Tornillo Independent School District

Tornillo High School

2020-2021 Campus Improvement Plan

Mission Statement

"Students excel in the present to challenge the future."

Vision

We Can. We Must. We will Make a Difference.

Student Outcomes Goals

Goal 1: Students performing at the Meets Grade Level Standard on STAAR Reading grade 3rd - 8th, EOC English I & English II will increase from 28% in 2019 to 60% by 2024.

Goal 2: Students performing at the Meets Grade Level Standard on STAAR Math grade 3rd - 8th and EOC Algebra I will increase from 35% in 2019 to 60% by 2024.

Goal 3: Students graduating college, career and military ready will increase from 78% in 2019 to 100% by 2024.

Core Beliefs

The primary purpose of Tornillo High School is to prepare each student to learn, grow, and thrive.

*To accomplish this, administration, faculty, staff, and community will work together
to provide multiple opportunities for student growth by:*

- *Providing a safe and challenging learning environment that consists of numerous curricular and extra-curricular opportunities for our students.*
- *Inspiring students to be life-long learners who can thrive as independent learners by preparing them to be productive, accountable, and responsible citizens.*
- *Promoting a culture that offers various academic opportunities that will guide students in their pursuit of post-secondary career goals.*

Board Members and Superintendent

TISD Board Members:

Marlene Bullard
President

Maria "Kika" Saldana
Vice President

Ofelia Bosquez
Secretary

Daniel Dozal
Trustee

Hector Lopez
Trustee

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

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

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

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

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

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

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

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

Demographics

Demographics Summary

Tornillo High School is one of 4 campuses in Tornillo Independent School District. Tornillo High School is home to grades 9 through 12. Our campus serves approximately 329 students. Our community is predominantly Hispanic and economically disadvantaged. Please refer to the graph below:

Student Demographics *(As of 10/25/2019)*

With regards to student demographics for the 2019 - 2020 School Year, of its 331 students, 174 students are female and 157 are male.

The information below provides additional insight into the makeup of students at Tornillo High School.

81 students enrolled in 9th Grade

80 students enrolled in 10th Grade

86 students enrolled in 11th Grade

84 students enrolled in 12th Grade

Grade Level	Total in Grade	Native American	Asian or Pacific Isl	Black, Not Hispanic	Hispanic	White, Not
9	80 41 / 39	0 0 / 0	0 0 / 0	0 0 / 0	80 41 / 39	0 0 /
10	80 35 / 45	0 0 / 0	0 0 / 0	0 0 / 0	80 35 / 45	0 0 /
11	81 38 / 43	0 0 / 0	0 0 / 0	0 0 / 0	80 38 / 42	1 0 /
12	88 45 / 43	0 0 / 0	0 0 / 0	0 0 / 0	88 45 / 43	0 0 /
TOTAL	329 159 / 170	0 0 / 0	0 0 / 0	0 0 / 0	328 159 / 169	1 0 /

Enrollment Summary as of 10/17/2019

(Information below is based on 2019-2020 Fall PEIMS Snapshot Date 10/25/2019)

STUDENTS BY PROGRAM	Count	% Enroll
504	7	2.12%
Career and Technology	323	98.17%

STUDENTS BY PROGRAM	Count	% Enroll
Free/Reduced Lunch Participation	329	100%
Economically Disadvantaged	296	89.96%
Gifted & Talented	18	5.47%
Special Education (SPED)	24	7.29%
Title 1 Participation	296	89.96%
Dyslexia	1	0.3%
At Risk	188	57.14%
Immigrant	2	0.6%
Limited English Proficient	160	48.63%
Migrant	9	2.73%
Intervention	111	33.73%

Employee Demographics *(As of 10/17/2019)*

Tornillo High School has a total of 41 employees of which 22 are females and 19 are males. Of Tornillo High School's 41 employees, 25 are certified teacher. Additional staff include: 2 administrators, 1 counselor, 1 Communities in Schools coordinator, 1 secretary, 1 clerk, 1 At-risk paraprofessional, 2 Special Education paraprofessionals, 1 library paraprofessional and 1 ISS paraprofessional, 1 DAEP paraprofessional for the 2019-20 school year. The information below provides additional insight into the makeup of all employees within the campus.

EMPLOYEE RACE/ETHNICITY	Count	%
Hispanic / Latino	37	90.24%
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	9.76%
Two - or - More	0	0.00%
Total	41	100.00%

TEACHER STATISTICS - 25 teachers	Count	%
5 or less years of teaching experience	6	24.00%
6 or more years of teaching experience	19	76.00%
Possess a Master's Degree	8	32.00%
Possess a Doctoral Degree	1	4.00%

Demographics Strengths

- Small learning community that allows for close relationships between students, teachers, administrators, and board members
- High staff and student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Small class sizes
- Leveled funding for tutoring services for all students in need of academic support
- High quality professional development for teachers in order to serve special populations
- Progressive technology programs to address students with different learning styles
- Most teachers have been teaching for more than 8 years

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average attendance across all grade levels is below 98% . **Root Cause:** Parent and student awareness and accountability lacks in regards to short and long term effects on student outcomes. Failure to follow attendance procedures at each of the campuses are affecting academic systems and student attendance.

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

Problem Statement 3 (Prioritized): TISD is serving 5.47% in the Gifted and Talented Program which is below the Texas average of 7.9%. **Root Cause:** Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

Problem Statement 4 (Prioritized): TISD is serving 0.3% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served at TISD.

Problem Statement 5 (Prioritized): 7.29% 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

SCHOOL OVERVIEW

For the 2018-2019 school year, STAAR EOC performance levels were used to indicate students' academic readiness. Masters Grade Level Performance indicates that students are expected to succeed in the next grade with little/no academic intervention. Meets Grade Level Performance indicates that students can be successful in the next grade but might require interventions. Approaches Grade Level Performance indicates that students are likely to succeed in the next grade with targeted interventions. The Did Not Meet Grade Level Performance indicates that students are unlikely to succeed in the next grade. Tornillo ISD's goal is to ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024. Tornillo High School assesses students in the following End of Course STAAR exams: English I, English II, Algebra I, Biology, U.S. History

For 2018-2019, Tornillo High School earned a B letter grade in the state accountability rating with 83 out of 100 points. This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

-Student Achievement shows how much students know and are able to do at the end of the school year - B (80 out of 100 points).

-School Progress shows how students perform over time and how that growth compares to similar schools - B (87 out of 100 points).

-The Closing the Gaps domain tells us how well different populations of students in a district are performing - C (74 out of 100 points).

STAAR/EOC PERFORMANCE

-STAAR Performance is based on the average of students who Master, Meet, and Approach Grade Level (60 out of 100 points).

2019 End of Course Spring Results									
EOC		*Spring 2018*			*Spring 2019*			**Change**	
Subject	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
Algebra I	88%	67%	32%	90%	53%	31%	+2%	-14%	-1%
Biology	78%	44%	10%	80%	41%	12%	+2%	-3%	+2%
English I	38%	26%	2%	36%	24%	2%	-2%	-2%	0%
English II	35%	19%	1%	44%	22%	2%	+9%	+3%	+1%
US History	91%	60%	18%	93%	46%	24%	+2%	-14%	+6%

TELPAS

Grade		TELPAS 2019				
	# EL of Students	Missing at least 1 EOC	Beg. Composite Rating	Intermediate Composite Rating	Advanced Composite Rating	Adv. High Composite Rating
8th Grade	24	9	0	8	14	2
9th Grade	35	35	2	22	11	0
10th Grade	28	22	3	12	12	1
11th Grade	25	21	2	16	7	0

*Only 6 ELs qualified to exit the program at the end of 2018-2019 school year

Academic Assistance: students are provided with tutoring before and after school with identified teachers that support our EL students. Tutoring for end of course is given to students who have not been successful on those exams. In addition, Saturday School intervention is provided to students who are struggling academically and require extra support. Our Response to Intervention team works closely to monitor interventions provided to specific student achievemtn groups and support their academic needs with appropriate interventions. Students in these populations are also monitored by At-Risk, ARD's, RTI, or LPAC committees that provide recommendations. On the other hand, students who have performed well on EOC exams have been provided with schedules that focus on college, career, and military readiness skills and accelerated instruction.

Master Schedule: the master schedule includes time for intervention as well as intervention. All students will work on reading skills, depending on their reading level during zero period. In addition, the master schedule has embedded a Coyote School period where students will be placed in different groups depending on their academic needs. Coyote school will focus on serving students in small groups, this separate period is structured to provide students extra time to receive academic assistance, specific academic interventions, enrichment activities, and mentoring from staff members. Students will also use technology to practice skills, and/or engage in activities designed to help them deepen their knowledge.

Instructional Aides: provide small group instruction to struggling students

Instructional Coaches: work closely with teachers to assist them in tailoring instruction that addresses student needs

Due to COVID-19 we do not have EOC Spring Results, we do however have FALL 2019 EOC Retake results and Spring 2020 Benchmark results are displayed on the following table:

	English I EOC FALL 2019	English I Benchmark SPRING 2020	English II EOC FALL 2019	English II Benchmark SPRING 2020	Algebra I EOC FALL 2019	Algebra I Benchmark SPRING 2020	Biology I EOC FALL 2019
Approaches	27.59%	45.61%	23.08%	52.29%	66.67%	60%	73.33%
Meets	6.9%	32.46%	0%	28.44%	0%	22%	53.33%
Masters	0%	5.26%	0%	1.83%	0%	0%	0%

- 9 weeks Biology common assessment data (Q2 9 weeks exam, not shown in table) indicate an academic achievement increase compared to the 2019 STAAR assessment data (10% in approaches)
- English 1 Benchmark data indicate a small academic achievement increase compared to the 2019 STAAR assessment data (5% in approches)
- English II Benchmark data indicate a small academic achievement increase compared to the 2019 STAAR assessment data (5% in approaches)

Student Learning Strengths

- College, Career, Military is high focus with steady gains in student enrollment and certification attainment each year
- High graduation rate highest in the region
- 1:1 Technology Initiative: 50% of student body has a technology device (9th and 10th graders)
- Algebra 1 EOC meeting the target of 90 Approaches/60 Meets/30 Masters
- Social Studies meeting the 90 approaches in EOC

Tornillo High School continues to grow with respect to promoting a culture of college, career, military readiness. Students are provided dual credit opportunities that enable them to gain college credits and a high school diploma simultaneously. Dual credit and college board approved advanced credit opportunities are also promoted for school wide enrollment in all core content areas. College readiness standards to support students in ACT/SAT/PSAT preparation will be aligned through instructional rigor in classrooms and intervention campus with focus on college readiness, TSI intervention, or SAT prep. Identified junior students will be enrolled to take the ACT in the spring semester to support college enrollment. The Texas Success Initiative will be given to all students to support enrolling them in appropriate college courses upon graduation. Students not achieving the TSI standards in Math, Writing, or Reading will be enrolled in English and Math College Prep courses. for the 2019-2020, students may earn certifications such as Excel, Adobe, and Photoshop through various CTE courses offered on campus.

Tornillo Early College will begin its first year, the first cohort will begin with 30 students who met the requirements of the Early College process. Tornillo Early College will support the EC students with college readiness classes, AVID and Pre-AP courses. Students will receive guidance through advanced curriculum at the high school and college level and provide additional resources and tools to succeed academically.

The state is offering a grant to grow our own teachers. There are two possibilities for any district employee (paraprofessionals, instructional aides, long-term subs, etc.) to follow. The first option is for those that presently hold a Bachelor's degree and want to become a teacher. Through the grant, the district would pay for the alternative certification program (ACP), paid as a stipend $5,000 over one year. The second option is for those that are pursuing a Bachelor's degree and want to be a teacher. If an employee has at least 75 credit hours, through the grant, the district will help pay for the completion of your degree and ACP, paid as a stipend $10,000 over two years.

Masters for Our Success in Tornillo or MOST is a program made possible by a scholarship from CREED through ACT El Paso. The purpose of the ACT Scholarship (aka MOST) is to attract, entice, and accelerate the rate of advanced degree/certification completion necessary by teachers, for teaching dual credit courses, early college high school curricula/programs, and Algebra for college preparatory purposes within the public education system.

The graphs below provide additional information on the number of students enrolled in CTE, Dual Credit and Western Tech courses.

CTE

	2019-20	2018-19	2017-18
Campus Head Count	329	333	366
CTE Headcount	282	253	263
CTE Classes Offered	39	32	26
CTE FTE	87	84	93
Vocational Hours	637	442	427

Dual Credit

Dual-Credit Headcount	
2018-19	2019-20
39	50

Western Tech - Dual Credit

WTC Headcount		WTC Programs	
1st Cohort 2018-19		HVAC	3
25		Diesel Technician	10
22 of which continued		Medical/Clinical Asst	25
3 were Seniors			
2nd Cohort 2019-20			
38			
16 of which are new			

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (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 3 (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 4 (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 5 (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 6 (Prioritized): The overall 2019 TELPAS averages decreased from 2.0 to 1.8 in K-2nd and was maintained at a 2.7 in 3rd-12th. **Root Cause:** Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

Problem Statement 7 (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.

School Processes & Programs

School Processes & Programs Summary

Current programs at Tornillo High School include five State of Texas Endorsements: STEM, Business & Industry, Public Service, Arts & Humanities and Multidisciplinary through thirty-nine Career and Technical Education classes in eight of the fourteen career clusters. THS students are offered the opportunity to attend Western Technical College to earn high school, college credits, Industry-Based Certifications and possible AOS Degrees. The programs of study at Western Tech include HVAC, Diesel Mechanics, and Medical / Clinical Assistant certifications. Tornillo High School offers students entering 10th grade the opportunity to attend Western Tech. For sophomores, HVAC and Diesel Mechanics could lead to a Vocational Associates degree after 3 years of study and completion of the program. Student organizations such as Student Council, National Honor Society, National Technical Honor Society, Future Business Leaders of America, and MOOT Court enable students to participate in the creation of a positive school culture. We have introduced classes in the STEM pathway to include Biotechnology, Pathophysiology, Computer Programing, and Robotics. Moreover, CTE has also started classes to grow our own; the Education and Training pathway was added in 2018-19, and we continue to add the required classes as necessary, which will help promote the teaching profession; training and equiping students to prepare for a career in teaching.

With regard to safety, fire drills are practiced monthly. Crisis drills are practiced each year with the collaboration of administration, public safety officers and counselor. Discipline referrals are minimal and involve non-violent offenses. For the 2019-2020 school year, an In-School Suspension Aide position will continue and two permanent public safety officers will be housed at the high school to minimize discipline infractions and ensure students, parents and the community that THS is a safe learning environment that promotes student safety.

The new College, Career and Military Readiness or CCMR/Go Center is open and ready to offer students an atmosphere charged with postsecondary motivation. From career exploration, virtual college campus tours, research on military opportunities to FAFSA completion and scholarship submissions. This area is complete with seven desktops, printers, wide open spaces and plenty of tables for student use to extend the resources provided in the CCMR/Go Center in order for students to research colleges and scholarships.

Grading policies and curriculum planning were common among the PLC core teachers allowing for successful collaboration and support. Core teachers share the same planning periods to provide teachers with opportunities to plan and collaborate with other content teachers and with other teachers in the district.

The administration, counselor, and CIS staff look forward to working with students in their classrooms. Our counselor consistently seeks opportunities for students to earn scholarships, maintain a high GPA, and balance their social-emotional well-being to compete at the highest levels. The administration truly knows the students and is evident as you see them in constant communication with students within the classroom, during lunch periods, and celebrating their successes in every extracurricular event. THS also applies restorative practices and social emotional learning.

Our campus consistently will use social media to promote student accomplishments and highlight our achievements. Celebrating successes is the personal touch to show how much we care about our students, parents, school staff, and the teachers who have their students as their main priority.

School Processes & Programs Strengths

Students, faculty, and staff work together to maintain the strong positive partnerships with current affiliations, feeder pattern schools, and other educational agencies. Expanding volunteer and extra-curricular opportunities for students will also impact the school culture in a positive manner and aid in student retention with assistance of our business partners and community volunteers. Increase in the amount of dual credit courses offered and providing students the opportunity to graduate with CTE certifications will motivate students who would rather enter the workplace upon graduation. THS will continue to facilitate the process to certify THS teachers with industry certifications and update these certifications as deemed necessary. In addition, THS will work to try to get all three of the English teachers to hold an ESL endorsement certificate to better serve our English

Learners (ELs).

Academic interventions are vital to supporting at-risk students, and must be documented per state guidelines. THS teachers will be able to document the different methods by which they support their Tier III at-risk students online in Eduphoria.

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

The culture, climate, value, and belief of our campus is to promote College, Career, and Military Readiness by increasing the number of dual courses offered, ensuring CTE students receive industry certifications and by ensuring that THS is a competitive, respectful, rigorous, and welcoming campus. The school exemplifies a proud culture of success. Tornillo High School strives to provide a safe and positive learning environment for students, faculty, and staff.

Perceptions Strengths

Tornillo High School strives to provide a safe and positive learning environment for students, faculty, and staff. Coffee with the Principal is conducted every last Wednesday of the month to promote parental involvement and provide engagement opportunities that will provide resources to parents to use with their children at home. Our teachers are committed to utilizing best practices and develop targeted intervention plans focused on current data and actively participate in PLCs to drive instruction. The counselor also provides individual, and small group sessions to students to guide them through the career and college process to develop post-secondary plans as well as tuning to their academic, personal, and social emotional needs through learning effective social, conflict resolution, decision-making, and communication skills. Tornillo High School uses various surveys such as Climate Survey, Coffee with the Principal Survey and student surveys to obtain information about the campus and how to improve practices to promote student academic success and parental involvement. During the school year 2017-2018, THS had the opportunity to hire a Communities In School (CIS) Coordinator to help reach out to families that typically do not attend school meetings or activities. CIS employee focuses on implementing after-school activities that will provide students with activities such as folklorico, Teens in the Driver Seat and Driver's Education classes. Last year, some changes to our physical space were made by creating an updated College, Career Military Readiness (CCMR) Center for students and parents. The teachers' lounge was revitalized to provide teachers an atmosphere were they can enjoy their lunch. With the implementation of PBIS and the Energy Bus, the culture of the school has turned into a positive atmosphere. In an effort to promote a college-bound culture, our counselor will highlight the college of the month and provide college information to the students. One of the main focuses this year for our counselor is to implement anti-bullying efforts along with SEL.

Problem Statements Identifying Perceptions Needs

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

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

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

Priority Problem Statements

Problem Statement 1: TISD is serving 0.3% in the Dyslexia Program which is below the estimated 5%-10% population in the nation having dyslexia.

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: TISD is serving 5.47% in the Gifted and Talented Program which is below the Texas average of 7.9%.

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

Problem Statement 4 Areas: Demographics

Problem Statement 5: 7.29% is being served in Special Education, below the federal average of 14%.

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

Problem Statement 5 Areas: Demographics

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

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

Problem Statement 6 Areas: Student Learning

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

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

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

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

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

Problem Statement 10 Areas: Student Learning

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

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

Problem Statement 11 Areas: Student Learning

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

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

Problem Statement 12 Areas: Student Learning

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

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

Problem Statement 13 Areas: Perceptions

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

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

Problem Statement 14 Areas: Perceptions

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

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

Problem Statement 15 Areas: Perceptions

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

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

Problem Statement 16 Areas: School Processes & Programs

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

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

Problem Statement 17 Areas: School Processes & Programs

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

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

Problem Statement 18 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Goals

Goal 1:

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

Performance Objective 1: ELAR STAAR/EOC results for 2020-21 will indicate a 12 percent increase from 2019 for all students at the meets performance level

English I Target: Meets 27% to 39%
English II Target: Meets 25% to 37%

Targeted or ESF High Priority

Evaluation Data Sources: EOC English I and English II Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration. -Library instructional/reading materials -Library technology resources -Follet School Library Management System -SORA Electronic Library System -AVID Instructional Program	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lexia, Nearpod, Edmentum, Rosetta Stone, Alice 9 online resources, AVID and TEKS resource system. Implementation will improve reading levels, EOC STAAR scores, and decrease learning gaps.				
Staff Responsible for Monitoring: Assistant Superintendent, High School administration, Instructional support and Instructional specialist.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Problem Statements: Student Learning 1				
Funding Sources: Library materials, supplies, technology - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 2: Provide teachers and campus administration access to curriculum, assessment, and data desegregation resources in a timely manner.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, Lead4ward, Lexia, Edmentum and new textbook adoption materials to evaluate data. Implementation will improve reading levels, EOC STAAR scores and decrease learning gaps.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, Campus Administration, Instructional support, Instructional specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 3: Provide professional opportunities to staff and administrators on Tier I, II, and III instructional practices.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Monitoring and evaluation of the implementation of AVID, ELD, and Tier practices will improve reading levels, improve EOC STAAR scores and decrease learning gaps. Attendance sign-in sheets, number of professional development attended, Walk-through of training implementation will help increase student outcomes as progress is measured quarterly (LSG).	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, Campus administration, Instructional support, Instructional specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Problem Statements: Student Learning 5				
Funding Sources: - 199: PIC 11 Instructional, - 255 Title II, Part A, TPTR, - 211 Title I, Part A Improving Basic Programs				

Strategy 4: Include time for PLCs in master schedule to allow collaboration between teachers and administrators.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: The PLC framework process the district has implemented will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas and minutes taken will be used to monitor the PLC process. Professional development resources will be looked for and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process. A PLC calendar will be in place to effectively schedule PLCs and personnel.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, Campus Administration and Teachers.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199 General Fund				

Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified Teachers along with effective instructional strategies will result from professional learning opportunities. Implementation of training content in the classroom will be a priority. Implementation of training content at the department, campus, or district level will be expected.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, Campus Administration, Instructional support and teachers.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR, - 263 Title III, LEP				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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 5: 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.

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

Performance Objective 2: Math STAAR/EOC results for 2020-21 will indicate a 12 percent increase from 52% in 2019 for all students at the meets performance level

Algebra I Target: Meets 52% to 64%

Targeted or ESF High Priority

Evaluation Data Sources: EOC Algebra I Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	Reviews			
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Motivational Math, Edmentum, Lone Star, Measuring Up, McGraw-Hill textbooks and online resources, and TEKS resource system will help continue the academic growth in Math. Implementation will improve EOC STAAR scores and decrease learning gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	Reviews			
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum and adoption materials to evaluate data. The implementation will improve EOC STAAR scores and decrease learning gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.	**Reviews**			
Strategy's Expected Result/Impact: Monitoring and evaluation of the implementation of AVID, ELD, and Tier practices will improve math skills, improve EOC STAAR scores and decrease learning gaps. Attendance sign-in sheets, number of professional development events attended, and walk-through of training implementation will help increase student outcomes as progress is measured quarterly (LSG).	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 255 Title II, Part A, TPTR				

Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators	**Reviews**			
Strategy's Expected Result/Impact: The PLC framework the district has implemented will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas and minutes taken will be used to monitor the PLC process. Professional development resources will be looked for and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199 General Fund				

Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	**Reviews**			
Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified Teachers along with effective instructional strategies will result from professional learning opportunities. Implementation of training content in the classroom will be a priority. Implementation of training content at the department, campus, or district level will be expected.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR, - 263 Title III, LEP				

Goal 1:

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

Performance Objective 3: Science STAAR/EOC results for 2020-2021 will indicate a 12 percent increase from 43% in 2019 for all students at the meets performance level

Biology Target: Meets 43% to 55%

Targeted or ESF High Priority

Evaluation Data Sources: EOC Biology Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	Reviews			
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Stem-Scopes, Edmentum, Measuring Up, McGraw-Hill textbooks and online resources, and TEKS resource system will help continue the academic growth in Biology and all other Sciences. Implementation will improve EOC STAAR scores and decrease learning gaps.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)				

Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	Reviews			
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum, adoption materials, and STEM Scopes to evaluate data. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.	**Reviews**			
Strategy's Expected Result/Impact: Monitoring and evaluation of the implementation of AVID, ELD, and Tier practices will improve math skills, improve EOC STAAR scores and decrease learning gaps. Attendance sign-in sheets, number of professional development events attended, and walk-through of training implementation will help increase student outcomes as progress is measured quarterly (LSG).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR				

Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators	**Reviews**			
Strategy's Expected Result/Impact: The PLC framework the district has implemented will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas and minutes taken will be used to monitor the PLC process. Professional development resources will be looked for and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199 General Fund				

Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	**Reviews**			
Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified Teachers along with effective instructional strategies will result from professional learning opportunities. Implementation of training content in the classroom will be a priority. Implementation of training content at the department, campus, or district level will be expected.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR				

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 60% by 2024.

Performance Objective 4: Social Studies STAAR/EOC results for 2020 will indicate a 12 percent increase from 46% in 2019 for all students at the meets performance level.

US History Target: Meets 46% to 58%

Targeted or ESF High Priority

Evaluation Data Sources: EOC US History Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration.	Reviews			
Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Stem-Scopes, Edmentum, Measuring Up, Houghton-Mifflin textbooks and online resources, and TEKS resource system will help continue the academic growth in US History and all other Social Studies courses. Implementation will improve EOC STAAR scores and decrease learning gaps.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				
Strategy 2: Provide teachers and admin access to curriculum, assessment, and data desegregation resources.	Reviews			
Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum, adoption materials, and STEM Scopes to evaluate data. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap	**Formative**			**Summative**
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs				

Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices.	Reviews			
Strategy's Expected Result/Impact: Monitoring and evaluation of the implementation of AVID, ELD, and Tier practices will improve math skills, improve EOC STAAR scores and decrease learning gaps. Attendance sign-in sheets, number of professional development events attended, and walk-through of training implementation will help increase student outcomes as progress is measured quarterly (LSG).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR				

Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators	Reviews			
Strategy's Expected Result/Impact: The PLC framework the district has implemented will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas and minutes taken will be used to monitor the PLC process. Professional development resources will be looked for and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199 General Fund				

Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities	Reviews			
Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified Teachers along with effective instructional strategies will result from professional learning opportunities. Implementation of training content in the classroom will be a priority. Implementation of training content at the department, campus, or district level will be expected.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR				

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

Performance Objective 5: TISD will utilize and expect campuses to implement the Effective School Framework in Effort to Achieve the Student Outcome Goals Identified by the Needs Assessment.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Strong School Leadership & Planning: -Placement of most effective school leaders in highest needed schools -Addresses the unique needs of low-performing schools -Ongoing Coaching and Support for Campus Leaders -Provide adequate funding & 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	Reviews			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**June**
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 will all help with academic growth of all students.				
Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2: Effective, Well-Supported Teachers:	Reviews			
-Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools		Formative		Summative
-Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by July 1 -Provide structures, processes, and supports for induction and development - Provide an evaluation system that identifies low and high performers and allow for opportunities to remove low performing staff	Oct	Jan	Apr	June

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

Title I Schoolwide Elements: 2.5

Strategy 3: Positive School Culture:	Reviews			
-Provide data system to track pertinent school culture data -Provide campuses with access to external student support services.		Formative		Summative
-Ensure that campus buildings are well maintained, safe, and conducive to learning -Promote positive school culture	Oct	Jan	Apr	June

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

Title I Schoolwide Elements: 2.5

Funding Sources: Custodial Supplies - 199 General Fund - 51-6319-00-001-99 - $7,000, Building - 199 General Fund - 51-6399-01-001-99 - $5,000

Strategy 4: High-Quality Curriculum:	Reviews			
-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		Formative		Summative
-The calendar shall include days for school-bares professional development activities that align with the assessment calendar an allow for data driven reflection -Policy will support the effective use of standards aligned GVC and assessments.	Oct	Jan	Apr	June

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

Title I Schoolwide Elements: 2.5

Strategy 5: Effective Instruction:	Reviews			
-Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas an PK-2 math reading		Formative		Summative
-Ensure that school receive detailed reports within two instructional days.	Oct	Jan	Apr	June
-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				
-Provide teachers the resources and materials needed in the event that the campus/district goes into a hybrid instructional model				
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				
Title I Schoolwide Elements: 2.5				

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 100% in 2024.

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

Targeted or ESF High Priority

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

Summative Evaluation: None

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase identification of dyslexic students in the district. Staff training will help increase student reading level and will be monitored through BOY, MOY, EOY test results and program progress monitoring data sheets.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Campus Counselors, Compliance Officer, Instructional Specialists, and Asst. Superintendent				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Funding Sources: - 199: PIC 37 Dyslexia				

Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 and State Compensatory personnel (Instructional Specialists, Instructional Aides, CIS), flex master schedule and acceleration courses (Super School, Read 180, Credit Recovery), to include resources/materials to supplement, support, and intervene with EOC/SSI and Tier II & III At-Risk Students in each special populations and programs. -2020 Summer School	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved student outcomes will occur every 9 weeks and in state assessments. Personnel schedules, student rosters, 4 weeks progress monitoring reports, individual learning plans will be reviewed by RTI, CIS At-Risk Loads.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, and Special Ed./504 Coordinator, Counselors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)				

Strategy 3: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide professional development in technology, 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).	Reviews			
	Formative			Summative
	Oct	Jan	Apr	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

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

Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional

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 student's academic, linguistic, and SEL achievement. Provide staff opportunities/incentives /grants/ scholarships to attain higher ed. certifications/degrees.	Reviews			
	Formative			Summative
	Oct	Jan	Apr	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,

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Funding Sources: - 270 Title V, RLIS, - 255 Title II, Part A, TPTR

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 all students to include: GT, Special Education, At-Risk Students and Programs needs.	Reviews			
	Formative			Summative
	Oct	Jan	Apr	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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Funding Sources: - 255 Title II, Part A, TPTR, - 263 Title III, LEP, Instructional and testing material, R19 - 199: PIC 11 Instructional - 6339, 6399, 6239 - $16,800

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	Reviews			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Quarterly Progress Measure of G.T Design Plan Implementation, Agendas, Calendars, Number of referrals & Identified G/T students, Professional Development , Lesson Plans, Surveys, Projects, Flex Master Schedules

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

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

Funding Sources: Testing, awards, supplies, student travel, certification (R19), stipend - 199: PIC 21 State Gifted & Talented - $8,785

Strategy 7: Special Education Student Group: Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services: -Professional Development (District, Local, State, & Out of State) -Technology & Licences, Materials, Resources, Field Experiences/work, Field Trips -Early Identification -Acceleration -Enrichment -Parent Engagement -Curriculum & Instruction to advance Tier II & III Sped. Students in grade level standards & state assessments.	Reviews			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules: Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs will all be used to measure the academic impact of our Special Education students.

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Reading books, awards, supplies, furniture - 199: PIC 23 State Special Education (Sp Ed) - 6329 - $15,263, - 224 IDEA B, Formula SpEd, - 225 IDEA B, Preschool SpEd, - 199: PIC 38 CCMR

Strategy 8: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas:	Reviews			
-Early Education: Head Start & Full Day Pre-Kindergarten -Child Find Services		Formative		Summative
-Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry	Oct	Jan	Apr	June
-AVID Enrollment -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Educate Texas -Communities in Schools Personnel -Title 1 District Parent Liaison				

Strategy's Expected Result/Impact: The following items will be used to monitor the academic growth of our students: Agendas, Sign-in Sheets, PEIMS Quarterly Data, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring

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

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

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

Strategy 9: At-Risk Students in Special Programs as Identified by PEIMS: 504, Foster Care, Migrant, Homelessness,	Reviews			
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		Formative		Summative
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.	Oct	Jan	Apr	June

Awareness & Training for Staff, Teachers, & Parents to work with At-Risk Students.

Provide Technology, Instructional Tech. Licences, Food, Drinks, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier 1 & Tier II Instruction.

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 training will all be used to advance the academic growth of our At-Risk students.

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, & Teachers

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

Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 212 Title I, Part C Migrant Education

Strategy 10: Purchase incentives, awards and membership dues for students in order to support and celebrate student recognition programs to include, but not limited to, A and AB Honor Roll, Perfect Attendance, Student Council, National Honor Society, National Technical Honor Society, FBLA, SkillsUSA, G/T, Field Day, Field trips, End of the Year Awards.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: The use of the following will enhance the motivation and self-esteem of all our students.: Academic Progress Monitoring, Agendas, Sign-in Sheets, Increase student outcomes as progressed measured quarterly (LSG)	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, Counselors, CIS				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Incentives, fieldtrips, awards - 199: PIC 11 Instructional - 6412, 6494, 6499 - $3,437, FBLA Conference - 199: PIC 22 State Career & Technical Education (CT - 6411, 6412, 6494, 6495, 6499 - $5,650				
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 100% in 2024.

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

    Evaluation Data Sources: State & Federal Accountability Closing The Gaps Domain, LSG Quarterly Progress Measure, PEIMS Snapshot

    Summative Evaluation: None

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

Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Training will aide in maintaining a high percentage of daily attendance.
 	
    Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 	
    Funding Sources: - 211 Title I, Part A Improving Basic Programs, Graduation plans, audit cards, transcripts, supplies - 199: PIC 11 Instructional - 31-6399-00-001-11-0-00 - $750, Awards and fees - 199: PIC 11 Instructional - 23-6499-00-001-11-0-+00 - $787.34				

Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention:	Reviews			
	Formative			**Summative**
-Early Intervention & Accelerate Learning	**Oct**	**Jan**	**Apr**	**June**

Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]
& Student Retention:
-Early Intervention & Accelerate Learning
-Mentoring Program
-Tutoring
-Intensify Differentiated Learning
-Create a High Expectations & Achieving Learning Environment
-Rich & Engaging Curriculum
-Hire well-trained staff & provide continuous professional development
-Collaborate & Communicate often with Parent
-Aplus (Fuel Education, web-based standard aligned curriculum

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, Graduation rate

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

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

Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), Aplus Program - 211 Title I, Part A Improving Basic Programs - 11-6399-00-001-30-0-00 - $3,500, Graduation - 199: PIC 11 Instructional - 6499-00-001-11-2-22 - $7,000

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:		**Reviews**		
		Formative		**Summative**
	Oct	**Jan**	**Apr**	**June**

Prevention Areas:
-Identification cards for all students
-Positive Proof Visitor Management System
-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
Protective equipment to prevent spread of COVID

> **Strategy's Expected Result/Impact:** Title 1 Crate uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lesson on program delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules.

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

> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

> **Funding Sources:** - 211 Title I, Part A Improving Basic Programs, - 199: PIC 23 State Special Education (Sp Ed), - 289 Title IV

Strategy 4: Provide supplemental funding for Fine Arts, UIL, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support well-rounded students and bridging this access towards college and avenues of higher learning.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
Funding Sources: Music Program - 199: PIC 11 Instructional - 6399-22-001-11-0-11 - $11,500, UIL, OAP - 181 Extra Curricular Activities - 6399, 6411, 6412, 6494, 6499 - $4,180				

Strategy 5: HOPE- DAEP services will be provided as specified in [TAC 19 103.1201(b)]. -Trained Staff (health & emergency situations, behavior management, safety procedures that focus on positive & proactive behavior management) -Academics: Individual Student Learning Plan, technology for distant learning, safety cameras -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 -Mentoring Program -Home & School Partnership -Counseling Sessions -Drug & Tobacco Prevention -Anger Management -Student Code of Conduct Awareness -Safety workshops/ training's & Awareness -Canine unit visits	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Student Attendance & Grade Records, pre- and post- assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets,				
Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, PEIMS Coordinator, Campus Administrators, Counselors, CIS,				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
Funding Sources: Reading Materials - 199: PIC 28 DAEP - 6329 - $200, K9 visits - 199 General Fund - 52-6299-00-001-99 - $500, Misc. Supplies, cameras - 199: PIC 28 DAEP - 6399 - $2,573.34, Technology, video conferencing - 199: PIC 28 DAEP - 6395 - $5,000, Awards and fees - 199: PIC 28 DAEP - 6499 - $400				

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

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

Targeted or ESF High Priority

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

Summative Evaluation: None

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	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
Funding Sources: ELL resources, headphones, supplies - 199: PIC 25 State Bilingual/ESL - 6399, 6339 - $12,155, - 263 Title III, LEP				

Strategy 2: Staff development for professional staff of the district [TEC 11.252(3)(F)]-Implement, Support, & Progress Monitor Program Staffing & Staff Development: -Recruitment -Assignment -Retention -General Ed. Coordination -Special Program Coordination -Professional Development Plan	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**June**

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP

Strategy 3: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum: -Curriculum Standards -Lesson Objectives -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring -Supplemental materials and school supplies -Office supplies, copy machine, furniture, technology	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**June**

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

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

Funding Sources: Supplies, admin. copier, technology - 199: PIC 11 Instructional - 6399, 6269, 6395 - $3,008.68, CTE supplies - 199: PIC 22 State Career & Technical Education (CT - 6399, 6399 - $3,890.77

Strategy 4: Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources: -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Sheltered Methods: Communicated, Sequenced, & Scaffolded	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
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	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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				
Title I Schoolwide Elements: 2.5, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 6: Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -Academic and Linguistic Acceleration -Rosetta Stone	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Apr**	**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 **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
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 100% 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

Summative Evaluation: None

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects. Awarded Certifications **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college	Oct	Jan	Apr	June

Strategy 2: Strategies for recruiting highly effective teachers: -Competitive CTE Stipends -Small Class Sizes -Grow our Own: Opportunities to attain CTE certifications -Reimburse cost of approved CTE certification after verification of passing content exam - Opportunities to attain Industry-Based certifications through local higher education partners -Appreciation activities for faculty and staff	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Class Rosters, Stipends awarded yearly, number of CTE Teachers certifying in additional areas, CTE course offerings, Attended Job Fairs, Social Media Postings **Staff Responsible for Monitoring:** Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Faculty and staff appreciation activities - 461 Campus Activity Funds - 6499	Oct	Jan	Apr	June

Strategy 3: Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

-AVID
-PLTW
-Industry-Based Certifications in all programs of study
-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
-Western Tech

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Funding Sources: R19 training, counselor staff travel - 199: PIC 11 Instructional - 6239, 6411 - $1,125, Western Tech Tuition - 199: PIC 22 State Career & Technical Education (CT - 6223 - $71,200

Strategy 4: Provide on-going sources of information in various platforms to junior high and high school students, teachers, counselors, and parents on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

-FASFA Nights
-Texas Grant Program
-Scholarships
-College Sign-Up Day
-College/CTE Visits/Presenters
-Military

Strategy's Expected Result/Impact: 100% FASFA Completion, Scholarships Awarded, College/CTE/Military enrollment, and agendas/calendars of higher ed. presenters and/or campus visits, Sign in Sheets for parents/family/community engagement training's/information events

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Funding Sources: Awards and fees, FAFSA night, transition night - 199: PIC 11 Instructional - 31-649900-001-11 - $500

Strategy 5: Prepare, advise and support students to make informed post-secondary choices to be prepared for success in college, career and beyond. Provide opportunities to all students to receive/take any of the following:	Reviews			
	Formative			**Summative**
-4 year plan to include a CTE Program of Study -CTE Industry-Based Certifications and Degree -Work-Based Learning and Practicum courses -Dual Credit/Early College Associates Degree -Military -TSI -SAT/ACT -Pre-AP/AP Classes -AVID	**Oct**	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in AVID/CTE/ ECHS/Dual Credit

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Funding Sources: Tuition, textbooks, testing materials, supplies - 199: PIC 11 Instructional - 6223 - $48,076

Strategy 6: Provide on-going staff development for professional staff of the district [TEC 11.252(3)(F)] in CCMR fields of study, skill sets to lesson plan and deliver CCRS Standards based lessons, and improve teacher pedagogy in their respective field and skills sets.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS,	**Oct**	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college

Funding Sources: TCEA, CTAT, R19 - 199: PIC 22 State Career & Technical Education (CT - 6411, - $2,650

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.

Evaluation Data Sources: Event agendas, sign-in sheets

Summative Evaluation: None

Strategy 1: Evaluate and develop, along with parents a written parent and family engagement policy.	Reviews			
Strategy's Expected Result/Impact: Parents will be engage in providing feedback for the family engagement policy.	Formative			Summative
Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director	Oct	Jan	Apr	June
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 211 Title I, Part A Improving Basic Programs				

Strategy 2: Purchase and implement scientifically research-based programs, materials, books, and other resources to increase parent involvement on campus	Reviews			
Strategy's Expected Result/Impact: Parents will be provided with the latest in research-based information to help them make the most appropriate and effective educational decisions for their children	Formative			Summative
Staff Responsible for Monitoring: Campus Administrators, CIS, Parent Liaison, Compliance Director,	Oct	Jan	Apr	June
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 211 Title I, Part A Improving Basic Programs				

Strategy 3: Build the school's capacity to engage families by offering assistance to parents in understanding the education system, state standards, and how to support their children's academic achievement.	Reviews			
Strategy's Expected Result/Impact: Offer opportunities for parents to participate in school events such as Coffee with the Principal, Evening with the Superintendent, Grandparents celebration, Luminaria Lighting, and other parent events hosted by the campus. Tornillo ISD will offer a Parent Resource Center within the district's facilities, parents will be assisted by the Parent Liaison located at the parent resource center	Formative			Summative
Staff Responsible for Monitoring: District Administrators, CIS, Compliance Director, Parent Liaison,	Oct	Jan	Apr	June
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 211 Title I, Part A Improving Basic Programs				

Strategy 4: Communities in Schools (CIS) Program Coordinators 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 when needed.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance)	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principals, Compliance Director, Communities in Schools, Inc, Management				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 199:PIC 30 State Compensatory Education (SCE)				

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 continue to build parent capacity.

Evaluation Data Sources: Sign-in sheets, parent surveys

Summative Evaluation: None

Strategy 1: Use multiple and appropriate methods of communication to reach all stakeholders in effort to gain meaningful input, participation, build partnerships and shared responsibilities for student success.	Reviews			
Strategy's Expected Result/Impact: Stakeholders surveys are administered and analysis is provided to District Leadership Team.	Formative			Summative
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 211 Title I, Part A Improving Basic Programs				
Strategy 2: All campus communication will be sent home in the appropriate language to the degree possible.	Reviews			
Strategy's Expected Result/Impact: Parents will be informed of activities and events through different means of communication to increase participation in school events.	Formative			Summative
	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Campus Principals, CIS, Parent Liaison				
Title I Schoolwide Elements: 2.5, 2.6, 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: - 211 Title I, Part A Improving Basic Programs				

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