Details	Reviews			
Strategy 5: 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. Provide snacks for parents for various events to encourage participation.	Formative			Summative
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Stakeholders surveys are administered and analysis is provided to District Leadership Team. **Staff Responsible for Monitoring:** Parent Liaison, campus Administrator **Funding Sources:** - 263 Title III, LEP - $500, - 211 Title I, Part A Improving Basic Programs	90%			

Strategy 6 Details	Reviews			
Strategy 6: Provide a safe learning environment. System to login visitors, COVID protection, any additional supplies needed to support student safety. **Strategy's Expected Result/Impact:** Increase social distancing and help establish sage learning environment. **Staff Responsible for Monitoring:** all stakeholders **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 3.1 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 General Fund	Formative			Summative
	Oct	Jan	Mar	June
	90%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Campus Funding Summary

181 Extra Curricular Activities

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$433,655.00
				+/- Difference	$433,655.00

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$5,000.00
1	1	5			$0.00
1	6	2			$0.00
1	7	2			$0.00
1	7	4			$0.00
2	1	4			$0.00
2	1	10			$0.00
2	4	1			$0.00
3	1	6			$0.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$11,840,050.00
				+/- Difference	$11,835,050.00

199: PIC 11 Instructional

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$6,000.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00

			199: PIC 11 Instructional		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
1	4	2			$0.00
1	5	1			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6			$3,000.00
1	7	1			$5,000.00
1	7	2			$0.00
1	7	3			$0.00
1	7	5			$0.00
1	8	2			$2,000.00
2	1	3			$0.00
2	2	4			$0.00
3	1	3			$0.00
				Sub-Total	$16,000.00
				Budgeted Fund Source Amount	$4,858,030.00
				+/- Difference	$4,842,030.00
			199: PIC 21 State Gifted & Talented		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,590.00
				+/- Difference	$26,590.00
			199: PIC 22 State Career & Technical Education (CT		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

			199: PIC 22 State Career & Technical Education (CT		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$464,984.00
				+/- Difference	$464,984.00
			199: PIC 23 State Special Education (Sp Ed)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$678,697.00
				+/- Difference	$678,697.00
			199: PIC 28 DAEP		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,600.00
				+/- Difference	$8,600.00
			199:PIC 30 State Compensatory Education (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Books, novels, class sets		$0.00
1	1	2			$0.00
1	1	4	Books, novels, class sets		$0.00
1	2	1			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6		6000.00	$0.00
1	7	1		5000.00	$0.00
1	7	2			$0.00

			199:PIC 30 State Compensatory Education (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	3			$0.00
1	7	5		4,000.00	$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	2	2			$0.00
2	3	4	199		$0.00
2	4	1			$0.00
3	1	4			$20,000.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$1,053,779.00
				+/- Difference	$1,033,779.00
			199: PIC 32		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00
			199: PIC 35		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$46,733.00
				+/- Difference	$46,733.00
			199: PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	1	Books, novels, class sets		$0.00
1	1	2			$0.00

			199: PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	4	Books, novels, class sets		$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	4	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$236,728.00
				+/- Difference	$236,728.00
			211 Title I, Part A Improving Basic Programs		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	library books		$5,000.00
1	1	2			$10,000.00
1	1	3			$0.00
1	1	4	library books		$5,000.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	5	1			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6		2000.00	$0.00

211 Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1		5000.00	$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	5			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	4	1			$0.00
2	4	2	music equipment		$8,000.00
3	1	1			$0.00
3	1	2			$2,500.00
3	1	3			$2,500.00
3	1	5			$0.00
				Sub-Total	$33,000.00
				Budgeted Fund Source Amount	$515,683.00
				+/- Difference	$482,683.00

212 Title I, Part C Migrant Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			$0.00
2	4	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,541.00
				+/- Difference	$50,541.00

224 IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			$0.00
				Sub-Total	$0.00

224 IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
			Budgeted Fund Source Amount		$164,822.00
			+/- Difference		$164,822.00

225 IDEA B, Preschool SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			$0.00
			Sub-Total		$0.00
			Budgeted Fund Source Amount		$616.00
			+/- Difference		$616.00

244 Perkins Career & Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
			Sub-Total		$0.00
			Budgeted Fund Source Amount		$18,427.00
			+/- Difference		$18,427.00

255 Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5			$0.00
1	6	6			$0.00
1	7	3			$0.00
1	7	5			$0.00
2	1	4			$0.00
2	1	5			$0.00
			Sub-Total		$0.00
			Budgeted Fund Source Amount		$56,277.00
			+/- Difference		$56,277.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			$0.00
2	3	1			$0.00
2	3	2			$0.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			$0.00
2	3	4			$0.00
3	1	5			$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$55,870.00
				+/- Difference	$55,370.00

289 Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$37,886.00
				+/- Difference	$37,886.00

461 Campus Activity Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Author visits 282		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

270 Title V, RLIS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,717.00
				+/- Difference	$18,717.00

480: PLTW

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,988.00
				+/- Difference	$11,988.00

199: PIC 36 Early Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,160.00
				+/- Difference	$6,160.00

199: PIC 37 Dyslexia

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,750.00
				+/- Difference	$2,750.00

199: PIC 38 CCMR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,250.00
				+/- Difference	$19,250.00

199: PIC 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,455,999.00
				+/- Difference	$4,455,999.00

281: ESSER II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Author visits		$0.00
1	1	5			$0.00
2	2	4			$0.00
2	3	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00

281: ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$10,000.00
282: ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	5			$0.00
2	2	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$10,000.00
				Grand Total Budgeted	$25,083,832.00
				Grand Total Spent	$74,500.00
				+/- Difference	$25,009,332.00