

Tornillo Independent School District

Tornillo Junior High

2020-2021 Campus Improvement Plan



Mission Statement

Tornillo ISD's mission is to educate and empower students to thrive in their postsecondary journey by providing an innovative, nurturing culture of high expectations through collaboration of its stakeholders while maximizing resources.

Vision

Believe we can succeed, with pride we will achieve.

Board Members and Superintendent

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Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024.	23
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Comprehensive Needs Assessment

Needs Assessment Overview

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

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

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

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

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

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

In our efforts to prepare our students to be college and career ready, our District supplements our general curriculum with a number of research-based programs and activities. Programs that have proven to be effective with respect to increased student achievement have continued to be utilized, but with

that, the District also strives for continuous improvement through research and implementation of additional innovative programs.

Demographics

Demographics Summary

Tornillo Junior High is one of four campuses in Tornillo Independent School District. Tornillo Junior High serves 216 students in grades six through eight. There are a total of 73 students in the 6th-grade cohort, 73 students in the 7th-grade cohort, and 78 students in the 8th-grade cohort. 120 students are male and 124 students are female. 100% of the population is hispanic. 6.8% of the population receive Special Education services. 5.41% is identified G/T students. 44% are ELL students. Total of leavers in the 2019-2020 school year is 3. (2019-2020 PEIMS Summer Submission).

Tornillo Junior High school-wide Title I program consists of parental involvement activities such as parent presentations facilitated by the administrator. There is an extended day for all content subject areas to assist students in need. There is one At-Risk aide assigned to At-Risk students and a Community in Schools (CIS) professional to attend students social/emotional, academic, attendance and parental support issues.

Tornillo Junior High has a total of 16 certified teachers and 1 teacher pending certification, 2 administrators, 1 At-risk paraprofessional, 1 library paraprofessional, and 1 ISS paraprofessional for the 2019-20 school year.

Demographics Strengths

- The town of Tornillo is a rural community with a relatively small population. The campus at Tornillo Jr. High School has less than 100 students enrolled at each grade level. This allows for a lower teacher to students ratio, and the geographic location of the schools makes it very accessible for all students.

Problem Statements Identifying Demographics Needs

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

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

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

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

Problem Statement 5 (Prioritized): 6% is being served in Special Education, below the federal average of 14%. **Root Cause:** Lack of systems for early screening, response to

intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

Student Learning

Student Learning Summary

The State of Texas Assessments of Academic Readiness (STAAR) is a more rigorous standardized testing program that emphasizes “readiness” standards which are the knowledge and skills that are considered most important for success in the grade and subject for which the student is enrolled. The assessments also are set to help get students college and career.

The Texas Education Agency has established testing for students in grades 6-8. All grade levels are tested in the areas of Math and Reading. In addition, the 7th grade level cohort is assessed in the area of Writing and 8th grade cohort in the areas of Science and Social Studies.

Tornillo Jr. High recieved an overall rating of "C" for 2018-19 from the TEA rating system. The following data reflects the Spring 2019 STAAR tests:

Reading

6th Grade

36% Approaches

9% Meets

4% Masters

7th Grade

68% Approaches

40% Meets

22% Masters

8th Grade

82% Approaches Grade Level (at 2nd Administration)

35% Meets

8% Masters

Mathematics

6th Grade

59% Approaches

24% Meets

3% Masters

7th Grade

53% Approaches

22% Meets

7% Masters

8th grade

96% Approaches Grade Level (at 2nd Administration)

56% Meets

19% Masters

EOC Algebra I

97% Approaches

84% Meets

61% Masters

Writing

7th Grade

67% Approaches

36% Meets

15% Masters

Science

8th Grade

79% Approaches

36% Meets

13% Masters

Social Studies

8th Grade

46% Approaches

6% Meets

3% Masters

TELPAS COMPOSITE RATING OVERVIEW

Grade Level	# of Stds Rated	Beginning (%)	Intermediate (%)	Advanced (%)	Advanced High (%)
6th	57	2	17	31	7
7th	43	3	8	24	8
8th	24	0	8	14	2

Student Learning Strengths

Tornillo Junior High STAAR results in Mathematics were higher than Reading, Science, and Social Studies. Seventh grade Reading and Writing improved 8 and 14 points respectively from last year. Eighth grade Science increased 23 points from last year's STAAR scores. EOC Algebra I had an

approaching passing rate of 97%, 84% at meets and 64% at masters. Our 8th grade Reading passing score was at 82%, Math was 96% and Science was 79%.

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

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

Bilingual/ESL

TISD adopted the bilingual model of Dual Language/One Way/90-20 from PK-5th Grade. The model includes delivering instruction in the students' native language in with the purpose of building a strong foundation in literacy and academic skills that will transfer into gradually in to English until it reaches a level of instruction with equal amounts of times for each language. TISD implements an ESL model in grades 6th-12th grade.

Gifted and Talented

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

Title I, Part A

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

Title I, Part C

The Migrant Education Program (MEP) assists identified migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. It supports high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

Communities in School (CIS)

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

barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

Special Education

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

Guidance and Counseling

The goal of the TISD counseling program is to provide the framework to foster the growth of all students in their educational, career, personal, emotional, and social development. The conceptual framework is developed through the four school counseling program service delivery components of Guidance Curriculum, Individual Planning, Responsive Service, and System Support.

Career and Technical Education

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

State Compensatory Education

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

Disciplinary Alternative Education Program (DAEP)/HOPE

The Disciplinary Alternative Education Program (DAEP) provides a positive, highly structured and disciplined educational setting for at-risk students. The DAEP/HOPE Academy serves high school and middle school students in one facility.

Summer Intervention Programs

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

Fine Arts Department

TISD Music program design is to ensure proper music education to all students participating in K-12 grade. Secondary students participating in drumline, choir, guitar, and

mariachi next steps are to participate in concert, marching band, and colorguard. Students will be challenged by learning musical instruments and performing for the community and their school. The program will also allow student to participate in many different music competitions. Students will also gain leadership skills through their continued participation in the music program as supported through the TEKS and TMEA.

Library & Instructional Media Program

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

Technology

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

Truancy & Chronic Absenteeism

TISD's mission is to partner between our schools, parents and the community to improve student attendance while advancing academic success and ensure all students graduate from high school prepared for a post-secondary pathway. Tornillo ISD's goal for PK-12th grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism.

Physical Education Program

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

School Processes & Programs Strengths

Curriculum and Instruction

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

Bilingual/ESL

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

Gifted and Talented Program (GT)

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

Title I, Part A

All four campuses in TISD are Title I school wide. The school-wide program is designed to upgrade the entire educational program in each of the campuses. Through the Title I, Part A Program the district continues to provide campuses with the resources needed to support our economically disadvantaged students. Data shows that the district continues to make gains in closing the achievement gaps for many of our economically disadvantaged students.

Title I, Part C

The Migrant department offers a wide number of services to parent and students. Parents are invited to workshops to learn how to improve their families quality of life. The Migrant coordinator is in constant communication with teachers of migrant students to know about their academic achievement and to learn the areas of support in which she can intervene. Migrant students receive materials and resources to help them fulfill their needs. They also have the opportunity to attend Summer Camps and field trips during the school year. Also, there is one paraprofessional to attend the academic needs of migrant students during the school day.

Communities In Schools (CIS)

Communities in Schools is a program that provides support services to at-risk students and their families in order prevent student dropout and to help students follow positive paths towards successful futures. TISD implements the use of CIS coordinators at all campuses to help at-risk students overcome obstacles that they sometimes encounter, not only in school, but in other areas of life. The program is composed of six areas: Academic Enhancement and Support, Supportive Guidance and Counseling, Enrichment Activities, Health and Human Services, Parental and Family Engagement, and College and Career Awareness.

Special Education

Last school year, the Co-Teach model was implemented across TISD to allow special education educators to collaborate with core teachers. Co-teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum. Students have an opportunity to increase their understanding and respect for students with special needs. Students with special needs have a greater opportunity for continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively. Co-teaching involves two or more certified professionals committed to share instructional responsibility for a single group of students primarily in a single classroom specific of content or objectives with mutual ownership, pooled resources and joint accountability. Additionally, SharePoint has been utilized as a tool to share lesson plans among teachers to foster collaboration.

Guidance and Counseling

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

Career and Technical Education Strengths

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

State Compensatory Education Strengths

To ensure at-risk students are receiving a meaningful and effective program, TISD funds numerous supplemental programs and personnel in an effort to provide accelerated instructional services for students at risk of dropping out of school. Coaches, Communities in Schools (CIS) coordinators, reading/ESL and lab teachers, Compensatory Education Home-bound Instruction Teacher, instructional aides and library aides. SCE funded personnel participate in professional development that are both related and beneficial to the state compensatory education program and the students served. Professional development is not only key but essential for the delivery of instructional services for at-risk students. In addition to funding positions, programs, and/or activities that are supplemental to the basic instructional program funded through SCE dollars. Due to increased accountability, systems are in place to document the various SCE supplemental programs and or services that are undertaken by the district. Furthermore, additional academic support has been provided to students through the implementation of after/before school tutoring and Saturday school tutoring; such programs also provide teachers and students with materials, supplies and snacks.

Disciplinary Alternative Education Program (DAEP)/HOPE

Academic interventions, are vital to supporting at-risk students, and must be documented per state guidelines. TISD is starting to make it possible for teachers to document the different methods by which they support their Tier III at-risk students online in Eduphoria. To further ensure students are being provided with interventions, campus administrators At-risk indicators are used in an effort to provide the students with a compensatory education program that will address the identified student needs.

Problem Statements Identifying 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.

Problem Statement 6: There is a high number of Discretionary Disciplinary Alternative Education Program (DAEP) Placements. **Root Cause:** Students at the High School whose disciplinary reason code was 21 could have been reported with a different code.

Perceptions

Perceptions Summary

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

Parent Survey 2018-2019 http://tisd.ss3.sharpschool.com/UserFiles/Servers/Server_772496/File/2018%20-%202019%20Parent%20Climate%20Survey%20-%20District.pdf

Staff Survey 2018-2019

Student Survey 2018-2019

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Demographics

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

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

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 5 Areas: Demographics

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

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

Problem Statement 6 Areas: Student Learning

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

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

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

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

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

Problem Statement 10 Areas: Student Learning

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

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

Problem Statement 11 Areas: Student Learning

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

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

Problem Statement 12 Areas: Student Learning

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

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

Problem Statement 13 Areas: Perceptions

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

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

Problem Statement 14 Areas: Perceptions

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

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

Problem Statement 15 Areas: Perceptions

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

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

Problem Statement 16 Areas: School Processes & Programs

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

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

Problem Statement 17 Areas: School Processes & Programs

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

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

Problem Statement 18 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1:

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

Performance Objective 1: ELAR STAAR/EOC results for 2021 will show a 12 percent increase from 31% in 2019 for all students at the meets performance level.

6th Grade Target: Meets 10% to 22%

7th Grade Target: Meets 41% to 53%

8th Grade Target: Meets 34% to 46%





Targeted or ESF High Priority

Evaluation Data Sources: 6th, 7th, 8th STAAR Results

Summative Evaluation: None

Strategy 1: Provide teachers with research-based programs, instructional supplies and technology/digital resources to support content acceleration. Strategy's Expected Result/Impact: Consistent use and monitoring of programs such as Lexia, Nearpod, Edmentum, Rosetta Stone, digital libraries, ITEKS Resource System and TEKS resource system will improve reading levels, improve STAAR scores, and decrease learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, 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 30 State Compensatory Education (SCE) - 4,000.00, - 211 Title I, Part A Improving Basic Programs, SPED students - 199: PIC 23 State Special Education (Sp Ed) - \$2,000, - 199: PIC 11 Instructional	Reviews			
	Formative			Summative
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Strategy 2: Provide teachers and administrators access to curriculum, assessment, and data desegregation resources. Strategy's Expected Result/Impact: The consistent use and monitoring of TEKS resource system, ITEKS Resource System, Eduphoria, lead4ward, and McGraw Hill materials will improve reading levels, STAAR scores, and decrease the learning gap. Staff Responsible for Monitoring: Assistant Superintendent, Instructional specialist, and Campus Administrators. 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	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices. Strategy's Expected Result/Impact: Monitor and evaluate the implementation of AVID, ELD, and tier practices. Implementation will improve reading levels, STAAR scores, and decrease learning gaps. Sign-in sheets for professional development sessions attended along with walk-throughs verifying the implementation of training received will increase student outcomes as progress is measured quarterly (LSG). Staff Responsible for Monitoring: Assistant Superintendent, Instructional specialist, 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, 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, - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
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Strategy 4: Include time for PLCs in the master schedule to allow collaboration between teachers and administrators. Strategy's Expected Result/Impact: The PLC framework implemented by the district will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas, and meeting minutes will be used to monitor the PLC process. Professional development resources will be identified, considered, and discussed during PLCs. Student work samples and assessments will also be used to monitor the effectiveness of our PLC process. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor, Instructional Specialist, Instructional Support Staff, 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	Reviews			
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Strategy 5: Allow teachers, staff, and administrators to attend local, regional, state, and national conferences for professional learning and certification opportunities. Strategy's Expected Result/Impact: Professional learning opportunities will increase teacher success rate and retention of Highly Qualified Teachers through the acquisition of effective instructional strategies. 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. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor, Instructional Specialist, Instructional Support Staff 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	Reviews			
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1:

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

Performance Objective 2: Math STAAR/EOC results for 2020 will indicate a 10 percent increase from 35% in 2019 for all students at the meets performance level.

6th Grade Target: Meets 24% to 34%

7th Grade Target: Meets 22% to 32%

8th Grade Target: Meets 54% to 64%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration. Strategy's Expected Result/Impact: Use and monitoring of programs such as DreamBox Math, Nearpod, Motivational Math, Edmentum, Lone Star ITEKS Resource System and TEKS resource system will improve STAAR scores and decrease learning gaps. Instructional supplies that will meet students' needs will be purchased. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor 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: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE), DreamBox Math Online Program - 276 Instructional Continuity Grant - \$7,505	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Provide teachers and administrators access to curriculum, assessment, and data desegregation resources. Strategy's Expected Result/Impact: Utilize and monitor use of TEKS Resource System, Eduphoria, lead4ward, Edmentum, ITEKS Resource System, and adoption materials for planning, assessment, and data. Consistent use will improve STAAR scores and decrease learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor 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: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Reviews			
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Strategy 3: Provide professional development opportunities to staff and administrators on tier 1 instructional practices. Strategy's Expected Result/Impact: Monitoring and evaluation of the implementation of AVID, ELD, and tier practices will improve math skills, STAAR scores and decrease learning gaps. Sign-in sheets for professional development sessions attended along with walk-throughs verifying the implementation of training received will increase student outcomes as progress is measured quarterly (LSG). Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor 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	Reviews			
	Formative			Summative
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Strategy 4: Include time for PLCs in the master schedule to allow collaboration between teachers and administrators. Strategy's Expected Result/Impact: The PLC framework implemented by the district will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas, and meeting minutes will be used to monitor the PLC process. Professional development resources will be identified, considered and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor, Instructional Specialist, Instructional Support Staff, 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	Reviews			
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Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities Strategy's Expected Result/Impact: Professional learning opportunities will increase teacher success rate and retention of Highly Qualified Teachers through the acquisition of effective instructional strategies. 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. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor 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 Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR, - 263 Title III, LEP	Reviews			
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1:

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

Performance Objective 3: Writing STAAR results for 2020 will indicate a 12 percent increase from 30% in 2019 for all students at the meets performance level

7th Grade Writing Meets Target: 36% to 48%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Writing Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Lead4ward, Lexia, No Red Ink, and McGraw Hill materials. will help with students' writing abilities. Implementation will improve writing levels, STAAR scores, and decrease the learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Instructional Support Staff, Counselor 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: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
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Strategy 2: Provide teachers and administrators access to curriculum, assessment, and data desegregation resources. Strategy's Expected Result/Impact: Implementing and monitoring the use of programs such as Nearpod, Eduphoria, Lead4ward, Lexia, No Red Ink, iTEKS Resource System, TEKS Resource System, and McGraw Hill materials. will help with students' writing abilities. Implementation will improve writing levels, STAAR scores, and decrease the learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Counselor, Instructional Specialist, and Teachers 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	Reviews			
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Strategy 3: Provide professional development opportunities to staff and administrators on tier 1 instructional practices. Strategy's Expected Result/Impact: The administrators will monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, STAAR scores, and decrease the learning gaps. Sign-in sheets for professional development sessions attended along with walk-throughs verifying the implementation of training received will increase student outcomes as progress is measured quarterly (LSG). Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators Strategy's Expected Result/Impact: The PLC framework implemented by the district will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas, and meeting minutes will be used to monitor the PLC process. Professional development resources will be identified, considered, and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process. Staff Responsible for Monitoring: Assistant Superintendent, junior high administrators, instructional specialist, instructional support staff, counselor 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	Reviews			
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Strategy 5: Allow teachers, staff, and administrators to attend local, regional, state, and national conferences for professional learning and certification opportunities Strategy's Expected Result/Impact: Professional learning opportunities will increase teacher success rate and retention of Highly Qualified Teachers through the acquisition of effective instructional strategies. 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. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1:

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

Performance Objective 4: Science STAAR/EOC results for 2021 will indicate a 10 percent increase from 35% in 2019 for all students at the meets performance level.

8th Grade Target Meets: 36% to 46%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Science Results

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Nearpod, Stem-Scopes, ITEKS Resource System, Edmentum, Measuring Up, science textbooks, online resources, and TEKS Resource System will help continue academic growth in all sciences. Implementation will improve STAAR scores and decrease learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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)	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Provide teachers and administrators access to curriculum, assessment, and data desegregation resources. Strategy's Expected Result/Impact: Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, adoption materials, and STEM Scopes. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
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Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices. Strategy's Expected Result/Impact: The administrators will monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, STAAR scores, and decrease the learning gaps. Sign-in sheets for professional development sessions attended along with walk-throughs verifying the implementation of training received will increase student outcomes as progress is measured quarterly (LSG). Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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 - \$1,000, - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR	Reviews			
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Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators. Strategy's Expected Result/Impact: The PLC framework implemented by the district will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas, and meeting minutes will be used to monitor the PLC process. Professional development resources will be identified, considered, and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
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Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified 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. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1:

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

Performance Objective 5: Social Studies STAAR/EOC results for 2020 will indicate a 12 percent increase from 28% in 2019 for all students at the meets performance level.

8th Grade US History Target: Meets 6% to 18%

Targeted or ESF High Priority

Evaluation Data Sources: 8th Grade STAAR

Summative Evaluation: None

Strategy 1: Provide teachers with research based programs and technology resources to support content acceleration. 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 STAAR scores and decrease learning gaps. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
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Strategy 2: Provide teachers and administrators access to curriculum, assessment, and data desegregation resources. Strategy's Expected Result/Impact: Monitor and evaluate the implementation of TEKS resource system, Eduphoria, lead4ward, adoption materials, iTEKS Resource System, Exploros, and Studies Weekly. Implementation will improve writing levels, improve STAAR scores, decrease learning gap Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional	Reviews			
	Formative			Summative
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Strategy 3: Provide professional opportunities to staff and administrators on tier 1 instructional practices. Strategy's Expected Result/Impact: The administrators will monitor and evaluate the implementation of AVID and other Tier 1 practices. Implementation will improve writing levels, STAAR scores, and decrease the learning gaps. Sign-in sheets for professional development sessions attended along with walk-throughs verifying the implementation of training received will increase student outcomes as progress is measured quarterly (LSG). Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
	Formative			Summative
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Strategy 4: Include time for PLCs in master schedules to allow collaboration between teachers and administrators Strategy's Expected Result/Impact: The PLC framework implemented by the district will help teachers and administrators develop well planned and effective lessons that will improve instructional strategies. Sign-in sheets, agendas, and meeting minutes will be used to monitor the PLC process. Professional development resources will be identified, considered, and discussed during PLCs. Student work and assessments will also be used to monitor the effectiveness of our PLC process. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
	Formative			Summative
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Strategy 5: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities Strategy's Expected Result/Impact: Teacher success rate and retention of Highly Qualified 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. Staff Responsible for Monitoring: Assistant Superintendent, Campus Administrators, Instructional Specialist, Counselor 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	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1:

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

Performance Objective 6: TISD will utilize and expect campuses to implement the Effective School Framework in an 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

	Reviews			
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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 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 assist with this task. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent and Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2: Effective, Well-Supported Teachers: -Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools -Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by July 1 -Provide structures, processes, and supports for induction and development - Provide an evaluation system that identifies low and high performers and allow for opportunities to remove low performing staff 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 assist with this task. Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Positive School Culture: -Provide data system to track pertinent school culture data -Provide campuses with access to external student support services. -Ensure that campus buildings are well maintained, safe, and conducive to learning -Promote positive school culture 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 assist with this task. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent and Principal. Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 4: High-Quality Curriculum: -Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence -Proved access to assessments aligned to the standards and the expected level of rigor -The calendar shall include days for school-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. 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 assist with this task. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent and Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 5: Effective Instruction: -Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas an PK-2 math reading -Ensure that school receive detailed reports with two instructional days. -Provide schools with access to student academic, behavioral, and on track to graduate data -Have effective systems for identifying and supporting struggling learners Policies and practices will support effective instruction in schools 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 assist with this task. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent and Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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. Strategy's Expected Result/Impact: Increase identification of dyslexic students in the district. Staff training. Increased student reading level through BOY, MOY, EOY test results. Program progress monitoring data sheets. Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Campus Counselors, Campus Counselors, Compliance Officer, Instructional Specialists, Asst. Superintendent and Principal. 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	Reviews			
	Formative			Summative
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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 population and program. -2020 Summer School Strategy's Expected Result/Impact: Improved student outcomes in every 9 week and state assessment is expected. Personnel schedules, student rosters, 4 weeks progress monitoring reports and individual learning plans will be reviewed through RTI and CIS At-Risk Loads. Weekday tutoring and Saturday school tutoring sessions will be provided for Tier II and III interventions. Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrator, and Special Ed./504 Coordinator, and Counselor 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)	Reviews			
	Formative			Summative
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Strategy 3: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, and interactive instructional programs (licenses) to supplement Tiered instruction in a blended learning format for At-Risk students and special programs (intervention: academics, linguistic, social & emotional). Provide technology for all students for use in distance learning should the need continue. Strategy's Expected Result/Impact: Improved LSG student outcomes on state and local assessments is expected. Improved academic, linguistic and SEL will be 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, and 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	Reviews			
	Formative			Summative
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Strategy 4: Strategies for Recruiting & Retaining Highly Effective Teachers: Provide competitive stipends for bilingual, special education, ELAR, Science, Math, and Masters/Doctoral Degreed teachers to include on-going specialized professional development and materials/resources that will help accelerate at-risk students academic, linguistic, and SEL achievement. Provide staff opportunities/incentives /grants/ scholarships to attain higher ed. certifications/degrees. Strategy's Expected Result/Impact: Teacher Retention & Recruitment yearly trends reports will reveal an increase in the number of teachers taking advantage of grants to attain certification and/or degrees. This will also help with the filling of vacancies before the first day of school. 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	Reviews			
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Strategy 5: Staff Development for Professional Staff of the District [TEC 11.252(3)(F)]: Provide on-going professional development, food/drinks, travel, stipends (New Teacher Mentors), equipment, materials and resources to address At-Risk Students and Programs needs. Strategy's Expected Result/Impact: Attendance Sign-In Sheets which show the number of professional development attended along with walk-through of training implementation will help document increase of student outcomes as progress is 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	Reviews			
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Strategy 8: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas: -Child Find Services -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -AVID Enrollment -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Educate Texas -Communities in Schools Personnel -Title 1 District Parent Liaison Strategy's Expected Result/Impact: The various programs being used at the high school will provide opportunities for all students, including those identified as Economically Disadvantaged, to improve academic skills and basic living needs. Agendas, Sign-in Sheets, PEIMS Quarterly Data, CNS Quarterly Participation, Academic Progress Monitoring will be used to document information. 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)	Reviews			
	Formative			Summative
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Strategy 9: At-Risk Students in Special Programs as Identified by PEIMS: 504, Foster Care, Migrant, Homelessness, Pregnant/Parent, Previously Retained, Drop-Out, did not perform satisfactory in a readiness assessment and/or did not maintain a 70% in two or more subjects in foundation subjects will receive compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, and progress monitored every four weeks through RTI and Migrant Coordinator for Migrant students. Awareness & Training for Staff, Teachers, & Parents to work with At-Risk Students. Provide Technology, Instructional Tech. Licences, Food, Drinks, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier 1 & Tier II Instruction. 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 help in advancing the academic skills of all At-Risk students. Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, and 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	Reviews			
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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 Strategy's Expected Result/Impact: Academic Progress Monitoring, Agendas, Sign-in Sheets, Increase student outcomes as progressed measured quarterly (LSG) Staff Responsible for Monitoring: Campus Administration, Counselors, CIS 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	Reviews			
	Formative			Summative
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<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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

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

Summative Evaluation: None

<p>Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures:</p> <ul style="list-style-type: none"> -Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Find Leavers -Re-enroll drop outs -Provide academic acceleration -Provide opportunities to make up instructional time missed -Court Filing <p>Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign-in Sheets and training will help yield improved attendance rates.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
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Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention: -Early Intervention & Accelerate Learning -Mentoring Program -Tutoring -Intensify Differentiated Learning -Create a High Expectations & Achieving Learning Environment -Rich & Engaging Curriculum -Hire well-trained staff & provide continuous professional development -Collaborate & Communicate often with Parent Strategy's Expected Result/Impact: Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, reading & math results 90% must be on level. STAAR 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 - 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 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional	Reviews			
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<p>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:</p> <p>Prevention Areas:</p> <ul style="list-style-type: none"> -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 <p>Strategy's Expected Result/Impact: Title 1 Crates uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lessons on programs delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Provide supplemental funding for Fine Arts, UIL, Spanish classes, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support a well-rounded students and bridging this access towards college and avenues of higher learning.</p> <p>Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters and professional development will help provide extra-curricular opportunities for all students.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 181 Extra Curricular Activities</p>	Reviews			
	Formative			Summative
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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 -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 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 and agendas/sign-in sheets will be in place to help prevent placements into alternative programs. 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: - 199: PIC 28 DAEP, - 199 General Fund	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 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: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP	Reviews			
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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 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 Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP	Reviews			
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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 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: Instructional Supplies for EL Students - 199: PIC 25 State Bilingual/ESL	Reviews			
	Formative			Summative
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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 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	Reviews			
	Formative			Summative
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Strategy 5: Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas: -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 4 to 7 by MOY and 10-15 by EOY. Agendas, Calendar of Events, Sign in Sheets, Program Staff, Student, Parents/Family/Community Surveys Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
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Strategy 6: Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration Strategy's Expected Result/Impact: Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments. Extended day/week/year acceleration participation student attendance rosters In school acceleration personnel (CIS, At-Risk Inst. Aides, Inst. Specialists) schedules Scheduled transition activities for Headstart at EOY Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199: PIC 25 State Bilingual/ESL	Reviews			
	Formative			Summative
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

<p>Strategy 1: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licenses) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations.</p> <p>Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures.</p> <p>Lesson Plans, walk-throughs, implementation/use of planned and applied technology devices, and application/creation of programs/projects.</p> <p>Awarded Certifications</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Funding Sources: - 199: PIC 11 Instructional - \$1,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Strategies for recruiting highly effective teachers:</p> <p>-Competitive CTE Stipends</p> <p>-Small Class Sizes</p> <p>-Grow our Own: Opportunities to attain CTE certifications</p> <p>-Reimburse cost of approved CTE certification after verification of passing exam</p> <p>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</p> <p>Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Funding Sources: - 199: PIC 22 State Career & Technical Education (CT - \$5,000</p>	Reviews			
	Formative			Summative
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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 -AVID -PLTW -CCMR District Wide Fairs -Nearpod: Common Sense Media -Fine Arts -Field Trips -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture./mindset, schedules, event calendars, classes. Purchase materials to facilitate instruction in PLTW classes. Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Music Classes - 199: PIC 11 Instructional - \$5,000, AVID Resources - 255 Title II, Part A, TPTR, PLTW - 480: PLTW - PIC 11 - \$5,000	Reviews			
	Formative			Summative
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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)] -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	Reviews			
	Formative			Summative
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Strategy 5: Prepare and support/guide students to make informed curriculum choices to be prepared for success beyond high school by -CTE Certifications and Degrees -Dual Credit/Early College Associates Degree -Military -TSI -SAT/ACT -Pre-AP/AP Classes -AVID Strategy's Expected Result/Impact: Student Audit Cards, Number of student taking SAT/ACT/PSAT 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: - 199: PIC 38 CCMR - \$1,000, - 199: PIC 11 Instructional	Reviews			
	Formative			Summative
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Strategy 6: Provide on-going staff development for the 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. 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. Staff Responsible for Monitoring: Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors. Migrant Specialist 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 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: AMET Conference for Migrant - 212 Title I, Part C Migrant Education	Reviews			
	Formative			Summative
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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: To develop and evaluate, along with parents, a written parent and family engagement policy. Strategy's Expected Result/Impact: Parents will be asked to provide feedback for the family engagement policy. 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 2: Effective, Well-Supported Teachers Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
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Strategy 2: Purchase and implement scientifically research-based programs, materials, books, and other resources in support of activities meant to increase parental involvement on campus. Strategy's Expected Result/Impact: Parents will be provided with the latest in research-based information to help them make more informed and appropriate educational decisions for their children. Staff Responsible for Monitoring: Parent Liaison, Compliance Director, Campus Administrators 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	Reviews			
	Formative			Summative
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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. Tornillo ISD will provide a Parent Resource Center within the district's facilities, where the Parent Liaison will assist them. 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. Staff Responsible for Monitoring: Parent Liaison, District and Campus Administrators, Compliance Director, CIS 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, - 199 General Fund - 5000.00	Reviews			
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Strategy 4: Reserve at least 1% of its Title I funds to support parent and family engagement activities; involve parents in deciding how to use those funds. Strategy's Expected Result/Impact: Reserve funds to secure a Parent Liaison position to ensure that parent, families and communities are continuously engaged and participating in district related activities. Title I funds are distributed to all campuses as well. Staff Responsible for Monitoring: District Administrators, Finance Director, Compliance Director Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Communities in Schools (CIS) Program Coordinators are contracted at all 4 campuses to promote parent and family engagement activities, encourage higher education, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals when needed. Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance) Staff Responsible for Monitoring: Campus Administrators, 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)	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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

Strategy 1: To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement. Strategy's Expected Result/Impact: Parent will learn how to read and understand the state standards. They will be provided with strategies on how to support their children in areas of need. Staff Responsible for Monitoring: Campus Administrators, Parent Liaison, Instructional Team. Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
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Strategy 2: Provide information to teachers, principals, and other staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools. Strategy's Expected Result/Impact: Parents will be acknowledged and empowered as an essential part of their children's education. Staff Responsible for Monitoring: Parent Liaison, Campus Administrators, Compliance Director Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: To provide materials and training to help parents work with their children. Strategy's Expected Result/Impact: Instructional materials will be available for students at home. Parent will know how to use them to help their children to develop skills. Staff Responsible for Monitoring: Parent Liaison, Campus and District Administrators, Campus Administrators, Compliance Director Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success. Strategy's Expected Result/Impact: Stakeholder surveys are administered and analysis is provided to District Leadership Team to develop a better understanding of parental concerns and make improvements to school programs. Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director, Campus Administrators Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
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Strategy 5: All campus notifications will be sent home in the appropriate language in order to provide the most effective communication possible. Strategy's Expected Result/Impact: Parents will be informed of activities and events and parental attendance will increase. Staff Responsible for Monitoring: Campus administrators, CIS Staff Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A Improving Basic Programs	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June

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