Tornillo Independent School District

Tornillo Elementary

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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Demographics Summary

Tornillo Elementary School serves grades Pre-Kinder through 2nd grade. As of August 2021, there are 202 students enrolled at Tornillo Elementary compared to 183 students for the 2020-2021 school year. For the 2019-2020 school year, Tornillo ISD and Region 19 Head Start partnered so that three Head Start classrooms and School Office were housed within the Tornillo Elementary building.

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

Student Demographics

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

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

STUDENT RACE / ETHNICITY	Count	% Enroll
Hispanic / Latino	183	99.7%
American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	4	0.30%
Two - or - More	0	0.00%
Total	179	100.00%

(Information below is based on 2020-2021 PEIMS Submission.

Last year's daily attendance rate at Tornillo Elementary was 97.74%.

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual-One Way Dual Language	143	73%
504 Program	4	2%
Economically Disadvantaged	169	92%
Gifted & Talented	14	7.6%
Special Education (SPED)	12	5.1%
Title 1 Participation	183	100.00%
Dyslexia	0	0%
At Risk	170	85.04%
Economically Disadvantaged	181	93.75%
Immigrant	5	2%
Limited English Proficient (LEP)	151	82%
Migrant	7	.02%
Military Connected	4	.01%
Homeless	0	0%
Speech	12	.05%

Student Demographics Continued

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

PK: 1 Dual Language Classrooms

Kinder: 2 Dual Language Classrooms and 1 Monolingual Classroom

1st Grade: 3 Dual Language Classrooms and 1 Monolingual Classroom

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

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

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

Employee Demographics

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

EMPLOYEE RACE / ETHNICITY	Count	%
Hispanic / Latino	16	72.00%

American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	4	18%
Two - or - More	2	1%%
Total	22	100.00%

TEACHER STATISTICS	Count	%
5 or less years of teaching experience	2	18.7%
6 or more years of teaching experience	13	68.75%
Possess a Master's Degree	7	37.5%
Possess a Doctoral Degree	0	0

Tornillo Parents & Community

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

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

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

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

Demographics Strengths

- The town of Tornillo, TX is a small community nestled just a few miles away from Mexico. Tornillo is a town seeped in community pride and tradition.
- Small learning community that allows for close relationships between students, teachers, administrators, and board members.
- High staff and student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Small class sizes (13-20 students per classroom)
- Leveled funding for tutoring services for all students in need of academic support at all campuses
- High quality professional development for teachers in order to serve special populations
- Progressive technology programs to address students with different learning styles
- The majority of teachers at the Elementary have at least 10 years of teaching experience
- Tornillo Elementary has 92% of its population as economically disadvantaged and thus it is designated a Title I campus.
- For the 2021-2022 school year, the campus will hold Fall and Spring GT Parent Information meetings in order to educate on GT program and increase identification of GT students. All teachers have GT hours and new teachers will have their hours completed by Spring 2022.
- For the upcoming school year, the campus will continue with the RTI process for students struggling academically, behavior, or with attendance.
- Our homeless students are priority in terms of them getting what they need to be successful. Our counselor and CIS coordinator work closely with teachers and families to ensure needs are met.
- Migrant students also have several opportunities at TISD such as summer camp to help migrant students learn from experiences. The district worked closely with outside agencies to create these opportunities for our migrant students.
- Campus attendance rates were 98.14% for this past school year which increased from 97.12% the previous year. The campus goal for attendance will be 98% for the 2021-2022 school year.
- Campus Attendance goal rates will be achieved through weekly positive incentives, daily phone calls when student is absent, home visits and parent conferences, warning letters, and weekly meetings of the attendance team

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. The elementary campus has put systems in place to address attendance for the last three years; weekly meetings of attendance committee, daily phone calls, parent conferences, home visits, and warning letters will continue. Positive student incentives will continue.

Problem Statement 2 (Prioritized): TISD is serving 4.9% in the Gifted and Talented Program which is below the Texas average of 7.9%. **Root Cause:** Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

Problem Statement 3 (Prioritized): TISD is serving less than 2% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia. **Root Cause:** Systems for early screening, response to intervention, assessment, and identification have been put in place for the last three years. Tornillo Elementary will continue to strengthen current systems.

Problem Statement 4 (Prioritized): 6% is being served in Special Education, below the federal average of 14%. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

Student Learning

Student Learning Summary

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

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

<u>Attendance</u>

20-21 School Year: 98.14%

19-20 School Year: 97.74%

18-19 School Year: 97.62%

17-18 School Year: 96.90%

16-17 School Year: 96.3%

2020-2021 Reading and Math Data - Beginning of the Year, Middle of the Year, and End of the Year (Istation)

2020-2021 BOY I-station Math, Reading, & Lectura Comparison

2020-2021 Kinder I-Station Math									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		
Monolingual (8 students)/10 stdts	75% 6 students	80% 8 stdts	67% 6	25% 2 students	0% 0 std	33% 3	0% 0 students	4% 2 std	0% 0
Dual Language (45 students)/46 stdts	55% 25 students	65% 30 stdts	58% 26	22% 10 students	15% 7 stdts	29% 13	22% 10 students	19% 9 stdts	13% 6
	58% 31 stdts	68% 38 Stdts	59% 32 std	22% 12 stdts	13% 7 stdts	30% 16	18% 10 stdts	20% 11 stdts	11% 6
Total Students	51	56	54						

2020-2021 Kinder I-Station Reading/ I-Station Lectura									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		

	Tier 1			Tier 2			Tier 3		
Monolingual (8 students)/10 stdts/9 stds	12% 1 std	30% 3 stdts	33% 3	75% 6 std	20% 2 stdts	44% 4	12% 1 std	50% 5 stdts	22% 2
Dual Language (45 students)/45 stdts	11% 5 td	1% 3 stdts	13% 6	26% 12 std	2% 8 stdts	20% 9	68% 28 std	75% 34 stdts	66% 30
Lectura - Dual Language (45 students)/45 stdts	42% 19 std	67% 30 stdts	49% 22	8% 4 std	13% 6 stdts	18% 8	46% 21 std	20% 9 stdts	33% 15
	37% 20 stdts	60% 33 stdts	46% 25 std	18% 10 stdts	15% 8 stdts	22% 12 std	41% 22 stdts	25% 14 stdts	31% 17 std
Total Students	53	56	54						

2020-2021 BOY I-Station Math, Reading, & Lectura Comparison

2020-2021 1st Grade I-Station Math									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		
Monolingual 19 stdts/21 stdts	42% 8 stdts	38% 8 stdts	90% 18	21% 4 stdts	29% 6 stdts	0% 0	36% 7 stdts	33% 7 stdts	10% 2
Dual Languace 33 stdts/33 stdts	27% 9 stdts	24% 8 stdts	45% 15	33% 11 stdts	45% 15 stdts	30% 10	39% 13 stdts	30% 10 stdts	24% 8
	33% 18 stdts	30% 16 stdts	62% 33	27% 15 stdts	39% 21 stdts	19% 10	38% 21 stdts	31% 17 stdts	18% 10
Total Students	54	54	53						

1st Grade Reading/ I-Station Lectura									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		
Monolingual (19 students)/ 21stdts	21% 4 stdts	29% 6 stdts	55% 11	42% 8 stdts	33% 7 stdts	30% 6	36% 7 stdts	38% 8 stdts	15% 3
Dual Language (32 students)/33 stdts	3% 1 stdts	3% 1 stdt	6% 2	12% 4 stdts	9% 3 stds	6% 2	87% 28 stdts	87% 29 stdts	87% 29
Lectura - Dual Language 34 stdts/33 stdts	32% 11 stdts	18% 6 stdts	36% 12	2% 11 stdts	48% 16 stdts	18% 6	35% 12 stdts	33% 11 stdts	45% 15
	28% 15 stdts	22% 12 stdts	43% 23 std	35% 19 std	43% 23 stdts	22% 12 std	35% 19 stdts	35% 19 stdts	34% 18 std
Total Students	53	54	53						

2020-2021 BOY Istation Math, Reading, & Lectura Comparison

2nd Grade Istation Math									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		
Monolingual (18 students)/14 stdts	27% 5 students	29% 4 students	36% 5	27% 5 students	29% 4 students	29% 4	44% 8 students	43% 6 students	36% 5
Dual Language (29 students)/29 stdts	13% 4 students	14% 4 students	32% 9	31% 9 students	28% 8 students	29% 8	55% 16 students	59% 17 students	39% 11
	19% 9 students	19% 8 stdts	33% 14	29% 14 students	28% 12 stdts	29% 12	51% 24 students	53% 23 tdts	38% 16
Total Students	47	43	42						

2nd Grade Istation Reading/Istation Lectura									
BOY, MOY, EOY	Tier 1			Tier 2			Tier 3		
Monolingual (18 students)/14 stdts	55% 10 students	57% 8 stdts	57% 8	0% 0 students	7% 1 stdt	7% 1	44% 8 students	36% 5 stdts	36% 5
Dual Language (30 students)/29 stdts	20% 6 students	10% 3 stdts	57% 16	10% 3 students	14% 4 stdts	29% 8	70% 21 stdts	66% 19 stdts	14% 4
Lectura- Dual Language (30 students)/29 stdts/28 stdts	56% 17 students	62% 18 stdts	57% 16	16% 5 students	28% 8 stdts	29% 8	26% 8 students	10% 3 stdt	14% 4
	56% 27 students	60% 26 stdts	57% 24	10% 5 students	21% 9 stdts	21% 9	33% 16 students	18% 8 stdts	21% 9
Total Students	48	43	42						

Pre-Kinder CLI EOY Test						
	On-Track		Monitor		Needs Support	
	BOY	EOY	BOY	EOY	BOY	EOY
Lectura (17 students)	50% 8	71% 12	0	0	44% 7	29% 5
Matematicas (17 students)	81% 13	94% 16	0	0	19% 3	5% 1
Reading (4 students)	25% 1	50% 2	0	0	75% 3	50% 2
Math (4 students)	75% 3	100% 4	0	0	25% 1	0%

TELPAS 2020-2021: Pending

TELPAS 2019-2020: No scores due to COVID Closures

TELPAS - 2018-2019

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

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

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

 STAAR/EOC

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

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

Student Learning Strengths

- Attendance Increase
- 1:1 Technology Initiative: 100% of student body has a Technology Device (IPAD and Hot Spot)
- PK-2nd Dual Language One-Way Implementation
- K-2nd Grade Bilingual Students reading on level in native language and performing at the same level in second language
- Author's Wall Implementation
- Reading Fluency Folder Implementation
- CRIMSI Eureka Math Implementation- Kinder & 1st grade
- Sharon Wells, Math- 2nd grade
- Writing Block
- Reading and Math Intervention blocks built into the schedule
- Enrichment Opportunities offered to all students (Fall and Spring Sports Camp, Young Rembrandt's, Snapology, Karate)
- Tocando Music Program for 2nd graders at the elementary

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

<u>**Curriculum and Instruction**</u>

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

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

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

Math Instruction- Kinder and 1st grade are enrolled in TEA's CRIMSI Eureka Math Pilot Program, 2nd grade started using the Sharon Wells curriculum

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

Bilingual/ESL

Tornillo Elementary follows the district's adopted bilingual model of Dual Language/One Way/90-20 from PK-5th Grade. The model includes delivering instruction in the students' native language in with the purpose of building a strong foundation in literacy and academic skills that will transfer into gradually in to English until it reaches a level of instruction with equal amounts of times for each language. For this school year, Tornillo Elementary and Tornillo Intermediate will continue Dual Language Professional Development for ELLD (English Language and Literacy Development) and Guided Small groups for second-language learners.

HB3 Reading and Math

Starting in the 2019-2020 school year, HB3 provides significant support for Literacy to Texas schools. The goal being that sixty percent of all students will reach the state's "Meets" standard in third-grade reading. The following is HB3 criteria that must be met by all Texas schools; teacher and principal in grades K-3 must attend reading academies by 2021-2022; requires schools in grades K-3rd to certify that they are providing a phonics curriculum using systematic direct instruction; are prioritizing and placing highly-effective teachers in K-2; the campus has integrated reading instruments to support Pre-K to grade 3 students; and is using the state recommended assessment in grades PK-2nd grade.

Social Emotional Learning

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

Communities in School (CIS)

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

Guidance and Counseling

The goal of the Elementary Counseling Program is to provide the framework to foster the growth of all students in their educational, career, personal, emotional, and social development. The conceptual framework is developed through the four school counseling program service delivery components of Guidance Curriculum, Individual Planning, Responsive Service, and System Support. All classrooms in grades Kinder-2nd grade are provided with a counseling lesson once a week.

AVID

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

Gifted and Talented

The Tornillo ISD's goal for K-2nd G/T students is to ensure that services are comprehensive, structured, sequenced, and appropriately challenging, including options in the four foundation curricular areas, arts, leadership, and creativity. The goal for this upcoming school year is to recommend and test students to increase identification of GT students at the elementary level.

Additional Student Supports

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

Special Education

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

Title I, Part A

Tornillo ISD campuses operates under a school wide program model. Under the school-wide program model, students will be provided programs and/or services that: provide opportunities for all students to meet challenging state academics standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all students, but particularly those at risk of not meeting challenging state academic standards. Title I funds provide supplemental support to the following programs: Parent and Family Engagement, Foster Care Education Program, Homeless Education Program, and Private and Non-Profit Schools. Outreach to all parents and families is conducted to connect families and community members to student learning and create a welcoming and inviting culture at all campuses.

State Compensatory Education

State Compensatory Education (SCE) is defined in law as programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school (TEC 29.081). Its purpose is to increase the academic achievement and reduce the drop-out rate of these identified students, while its goal is to provide direct instruction to close the achievement gap between children at risk of dropping out of school and their peers. To meet this goal, the Tornillo Independent School District uses student performance data to design and implement appropriate compensatory, intensive, or accelerated instructional services that enable them to be performing at grade level at the conclusion of the school year.

Summer Intervention Programs

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

Truancy & Chronic Absenteeism

Tornillo Elementary's goal is to partner between our schools, parents and the community to improve student attendance while advancing academic success and ensure all students graduate from high school prepared for a post-secondary pathway. The goal at our campus for PK-2nd grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism. Our Campus Attendance Team (CIS, Campus Administrator, Registrar, and classroom teacher) make daily phone calls to reach out to parents when students are absent. Positive Incentives have been added to motivate students and teachers to attend school everyday.

<u>**Specialty Classes Available for All Students**</u>

Fine Arts Department

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

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

Library & Instructional Media Program

The elementary library operates with the mission that the school library is an essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community. The six components on the core values implemented are: Information Literacy, Inquiry, Reading, Digital Learning, Safe and Nurturing Environment and Leadership. All of our classrooms in grades PK-2nd currently attend library once a week where they have the opportunity to be read to and check out books.

Technology

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

Physical Education Program

The PE Program at the elementary is aligned to district guidelines to ensure proper physical education which includes opportunities for the students to grow in their physical, mental, and social fitness and wellness. Students will be presented opportunities to participate in many activities and lessons to challenge and continue their progress towards the three goals and further their knowledge of physical fitness and the different training methods that go into building the appropriate fitness programs and goals. All students in grades PK-2nd receive the required weekly Physical Education minutes.

School Processes & Programs Strengths

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

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

Curriculum and Instruction - Strengths

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

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

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

Math Instruction- Kinder and 1st grade are enrolled in TEA's CRIMSI Eureka Math Pilot Program, 2nd grade started using the Sharon Wells curriculum

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

Bilingual/ESL

Tornillo Elementary follows the district's adopted bilingual model of Dual Language/One Way/90-20 from PK-5th Grade. The model includes delivering instruction in the students' native language in with the purpose of building a strong foundation in literacy and academic skills that will transfer into gradually in to English until it reaches a level of instruction with equal amounts of times for each language.

HB3 Strengths

Kinder-3rd Literacy and Math Plan Strengths

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

Social Emotional Learning

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

Guidance and Counseling

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

Gifted and Talented

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

Additional Student Supports

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

Special Education

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

Truancy & Chronic Absenteeism -Attendance Committee

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

Specialty Classes Available for All Students

Fine Arts Department

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

Library & Instructional Media Program

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

Technology

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

Physical Education Program

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

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

Perceptions

Perceptions Summary

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

The campus also follows all CDC and district guidelines and precautions to keeps students, teachers and staff safe during the COVID 19 closures. The custodial staff will continue to sanitize school regularly and everyone will continue to use face masks and practice social distancing to prevent the spread of COVID 19.

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

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

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

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

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

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

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

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

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

Staff/Parent/Student Survey 2020-2021 No Results Available

Staff Survey 2019-2020 No Results Available

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

2017-2018 Staff Survey Results

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

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

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

Q9: Staff Morale is High. Disagree- 66%

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

Perceptions Strengths

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

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

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

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

Other Strengths:

- Increase of Elementary "Happenings" are posted daily on Twitter
- Campus Coffee with the Principal has increased from about 20 parents to 60 parents with the inclusion of the Leader of the Pack Student Awards
- There has been great success in community, parent, and student attendance in each of the district sponsored events such as The Evening w/Superintendent, Coffee w/Principal held at each campus, and campus sponsored family nights.

Problem Statements Identifying Perceptions Needs

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

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

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

Priority Problem Statements

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

Root Cause 2: Parent and student awareness and accountability lacks in regards to short and long term effects on student outcomes. The elementary campus has put systems in place to address attendance for the last three years; weekly meetings of attendance committee, daily phone calls, parent conferences, home visits, and warning letters will continue. Positive student incentives will continue.

Problem Statement 2 Areas: Demographics

Problem Statement 5: 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 5: 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 5 Areas: Student Learning

Problem Statement 17: 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 17: 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 17 Areas: School Processes & Programs

Problem Statement 14: 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 14: Difficult to create extra- curricular activities for after-school with personnel lack of interest to be coordinate programs.

Problem Statement 14 Areas: Perceptions

Problem Statement 3: TISD is serving 4.9% in the Gifted and Talented Program which is below the Texas average of 7.9%.

Root Cause 3: Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

Problem Statement 3 Areas: Demographics

Problem Statement 6: 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 6: 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 6 Areas: Student Learning

Problem Statement 16: The TISD Counseling program is at the organization stage of implementation.

Root Cause 16: 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 16 Areas: School Processes & Programs

Problem Statement 13: Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education.

Root Cause 13: 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 13 Areas: Perceptions

Problem Statement 1: TISD is serving less than 2% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia.

Root Cause 1: Systems for early screening, response to intervention, assessment, and identification have been put in place for the last three years. Tornillo Elementary will continue to strengthen current systems.

Problem Statement 1 Areas: Demographics

Problem Statement 7: STAAR Math 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 math gaps affecting overall performance on on-level standards and state testing.

Problem Statement 7 Areas: Student Learning

Problem Statement 15: Implementation of Response to Intervention System is in the development and implementation level of compliance.

Root Cause 15: 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 15 Areas: School Processes & Programs

Problem Statement 12: Limited number of parents completed the annual climate survey at each campus.

Root Cause 12: 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 12 Areas: Perceptions

Problem Statement 4: 6% is being served in Special Education, below the federal average of 14%.

Root Cause 4: 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 4 Areas: Demographics

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

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

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 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 9: 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 9 Areas: Student Learning

Problem Statement 10: In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators.

Root Cause 10: Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 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 11: Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

Problem Statement 11 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 2022 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, instructional materials (such as reading materials, books, leveled libraries, licenses to electronic libraries) and technology resources and licenses (SeeSaw, Scholastic Library, Stem Scopes for Science and Math) to support content acceleration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Johnny Can Spell, Istation, Lexia, Lone Star, and TEKS Resource system. Implementation will Improve reading levels, StemScopes for Reading and Math, in order decrease learning gap. Increase student check-out of books and individual reading materials. **Staff Responsible for Monitoring:** Campus Principal, 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:** Johnny Can Spell, Lone Star, Technology, Guided Reading Libraries, Reading Programs - 199: PIC 11 Instructional - $25,000, Assessment (Istation, Lexia, AR) - 211 Title I, Part A Improving Basic Programs - $9,000, Raz-Plus Reading A-Z Digital Leveled Library - 199: PIC 36 Early Education - $3,000, Scholastic Classroom Magazines (English and Spanish) - 199: PIC 25 State Bilingual/ESL - $1,500, Scholastic Student Reading Magazines - 199: PIC 36 Early Education - $800, Small Group Supplies - 281: ESSER II - $1,000	80%			

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 reading levels, improve STAAR scores, decrease learning gap.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, Instructional specialist **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Reading and Math Assessment (Istation, Renaissance (AR), TPRI (dyslexia screener) - 211 Title I, Part A Improving Basic Programs - $15,000	80%			
	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 2022 will indicate a 10 percent increase from 35% in 2019 for all students at the meets performance level

Evaluation Data Sources: Percent of Tier 1 students at BOY, MOY, EOY Istation Results, Eureka Mid and Quarterly Assessments Analysis, Sharon Wells Weekly Assessments Analysis

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 Eureka Math, Sharon Wells, Motivational Math, Lone Star, Istation, and TEKS resource system. Implementation will improve STAAR scores, decrease learning gap. **Staff Responsible for Monitoring:** Campus Principal, Campus Curriculum Coach **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Lone Star, Math Manipulatives, Math Games, Mentoring Minds - 199: PIC 11 Instructional - $15,000, Smart Boards for Classrooms - 211 Title I, Part A Improving Basic Programs - $6,000, Sharon Wells, 2nd grade math - 199: PIC 36 Early Education - $3,000	**Oct**	**Jan**	**Mar**	**June**
	80%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum (manipulatives, books, student games, small group instructional materials), assessment, and data desegregation resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Tier 1 student performance in the are of math by 20% for this school year. Lesson Plan, small group/intervention block walk throughs. **Staff Responsible for Monitoring:** Campus Principal, Instructional specialist **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 **Funding Sources:** Math Student Manipulatives - 199 General Fund - 281-11-6399-00-202-30 - $5,000	**Oct**	**Jan**	**Mar**	**June**
	80%			

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 2022 will indicate a 12 percent increase from 30% in 2019 for all students at the meets performance level.

Evaluation Data Sources: Lesson Plans, TTESS Walkthroughs, PLC's

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 Lesson Plans, ITRS implementation, Writing Process. Implementation will improve writing levels, STAAR scores, and decrease learning gap.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, Instructional Support	50%			
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Student Handwriting consumables (Writing Without Tears, Zaner Blozer) - 199:PIC 30 State Compensatory Education (SCE) - $2,500				

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	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, Instructional Support, Curriculum Coach	65%			
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Writing journals, writing notebooks, pencil grips, Writing Program, Writing Trait Crate - 199: PIC 36 Early Education - $5,000, Scholastic Writing Trait Crate - 199: PIC 36 Early Education - $3,000, Being a Writer Student Consumable - 211 Title I, Part A Improving Basic Programs - Pic 30 - $10,000, PK-2nd Writing Curriculum (Writing Without Tears,Zaner Blazer) - 199: PIC 36 Early Education - $1,500				

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.
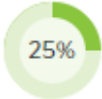
Performance Objective 4: Science STAAR/EOC results for 2022 will indicate a 10 percent increase from 35% in 2020 for all students at the meets performance level.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration such as Science Stem Scopes, Project Lead the Way (PLTW), literature tied to science content.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and STEM Scopes. Implementation will improve STAAR scores, and decrease learning gap. **Staff Responsible for Monitoring:** Campus Principal, Curriculum Coach **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Science StemScopes - 199:PIC 30 State Compensatory Education (SCE) - $2,500, PLTW (project Lead the Way - 211 Title I, Part A Improving Basic Programs - $1,000, Science Lab Materials - 199: PIC 11 Instructional - $5,000, Materials for Science Instruction - 281: ESSER II - $1,000	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to science English and Spanish curriculum, assessment, and data desegregation resources and materials for students to life, earth, and space sciences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, adoption materials, and STEM Scopes. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap. Access to instructional materials- science lab materials, science books for classroom and library use, science fair. **Staff Responsible for Monitoring:** Campus Principal, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Science Lab Materials and Resources - 199: PIC 11 Instructional - $15,000, Life Cycle Books for Classroom Use - 199 General Fund - $1,000, Spanish Life Cycle Books/ Spanish Science Books - 199: PIC 25 State Bilingual/ESL - $500, Life Cycle Books for Library Use - 199 General Fund - $800	45%			

Strategy 3 Details		Reviews		
Strategy 3: Students in PK, Kinder, 1st, and 2nd grade will participate in Campus wide Science Lab and annual Science Fair to promote learning in scientific process and science concepts. Students will start at classroom science fair, progress to campus science fair, and finish district science fair. Students will attend science lab at least once a week. Science Fair will include awards (trophies, certificates, medals). **Strategy's Expected Result/Impact:** Students will apply scientific process. At least 95% of students will participate in classroom science fair, campus science fair, and district science fair. **Staff Responsible for Monitoring:** Campus Administrator, Science Fair Coordinator, Curriculum Coach **Funding Sources:** Awards for Science Fair - 199: PIC 11 Instructional - $300, Science Lab Materials for Investigative Groups - 199: PIC 32 - 282-11-6399-00-101-30-0-00 - $3,000, Science Lab Materials (Life Cycle of Insects - 281: ESSER II - $2,700, Science Lab Materials - 289 Title IV - $500	Formative			Summative
	Oct	Jan	Mar	June
	70%			

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 2022 will indicate a 12 percent increase from 28% in 2019 for all students at the meets performance level.

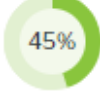| Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, instructional materials for social studies instruction and technology resources to support content acceleration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, adoption materials and Social Studies Weekly. Students will attend social studies lab once a week. Implementation will improve STAAR scores, and decrease learning gap.	25%			
Staff Responsible for Monitoring: Campus Principal, Instructional Support				
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Social Studies Weekly - 199: PIC 11 Instructional - $3,000, Social Studies Weekly - 199: PIC 36 Early Education - $1,000, Social Studies Instructional Materials (maps, globes, SS based readers) - 281: ESSER II - $3,000				
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, lead4ward, adoption materials and Studies Weekly. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap	35%			
Staff Responsible for Monitoring: Campus Principal, Instructional Support				
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				
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.

HB3 Goal

Evaluation Data Sources: Monthly Student Progress Monitoring of Istation Reading, mClass Reading Assessment, Running Records for reading fluency progress.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, instructional resources and materials, and technology equipment, electronic book licenses, Phonics Programs, Lexia, Istation, Reading subscriptions, fluency folders and resources to support content acceleration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Really Great Reading Phonics Program, Johnny Can Spell, Estrellitas (Spanish Phonics Instruction), Starfall, Nearpod, Renaissance, and TEKS resource system. Increase use of technology resources such as SMART Boards, Ipads, student computers, and listening centers. Implementation will Improve reading levels, and improve number of students that are at reading at grade level. **Staff Responsible for Monitoring:** Campus Principal, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** New Reading Adoption Materials, Fluency Folders, Writing Student Books, Leveled Library - 199: PIC 11 Instructional - $20,000, Reading Materials (Guided Reading Libraries) - 211 Title I, Part A Improving Basic Programs - $3,000, Intervention and Acceleration - 199:PIC 30 State Compensatory Education (SCE) - $25,000, Estrellitas, Phonics - 199: PIC 25 State Bilingual/ESL - $5,000, Estrellitas, Phonics - 263 Title III, LEP - $3,000, Electronic Book Library - 199 General Fund - $1,500, 20-21 Reading Fluency Folder - 199:PIC 30 State Compensatory Education (SCE) - ESSER FUNDS (281) - $3,000, Guided Reading Libraries & Classroom Libraries - 199: PIC 36 Early Education - $50,000, Really Great Reading - 199: PIC 36 Early Education - $10,000, Book of the Month - 199: PIC 36 Early Education - $1,000, Book of the Month (English & Spanish Books, Culturally Responsive) - 199: PIC 25 State Bilingual/ESL - $1,000	40%			

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. 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	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principal, Instructional Support	40%			
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Chapter books, novel studies, read aloud books - 199: PIC 11 Instructional - $10,000, Small group reading materials - 199:PIC 30 State Compensatory Education (SCE) - $5,000, Guided Reading Libraries - 211 Title I, Part A Improving Basic Programs - $12,000, Testing Materials & PD (Estrellitas/Amplify - 199: PIC 36 Early Education - 4,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities (including training materials: teacher books and materials) to staff and administrators on tier 1 instructional practices.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Monitor and evaluate the implementation of AVID, ELD, Lexia, and Tier 1 reading practices. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level	45%			
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: Professional Development for Teachers at Region 19 - 199: PIC 25 State Bilingual/ESL - $1,500, Professional Development for Monolingual Teachers 199:PIC 13 - 199 General Fund - $500, Professional Development: Book of the Month (Teacher Book and Monthly Book): PIC 13 - 199 General Fund - $6,000, Estrellitas_Phonics Training (virtual) - 199: PIC 25 State Bilingual/ESL - $1,600				

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	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintendent,	45%			
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	**Oct**	**Jan**	**Mar**	**June**
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, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra duty pay for Attending Region 19 Part 1 Math Academies, 199: 13 - 199 General Fund - $3,000, Professional Development Region 19 Writing Training - 211 Title I, Part A Improving Basic Programs - $3,000, PK and Kinder Reading, Math Conference - 199: PIC 36 Early Education - $3,500	50%			

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 the 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, Campus Principal, 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:** Reading Academies Professional Development by Region 19 - 199: PIC 36 Early Education - $1,000	50%			

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Create and promote a culture of reading by having books (guided reading, dual language, English and Spanish) easily accessible to teachers and students. Guided reading libraries, classroom libraries in English and Spanish will be provided for teachers to provide small group and whole group reading instruction. Bookshelves will be needed to hold classroom libraries and also to create "book nooks" within classroom, school hallways, and library. Author visits by published authors to read to students and staff. A school wide Dual Language Guided Library will be purchased (English & Spanish) for PK-2nd grade teachers to have access. The current school wide Guided Reading Library will be supplemented with Spanish books and also replenished with current and new titles. Bookshelves will be needed to hold Guided Reading School wide library as well as to create student "reading nooks" within the library.	**Oct**	**Jan**	**Mar**	**June**
	45%			

Strategy's Expected Result/Impact: Increase culture of reading within students. Increase Guided Reading Levels of students by at least 20%.

Staff Responsible for Monitoring: Campus Admin, Curriculum Coach, Teachers

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Funding Sources: Dual Language Library, Scholastic Library, Classroom Libraries - 199: PIC 36 Early Education - $20,000, Bookshelves for classrooms and library, Student Book Nooks - 199: PIC 36 Early Education - $20,000, Reading Rocking Chairs for Read Aloud - 199: PIC 11 Instructional - $5,000, Library Rocking Chair for Read Aloud - 199: PIC 11 Instructional, Author Visit & books to read to PK-2nd grade students - 199: PIC 11 Instructional - $1,000, Bookshelves for library - 282: ESSER III - 199-12-6399-07-101-11-0FB - $30,000, Reading Materials for Library - 282: ESSER III - $42,000, Book Vending Machine - 282: ESSER III - $6,000

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.

HB3 Goal

Evaluation Data Sources: Monthly IStation Reports, Mid and End of Module Eureka Math Assessments, Lesson Plans, Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with math research based programs, instructional materials and technology resources to support content acceleration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Math StemScopes, Nearpod, Motivational Math, Lone Star, and TEKS resource system. Monitor and evaluate the Guided Math framework. Implementation will decrease learning gap and improve the number of students performing at grade level. Tier 1 students will increase by 20%. **Staff Responsible for Monitoring:** Campus Principal, Instructional Support, Curriculum Coach **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Manipulatives (dice, counters, number charts, imaginative play area) - 199: PIC 36 Early Education - $5,500, 20-21 Math Fluency Folders (Printing from Perky Press) - 199: PIC 36 Early Education - $1,500, 20-21 Mentoring Minds Math Student Books - 199: PIC 36 Early Education - $3,500, Math Target The Question and Target the TEK (Lone Star) - 199: PIC 36 Early Education - $3,500	70%			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and admin access to curriculum, instructional resources, 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, lead4ward, and adoption materials. Implementation will decrease learning gap and improve the number of students performing at grade level. **Staff Responsible for Monitoring:** Campus Principal, Instructional Support, Curriculum Coach **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	40%			

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:** Campus Principal, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Region 19 Part 1 Math Academies Professional Development for Teacher Extra Duty Pay 199:PIC13 - 199 General Fund - $3,000, Sharon Wells PD for 2nd Grade - 199: PIC 11 Instructional - $30,000, Sharon Wells Student Materials - 199: PIC 11 Instructional - $2,000		Oct	Jan	Mar	June
		40%			

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, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Data Talks (binders, dividers, etc.) - 199 General Fund - $1,500		Oct	Jan	Mar	June
		50%			

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, Instructional Support **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Region 19 Math Academies - 199: PIC 11 Instructional - $3,000		Oct	Jan	Mar	June
		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 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, Students and Office Staff (administrator, secretary, CIS)	**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 Provide instructional resources (technology: document cameras, SMART TVS, chargers, headphones), office supplies such as (copy paper, batteries, clocks, laminating film, markers, folders, file cabinets, etc) to teachers and staff for the everyday Tier 1, Tier 2, and Tier 3 instruction. **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:** Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5 **Funding Sources:** Office Staff/ Teachers Materials (labels, folders, paper, pens) - 199: PIC 11 Instructional - $5,000, Teacher Supplies (laminating film, paper for small groups, highlighting tape, wiki stix) - 211 Title I, Part A Improving Basic Programs - $3,500, Teacher and Staff Awards and Incentives - 199 General Fund - $800, Technology Licences- SeeSaw for everyday Instruction: PIC 12 - 199: PIC 11 Instructional - $1,500, SMART TVS for Music Teacher - 211 Title I, Part A Improving Basic Programs - $3,500, IPAD Chargers for students (30) - 211 Title I, Part A Improving Basic Programs - $2,000, Instructional Materials - 281: ESSER II - $1,000	40%			

Strategy 2 Details		Reviews			

Strategy 2: Positive School Culture:
-Provide data system to track pertinent school culture data
-Provide campuses with access to external student support services.
-Ensure that campus buildings are well maintained, safe, and conducive to learning
-Promote positive school culture (snacks, light meals for celebrations, Teacher and Staff Awards and Incentives, after school events such as Evening with Superintendent, Parent teacher Conferences, etc.)
 	
    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, Principal
 	
    Schoolwide and Targeted Assisted Title I Elements: 2.5
    Funding Sources: Light snacks or light meals - 199: PIC 11 Instructional - $800, Teacher Christmas Incentives - 199: PIC 11 Instructional - $900, Staff Appreciation Awards and Incentives - 199: PIC 11 Instructional - $800
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		60%			

Strategy 3 Details		Reviews			

Strategy 3: High-Quality Curriculum:
-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
-The calendar shall include days for school-based 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.
-Provide teachers with ways to manage and collect instructional documents & student data documents (EX: binders, dividers for TEKS Academy Resources, Student Data collection, etc.)
-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
    Funding Sources: Binders, Dividers, folders for Curriculum Documents - 211 Title I, Part A Improving Basic Programs - $1,000
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		50%			

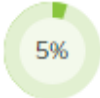| Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Effective Instruction and Data Desegregation Resources: -Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas an PK-2 math reading	Oct	Jan	Mar	June
-Ensure that school receive detailed reports with two instructional days. -Provide schools with access to student academic, behavioral, and on track to graduate data -Have effective systems for identifying and supporting struggling learners -Policies and practices will support effective instruction in schools -Eduphoria Assessment Creation, student reports, training on program -Provide professional opportunities to staff and administrators on tier 1 instructional practices. **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:** Istation Math Assessment - 255 Title II, Part A, TPTR - $6,000, Eduphoria Training - 255 Title II, Part A, TPTR - $800	30%			

Strategy 5 Details	Reviews			
Strategy 5: Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Strong School Leadership & Planning: -Placement of most effective school leaders in highest needed schools -Addresses the unique needs of low-performing schools -Ongoing development, Coaching and Support for Campus Leaders by attending professional development opportunities (such as Conferences, Webinars, training, Courses) -Provide adequate funding & sufficient control over budget to access resources to implement CIP's & HQ Instruction to meet student needs -Protect school instructional leadership time -Remove barriers to ensure campus success -Policies and practices prioritize instructional leadership -Provide effective governance to support and promote student outcomes -Attend Professional Development (AVID, HB3, Region 19, Dual Language) -Include time for PLCs in master schedules to allow collaboration between teachers and administrators **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 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Comprehensive Support Strategy** **Funding Sources:** Admin to Attend Literacy Academy: HB3 - 255 Title II, Part A, TPTR - $900	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	45%			

Strategy 6 Details	Reviews			

Strategy 6: Provide and maintain a safe, supportive and inviting school environment and facilities that support student learning.
   Strategy's Expected Result/Impact: Increase student and teacher motivation for A/AB Honor Roll, Attendance, and Book of the Month.
   Staff Responsible for Monitoring: Campus Administrator
 	
   TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
   Funding Sources: Bulletin Boards for Classrooms, Bulletin boards for community - 199 General Fund - $1,200
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	70%	80%		

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, Compliance Officer, Instructional Specialists, Asst. Superintendent, 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:** Dyslexia Professional Development_Region 19 - 199: PIC 37 Dyslexia - $1,200, Dyslexia PD_Region 19 - 199: PIC 11 Instructional - $1,000	5%	15%		

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, teachers, staff, CIS), flex master schedule and acceleration courses (Super School, Read 180, Credit Recovery), to include resources/materials to supplement (document camera for distance learning, Forde Ferrier tutoring materials, Lone Star Reading & Math), 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 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Math & Reading Manipulatives, Intervention Resources - 211 Title I, Part A Improving Basic Programs - $5,000, Intervention LoneStar Target Reading & Math - 211 Title I, Part A Improving Basic Programs - $8,000, Materials for small groups (timers, notebooks, folders, make center games) - 211 Title I, Part A Improving Basic Programs - $2,500, Small Group Intervention Materials - 199: PIC 11 Instructional - $2,000, Intervention carts for small groups - 199:PIC 30 State Compensatory Education (SCE) - $2,000	55%			

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, 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:** - 282: ESSER III - $3,000	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
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.	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:** HR/Compliance Officer, Asst. Superintendent, CTE Coordinator, Campus Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	55%			

Strategy 5 Details	Reviews			
	Formative			Summative
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.	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:** Professional Development for Teachers: UTEP Early Childhood Education Conference - 199: PIC 35 - $2,000, PD Book Study - 199 General Fund - $600	70%			

Strategy 6 Details	Reviews			
	Formative			Summative
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	**Oct**	**Jan**	**Mar**	**June**
	60%			

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: 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, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Coordinator Stipend - 199: PIC 21 State Gifted & Talented - $1,500, Extra Duty Pay for GT Fall, SPring, Summer Camp - 199: PIC 21 State Gifted & Talented - $4,000, Instructional Supplies for Students - 199: PIC 21 State Gifted & Talented - $1,500

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Special Education Student Group (teachers & students): Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services:	**Oct**	**Jan**	**Mar**	**June**

Strategy 7: Special Education Student Group (teachers & students): Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services:
-Professional Development (District, Local, State, & Out of State)
-Technology & Licences, Materials, Resources, Field Experiences/work, Field Trips
-Early Identification
-Acceleration
-Enrichment
-Parent Engagement
-Professional Development for Special Education Staff
-Curriculum & Instruction to advance Tier II & III Sped. Students in grade level standards & state assessments.
-Curriculum and Instruction in Self Care when identified in IEP (items such as wipes, tissue, cleansing supplies, etc.)

Oct: 80%

> **Strategy's Expected Result/Impact:** Agendas, Sign-in Sheets, Staffing Data, Campus & district benchmarks & State Assessments, Schedules:)Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, IEP, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact

> **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator, Campus Principal

> **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:** Classroom Instructional Materials - 199: PIC 23 State Special Education (Sp Ed) - $6,000, IEP, Class Room Materials (instructional, slef-help) - 225 IDEA B, Preschool SpEd - $800, SMART TV for Student Instruction - 211 Title I, Part A Improving Basic Programs - $1,200, Professional Development for Special Education Staff - 199: PIC 23 State Special Education (Sp Ed) - $200

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas:	**Oct**	**Jan**	**Mar**	**June**
-Early Education: Head Start & Full Day Pre-Kindergarten -Child Find Services -Summer Programming- Summer Enrichment Opportunities (Snapology, Young Rembrandts, YMCA) -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -AVID Enrollment (agendas, binders, college going culture, AVID materials) -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Educate Texas -Communities in Schools Personnel -Title 1 District Parent Liaison - Enrichment Clubs (such as Arts & Crafts Club, Folklorico, Cheer, Book Club, STEM Club, Music & Dance Club, Safety Patrol, Gardening, Robotics, Snapology, Young Rembrandts, Dance)	70%			
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: Compliance Officer, Campus Administrator, Counselors, CIS, District Parent Liaison, PEIMS Specialist, Asst. Superintendent, Sped/504 Coordinator				
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: AVID Student Agendas - 199:PIC 30 State Compensatory Education (SCE) - $2,000, Summer Programming (Snapology, Young Rembrandts) - 289 Title IV - $1,500, Summer Programming (Snapology, Young Rembrandts) - 211 Title I, Part A Improving Basic Programs - $1,000, After School Clubs Stipends for Sponsors - 181 Extra Curricular Activities - $1,500, After School Club Materials (supplies, uniforms, equipment) - 181 Extra Curricular Activities - $5,000, Performance Equipment After School Clubs (Cheer, Young Rembrandts) - 281: ESSER II - $2,000				

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. Professional Development for Counselor on 504, SEL, PBIS, Counseling Techniques. 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
	55%			
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: Compliance Officer, Asst. Superintendent, Campus Administrator, PEIMS Officer, 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: Extra Duty Pay, General Supplies, Fieldtrips - 199:PIC 30 State Compensatory Education (SCE) - $28,250, Counselor Professional Development - 199 General Fund - $100				

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
 	
    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: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, 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, Improve low-performing schools
	50%			

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**

& Student Retention:
-Early Intervention & Accelerate Learning
-Mentoring Program
-Tutoring
-Intensify Differentiated Learning
-Create a High Expectations & Achieving Learning Environment
-Rich & Engaging Curriculum
-Hire well-trained staff & provide continuous professional development
-Collaborate & Communicate often with Parent
 	
    Strategy's Expected Result/Impact: Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, K-3 Progress Monitor BOY, MOY, EOY reading & math results 90% must be on level. STAAR/
EOC results must be at 60% Meets and 30% Masters, Sign in Sheets, Trainings, Mentoring Plans
 	
    Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator
 	
    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)
	60%			

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, as well as CDC, TEA, Local Health Department Recommendations COVID 19 Safety Recommendation Measures. Prevention Areas: -COVID 19 Safety Measures (thermometers, face masks/face shields, social distancing equipment/resources, sanitation equipment) -PBIS -Bullying [TEC 37.0832] -Cyber-bullying -Digital Citizenship -Sexual abuse, sex trafficking, and other maltreatment of children -Violence prevention programs [TEC 11.252(3)(B)(iii)] -Dating violence [TEC 37.0831] -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] -Conflict resolution programs [TEC 11.252(3)(B)(ii)] -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] -Social Emotional & Mental Health -Physical Health -Positive Character Traits -Bleeding Control Stations -CPR before Graduation -Sexual Harassment -Emergency Drills to include Active Shooter	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	70%			
Strategy's Expected Result/Impact: Title 1 Crate uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lesson on program delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules. **Staff Responsible for Monitoring:** Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers **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:** COVID 19 Social Distance/Sanitation Equipment - 211 Title I, Part A Improving Basic Programs - $5,000, PBIS PD Materials (Posters- Printing, laminating/ PBIS Books) - 199 General Fund - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide supplemental funding for Fine Arts-Music & Art, UIL, Physical Education, Gifted and Talented, Library, and Enrichment Programs (via programs such as Young Remembrandts, Snapology Engineering, YMCA/YWCA, - extra duty pay, staff/student travel, field trips, equipment, technology equipment (SMART TV;s, sound systems, cameras, technology drops), general supplies, and summer camps) to support a well-rounded students and bridging this access towards college and avenues of higher learning.	**Oct**	**Jan**	**Mar**	**June**
Provide funding to library for general maintenance of library materials and library equipment. Provide funding to promote Reading Culture at the campus and community.	60%			

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

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

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, Improve low-performing schools

Funding Sources: PE Equipment, A - 199: PIC 11 Instructional - $830.29, Music Equipment for All students - 211 Title I, Part A Improving Basic Programs - $10,276.80, Art Supplies - 199: PIC 11 Instructional - $960.52, GT Student Identification Materials - 199: PIC 21 State Gifted & Talented - $500, Young Rembrandts STEAM Art Program - 199: PIC 11 Instructional - $3,000, Library Materials (upkeep and resources) - 199 General Fund - $1,000, SMART TV's for Library, MUSIC, ART PE - 199: PIC 11 Instructional - $8,000, Read Aloud Chair, Circuation Chari - 199 General Fund - $400, Music and Performance Sound System (ESSER Funds) - 181 Extra Curricular Activities - ESSER Funds - $3,000, Student ID Machine Materials for - 199 General Fund - 28212639900044430000 - $500, Snapology Robotics and Coding Camp - 282: ESSER III - $2,500, Dance and Karate Camp - 282: ESSER III - $5,000, TEKS Driven Fieldtrips - 282: ESSER III - $10,000, Library Shelving - 199 General Fund - 199-12-6399-07-101-11-0-FB - $30,000, After school STEM group - 281: ESSER II - $2,000, PE Equipment - 281: ESSER II - $4,000

Strategy 5 Details	Reviews			
Strategy 5: Counselor Provided Services	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
-Trained Staff (health & emergency situations, behavior management, safety procedures that focus on positive & proactive behavior management) -Academics: Individual Student Learning Plan -Social Skills: Social/Emotional Program, Problem Solving, Conflict Resolution, Anger Management, Diversity, Dating Violence -Procedures to report abuse, neglect, or exploitation -Transition procedures & plans Placement Prevention Strategies: -Restorative Practices -PBIS/SEL Program (Positive Behavior Intervention Support) -Read Across America (student and teacher motivation resources) -Story Book Parade (student and teacher motivation resources) -Mentoring Program -Home & School Partnership -Counseling Sessions -Drug & Tobacco Prevention -Anger Management -Student Code of Conduct Awareness -Safety workshops/ training's & Awareness -Professional Development (504, At-Risk, etc.) Positive Behavior and Support -Student Incentives and Awards for Motivation to encourage students to stay in school -Book of the Month- SEL Themes Titles **Strategy's Expected Result/Impact:** Student Attendance & Grade Records, pre- and post- assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets, **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, PEIMS Coordinator, Campus Administrators, Counselors, CIS, **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:** Student and Teacher Motivation Resources - $800, End of the Year Awards (Citizenship, Honor Roll, etc.): Function 31 - 199: PIC 11 Instructional - $2,500, SEL Picture Books - 199: PIC 11 Instructional - $2,500, Professional Development (504, laws, counseling strategies) - 199 General Fund - $200	55%			
	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: -Teacher Certification -Language Allocation -Program Duration -Program Language & Literacy -Program Content -Program Culture		**Formative**		**Summative**
		Oct	Jan	Mar	June
	60%			
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				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Staff development for professional staff of the district [TEC 11.252(3)(F)]-Implement, Support, & Progress Monitor Program Staffing & Staff Development in Dual Language (L1 and L2 teaching practices):	**Oct**	**Jan**	**Mar**	**June**

Monitor Program Staffing & Staff Development in Dual Language (L1 and L2 teaching practices):
-Recruitment
-Assignment
-Retention
-General Ed. Coordination
-Special Program Coordination
-Professional Development Plan and PD Resources (PD such as: Seidlitz- Dictado, Toma la Palabra/Estrellitas), SLAR/ELAR/ ELLD

Oct: 60%

> **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

> **Funding Sources:** Dual Language Professional Development_Sedlitz_Dr. Lara - 199: PIC 25 State Bilingual/ESL - $30,000, Estrellitas_Phonics Program - 199: PIC 25 State Bilingual/ESL - $5,600, PD Materials for SLAR/ELAR - 199: PIC 25 State Bilingual/ESL - $1,500

Strategy 3 Details	Reviews			
Strategy 3: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum:	Formative			Summative
-Curriculum Resources (Estrellita -Phonics program, Lunita Phonics Program). -Curriculum Standards	Oct	Jan	Mar	June
-Lesson Objectives -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring **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, Improve low-performing schools **Funding Sources:** Classroom Libraries for Dual Language Libraries - 199: PIC 25 State Bilingual/ESL - $5,000 , English & Spanish Reading and Math Fluency Folders - 199: PIC 25 State Bilingual/ESL - $2,500, Lunita 2nd grade Phonics Program - 199: PIC 25 State Bilingual/ESL - $3,500	55%			

Strategy 4 Details		Reviews		
Strategy 4: Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources: -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Technology Resources -Sheltered Methods: Communicated, Sequenced, & Scaffolded		Formative		Summative
		Oct	Jan	Mar	June

Strategy 4: Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources: -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Technology Resources -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 **Funding Sources:** Book of the Month (English/Spanish, Culturally Responsive) - 199: PIC 25 State Bilingual/ESL - $1,500	55%		

Strategy 5 Details		Reviews		
Strategy 5: Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas: -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities		Formative		Summative
		Oct	Jan	Mar	June

Strategy 5: Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas: -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities **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	60%		

Strategy 6 Details	Reviews			
Strategy 6: Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments. Extended day/week/year acceleration participation student attendance rosters In school acceleration personnel (CIS, At-Risk Inst. Aides, Inst. Specialists) schedules Scheduled transition activities for Headstart at EOY **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 **Funding Sources:** Extra Duty Pay for Instructional Aid for PK & K Academy - 199: PIC 25 State Bilingual/ESL - $3,000	50%	70%		
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 met 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. Increase usage of IPads, IPAD chargers, student computers, listening centers in Tier 1 and Tier 2 instruction. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects. 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 **Funding Sources:** Materials Needed for Maintenance of Library 199:PIC 12 - 199 General Fund - $500, Internet Drops for the Library - 199: PIC 11 Instructional - 2821263950010130000 - $3,500, IPAD Student Chargers (Account Used will be 281) - 211 Title I, Part A Improving Basic Programs - 281-11-6399-00-101-30-0-00 - $1,100, SMART TV for Music Teacher Instruction - 211 Title I, Part A Improving Basic Programs - $3,500, IPAD Student Chargers (Account Used will be 282) - 199 General Fund - 2821263990004430000, IPAD Student Chargers - 281: ESSER II - $2,700	50%			
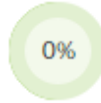
Strategy 2 Details	Reviews			
Strategy 2: Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade -AVID -PLTW -CCMR District Wide Fairs -Nearpod: Common Sense Media -Fine Arts -Field Trips -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12	Formative			Summative
	Oct	Jan	Mar	June
	55%			

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

Funding Sources: PLTW Classroom Supplies - 211 Title I, Part A Improving Basic Programs - $6,000, Field Trips - 282: ESSER III - $4,000

Strategy 3 Details	Reviews			
Strategy 3: Provide grade appropriate, safe and nurturing facilities to all PK-2nd students and staff. This will include building maintenance, upkeep, furniture, bulletin boards. **Funding Sources:** Bulletin Boards for classrooms and teachers, furniture - 199 General Fund - $1,500	Formative			Summative
	Oct	Jan	Mar	June
	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
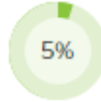
Goal 3: Tornillo ISD in collaboration with the Board of Trustees will engage students, families, teachers/staff, and community members/partners in education in different platforms to carry out the district's vision towards achieving student outcome goals.

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
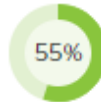
Strategy 1 Details	Reviews			
Strategy 1: To develop along with parents a written parent and family engagement policy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be engage in providing feedback for the family engagement policy.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Liaison, Campus Administrator, CIS **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2	0%	0%		

Strategy 2 Details	Reviews			
Strategy 2: To build school's capacity to engage families in their child's education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Offer opportunities for parents to participate in monthly school events such as Coffee with the Principal, Evening with the Superintendent, Grandparents Celebration, Familly Fitness Days, Library Story Hour (PK & Kinder Families), Tornillo ISD will offer a Parent Resource Center within the district's facilities	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Liaison, Campus Administrator, Communities In Schools Liaison **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2 **Funding Sources:** Parent Incentives, Snacks, Coffee for Mtgs - 211 Title I, Part A Improving Basic Programs - $3,000	50%	60%		
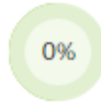
Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools (CIS) workers are contracted at all 4 campuses to promote parent and family engagement activities, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals where needed.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (Behavior, Attendance, Academics) **Staff Responsible for Monitoring:** Campus Principals, Compliance Director, Communities in Schools, Inc, Management **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** CIS Salary - 199:PIC 30 State Compensatory Education (SCE) - $53,250	40%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Parent Liaison will coordinate with other Federal and State programs, including preschool programs to reach out to every parent sub-population in the district.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Parents of every subpopulation will be integrated in the parent, family and community engagement plan. **Staff Responsible for Monitoring:** District administrators, Parent Liaison, Compliance Director, Campus Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6	5%	5%		

| | 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 2: Tornillo ISD will build capacity for parental involvement.

Evaluation Data Sources: Sign-In Sheets, Mtg Agendas

Strategy 1 Details	Reviews			
Strategy 1: To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent will learn how to read and understand the state standards. They will be provided with strategies on how to support their children in areas of need. **Staff Responsible for Monitoring:** Campus Administrators, Parent Liaison, Instructional Team. **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2	**Oct** 50%	**Jan** 55%	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: To provide materials and training to help parents work with their children (Instructional Backpacks, school supplies, books, workbooks, reading materials).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional materials will be available for students at home. Parent will know how to use them to help their children to develop skills. **Staff Responsible for Monitoring:** Parent Liaison, Campus and District Administrators, Compliance Director **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2	**Oct** 20%	**Jan** 20%	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stakeholders surveys are administered and analysis is provided to District Leadership Team. **Staff Responsible for Monitoring:** Parent Liaison, District Administrators, Compliance Director **Schoolwide and Targeted Assisted Title I Elements:** 3.1, 3.2 **Funding Sources:** Student Agenda, Paper for Monthly and Weekly Newsletters - 211 Title I, Part A Improving Basic Programs - $1,200, Registration Recruitment - 199: PIC 11 Instructional - $5,500, SMORE Newsletter - 199 General Fund - $500	**Oct** 60%	**Jan** 60%	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Hold Student Registration community outreach to educate and encourage families to register students for school (Registration Campaigns, Events, flyers, newsletters, etc.) **Strategy's Expected Result/Impact:** Increase New Student Registration by 30%. **Staff Responsible for Monitoring:** Admin, Front Office Staff **Problem Statements:** Demographics 1 **Funding Sources:** Postcards, flyers, postage, signs - 199 General Fund - $5,000	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%	0%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Average attendance across all grade levels is below 98% . **Root Cause**: Parent and student awareness and accountability lacks in regards to short and long term effects on student outcomes. The elementary campus has put systems in place to address attendance for the last three years; weekly meetings of attendance committee, daily phone calls, parent conferences, home visits, and warning letters will continue. Positive student incentives will continue.

Campus Funding Summary

181 Extra Curricular Activities

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	After School Club Materials (supplies, uniforms, equipment)		$5,000.00
2	1	8	After School Clubs Stipends for Sponsors		$1,500.00
2	2	4	Music and Performance Sound System (ESSER Funds)	ESSER Funds	$3,000.00
				Sub-Total	$9,500.00
				Budgeted Fund Source Amount	$433,655.00
				+/- Difference	$424,155.00

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math Student Manipulatives	281-11-6399-00-202-30	$5,000.00
1	4	2	Life Cycle Books for Classroom Use		$1,000.00
1	4	2	Life Cycle Books for Library Use		$800.00
1	6	1	Electronic Book Library		$1,500.00
1	6	3	Professional Development for Monolingual Teachers 199:PIC 13		$500.00
1	6	3	Professional Development: Book of the Month (Teacher Book and Monthly Book): PIC 13		$6,000.00
1	6	5	Extra duty pay for Attending Region 19 Part 1 Math Academies, 199: 13		$3,000.00
1	7	3	Region 19 Part 1 Math Academies Professional Development for Teacher Extra Duty Pay 199:PIC13		$3,000.00
1	7	4	Data Talks (binders, dividers, etc.)		$1,500.00
1	8	1	Teacher and Staff Awards and Incentives		$800.00
1	8	6	Bulletin Boards for Classrooms, Bulletin boards for community		$1,200.00
2	1	5	PD Book Study		$600.00
2	1	9	Counselor Professional Development		$100.00
2	2	3	PBIS PD Materials (Posters- Printing, laminating/ PBIS Books)		$500.00
2	2	4	Library Materials (upkeep and resources)		$1,000.00
2	2	4	Library Shelving	199-12-6399-07-101-11-0-FB	$30,000.00
2	2	4	Read Aloud Chair, Circuation Chari		$400.00
2	2	4	Student ID Machine Materials for	28212639900044430000	$500.00

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Professional Development (504, laws, counseling strategies)		$200.00
2	4	1	Materials Needed for Maintenance of Library 199:PIC 12		$500.00
2	4	1	IPAD Student Chargers (Account Used will be 282)	2821263990004430000	$0.00
2	4	3	Bulletin Boards for classrooms and teachers, furniture		$1,500.00
3	2	3	SMORE Newsletter		$500.00
3	2	4	Postcards, flyers, postage, signs		$5,000.00
				Sub-Total	$65,100.00
				Budgeted Fund Source Amount	$11,840,050.00
				+/- Difference	$11,774,950.00

199: PIC 11 Instructional

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Johnny Can Spell, Lone Star, Technology, Guided Reading Libraries, Reading Programs		$25,000.00
1	2	1	Lone Star, Math Manipulatives, Math Games, Mentoring Minds		$15,000.00
1	4	1	Science Lab Materials		$5,000.00
1	4	2	Science Lab Materials and Resources		$15,000.00
1	4	3	Awards for Science Fair		$300.00
1	5	1	Social Studies Weekly		$3,000.00
1	5	2			$0.00
1	6	1	New Reading Adoption Materials, Fluency Folders, Writing Student Books, Leveled Library		$20,000.00
1	6	2	Chapter books, novel studies, read aloud books		$10,000.00
1	6	7	Library Rocking Chair for Read Aloud		$0.00
1	6	7	Author Visit & books to read to PK-2nd grade students		$1,000.00
1	6	7	Reading Rocking Chairs for Read Aloud		$5,000.00
1	7	2			$0.00
1	7	3	Sharon Wells PD for 2nd Grade		$30,000.00
1	7	3	Sharon Wells Student Materials		$2,000.00
1	7	5	Region 19 Math Academies		$3,000.00
1	8	1	Office Staff/ Teachers Materials (labels, folders, paper, pens)		$5,000.00

199: PIC 11 Instructional

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Technology Licences- SeeSaw for everyday Instruction: PIC 12		$1,500.00
1	8	2	Light snacks or light meals		$800.00
1	8	2	Teacher Christmas Incentives		$900.00
1	8	2	Staff Appreciation Awards and Incentives		$800.00
2	1	1	Dyslexia PD_Region 19		$1,000.00
2	1	2	Small Group Intervention Materials		$2,000.00
2	2	4	PE Equipment, A		$830.29
2	2	4	Art Supplies		$960.52
2	2	4	Young Rembrandts STEAM Art Program		$3,000.00
2	2	4	SMART TV's for Library, MUSIC, ART PE		$8,000.00
2	2	5	End of the Year Awards (Citizenship, Honor Roll, etc.): Function 31		$2,500.00
2	2	5	SEL Picture Books		$2,500.00
2	4	1	Internet Drops for the Library	2821263950010130000	$3,500.00
3	2	3	Registration Recruitment		$5,500.00
				Sub-Total	$173,090.81
				Budgeted Fund Source Amount	$4,858,030.00
				+/- Difference	$4,684,939.19

199: PIC 21 State Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Coordinator Stipend		$1,500.00
2	1	6	Extra Duty Pay for GT Fall, SPring, Summer Camp		$4,000.00
2	1	6	Instructional Supplies for Students		$1,500.00
2	2	4	GT Student Identification Materials		$500.00
				Sub-Total	$7,500.00
				Budgeted Fund Source Amount	$26,590.00
				+/- Difference	$19,090.00

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	Classroom Instructional Materials		$6,000.00
2	1	7	Professional Development for Special Education Staff		$200.00
				Sub-Total	$6,200.00
				Budgeted Fund Source Amount	$678,697.00
				+/- Difference	$672,497.00

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	3	1	Student Handwriting consumables (Writing Without Tears, Zaner Blozer)		$2,500.00
1	4	1	Science StemScopes		$2,500.00
1	6	1	Intervention and Acceleration		$25,000.00
1	6	1	20-21 Reading Fluency Folder	ESSER FUNDS (281)	$3,000.00
1	6	2	Small group reading materials		$5,000.00
1	7	2			$0.00
2	1	2	Intervention carts for small groups		$2,000.00
2	1	8	AVID Student Agendas		$2,000.00
2	1	9	Extra Duty Pay, General Supplies, Fieldtrips		$28,250.00
2	2	2			$0.00
3	1	3	CIS Salary		$53,250.00
				Sub-Total	$123,500.00
				Budgeted Fund Source Amount	$1,053,779.00

199:PIC 30 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$930,279.00

199: PIC 32					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Science Lab Materials for Investigative Groups	282-11-6399-00-101-30-0-00	$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$2,000.00

199: PIC 35					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Professional Development for Teachers: UTEP Early Childhood Education Conference		$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$46,733.00
				+/- Difference	$44,733.00

199: PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scholastic Classroom Magazines (English and Spanish)		$1,500.00
1	4	2	Spanish Life Cycle Books/ Spanish Science Books		$500.00
1	6	1	Estrellitas, Phonics		$5,000.00
1	6	1	Book of the Month (English & Spanish Books, Culturally Responsive)		$1,000.00
1	6	3	Professional Development for Teachers at Region 19		$1,500.00
1	6	3	Estrellitas_Phonics Training (virtual)		$1,600.00
2	3	2	Dual Language Professional Development_Sedlitz_Dr. Lara		$30,000.00
2	3	2	Estrellitas_Phonics Program		$5,600.00
2	3	2	PD Materials for SLAR/ELAR		$1,500.00
2	3	3	English & Spanish Reading and Math Fluency Folders		$2,500.00
2	3	3	Classroom Libraries for Dual Language Libraries		$5,000.00
2	3	3	Lunita 2nd grade Phonics Program		$3,500.00
2	3	4	Book of the Month (English/Spanish, Culturally Responsive)		$1,500.00
2	3	6	Extra Duty Pay for Instructional Aid for PK & K Academy		$3,000.00

199: PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$63,700.00
				Budgeted Fund Source Amount	$236,728.00
				+/- Difference	$173,028.00
211 Title I, Part A Improving Basic Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Assessment (Istation, Lexia, AR)		$9,000.00
1	1	2	Reading and Math Assessment (Istation, Renaissance (AR), TPRI (dyslexia screener)		$15,000.00
1	2	1	Smart Boards for Classrooms		$6,000.00
1	3	2	Being a Writer Student Consumable	Pic 30	$10,000.00
1	4	1	PLTW (project Lead the Way		$1,000.00
1	5	2			$0.00
1	6	1	Reading Materials (Guided Reading Libraries)		$3,000.00
1	6	2	Guided Reading Libraries		$12,000.00
1	6	5	Professional Development Region 19 Writing Training		$3,000.00
1	7	2			$0.00
1	8	1	Teacher Supplies (laminating film, paper for small groups, highlighting tape, wiki stix)		$3,500.00
1	8	1	IPAD Chargers for students(30)		$2,000.00
1	8	1	SMART TVS for Music Teacher		$3,500.00
1	8	3	Binders, Dividers, folders for Curriculum Documents		$1,000.00
2	1	2	Math & Reading Manipulatives, Intervention Resources		$5,000.00
2	1	2	Intervention LoneStar Target Reading & Math		$8,000.00
2	1	2	Materials for small groups (timers, notebooks, folders, make center games)		$2,500.00
2	1	7	SMART TV for Student Instruction		$1,200.00
2	1	8	Summer Programming (Snapology, Young Rembrandts)		$1,000.00
2	2	3	COVID 19 Social Distance/Sanitation Equipment		$5,000.00
2	2	4	Music Equipment for All students		$10,276.80
2	4	1	IPAD Student Chargers (Account Used will be 281)	281-11-6399-00-101-30-0-00	$1,100.00
2	4	1	SMART TV for Music Teacher Instruction		$3,500.00

211 Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	PLTW Classroom Supplies		$6,000.00
3	1	2	Parent Incentives, Snacks, Coffee for Mtgs		$3,000.00
3	2	3	Student Agenda, Paper for Monthly and Weekly Newsletters		$1,200.00
				Sub-Total	$116,776.80
				Budgeted Fund Source Amount	$515,683.00
				+/- Difference	$398,906.20

212 Title I, Part C Migrant Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$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
					$0.00
				Sub-Total	$0.00
				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	IEP, Class Room Materials (instructional, slef-help)		$800.00
				Sub-Total	$800.00
				Budgeted Fund Source Amount	$616.00
				+/- Difference	-$184.00

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	8	4	Istation Math Assessment		$6,000.00
1	8	4	Eduphoria Training		$800.00
1	8	5	Admin to Attend Literacy Academy: HB3		$900.00
				Sub-Total	$7,700.00
				Budgeted Fund Source Amount	$56,277.00
				+/- Difference	$48,577.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Estrellitas, Phonics		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$55,870.00
				+/- Difference	$52,870.00

289 Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Science Lab Materials		$500.00
2	1	8	Summer Programming (Snapology, Young Rembrandts)		$1,500.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$37,886.00
				+/- Difference	$35,886.00

461 Campus Activity Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$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
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,717.00

			270 Title V, RLIS		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- 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**
1	1	1	Scholastic Student Reading Magazines		$800.00
1	1	1	Raz-Plus Reading A-Z Digital Leveled Library		$3,000.00
1	2	1	Sharon Wells, 2nd grade math		$3,000.00
1	3	2	Writing journals, writing notebooks, pencil grips, Writing Program, Writing Trait Crate		$5,000.00
1	3	2	Scholastic Writing Trait Crate		$3,000.00
1	3	2	PK-2nd Writing Curriculum (Writing Without Tears,Zaner Blazer)		$1,500.00
1	5	1	Social Studies Weekly		$1,000.00
1	6	1	Really Great Reading		$10,000.00
1	6	1	Guided Reading Libraries & Classroom Libraries		$50,000.00
1	6	1	Book of the Month		$1,000.00
1	6	2	Testing Materials & PD (Estrellitas/Amplify	4,000	$0.00
1	6	5	PK and Kinder Reading, Math Conference		$3,500.00
1	6	6	Reading Academies Professional Development by Region 19		$1,000.00
1	6	7	Dual Language Library, Scholastic Library, Classroom Libraries		$20,000.00
1	6	7	Bookshelves for classrooms and library, Student Book Nooks		$20,000.00
1	7	1	Math Target The Question and Target the TEK (Lone Star)		$3,500.00
1	7	1	Math Manipulatives (dice, counters, number charts, imaginative play area)		$5,500.00
1	7	1	20-21 Math Fluency Folders (Printing from Perky Press)		$1,500.00
1	7	1	20-21 Mentoring Minds Math Student Books		$3,500.00
				Sub-Total	$136,800.00

199: PIC 36 Early Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$6,160.00
				+/- Difference	-$130,640.00

199: PIC 37 Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Dyslexia Professional Development_Region 19		$1,200.00
				Sub-Total	$1,200.00
				Budgeted Fund Source Amount	$2,750.00
				+/- Difference	$1,550.00

199: PIC 38 CCMR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$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	1	Small Group Supplies		$1,000.00
1	4	1	Materials for Science Instruction		$1,000.00
1	4	3	Science Lab Materials (Life Cycle of Insects		$2,700.00
1	5	1	Social Studies Instructional Materials (maps, globes, SS based readers)		$3,000.00
1	8	1	Instructional Materials		$1,000.00
2	1	8	Performance Equipment After School Clubs (Cheer, Young Rembrandts)		$2,000.00
2	2	4	PE Equipment		$4,000.00
2	2	4	After school STEM group		$2,000.00

281: ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	IPAD Student Chargers		$2,700.00
				Sub-Total	$19,400.00
				Budgeted Fund Source Amount	$100,000.00
				+/- Difference	$80,600.00

282: ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	7	Book Vending Machine		$6,000.00
1	6	7	Bookshelves for library	199-12-6399-07-101-11-0FB	$30,000.00
1	6	7	Reading Materials for Library		$42,000.00
2	1	3			$3,000.00
2	2	4	TEKS Driven Fieldtrips		$10,000.00
2	2	4	Snapology Robotics and Coding Camp		$2,500.00
2	2	4	Dance and Karate Camp		$5,000.00
2	4	2	Field Trips		$4,000.00
				Sub-Total	$102,500.00
				Budgeted Fund Source Amount	$14,285.00
				+/- Difference	-$88,215.00
				Grand Total Budgeted	$25,178,117.00
				Grand Total Spent	$843,767.61
				+/- Difference	$24,334,349.39