

**Tornillo Independent School District**  
**Tornillo High School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

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

## Vision

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

## Student Outcomes Goals

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

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

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

# Core Beliefs

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

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

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

## Board Members and Superintendent

### TISD Board Members:

***Marlene Bullard***  
*President*

***Maria "Kika" Saldana***  
*Vice President*

***Ofelia Bosquez***  
*Secretary*

***Daniel Dozal***  
*Trustee*

***Hector Lopez***  
*Trustee*

***Sally Upchurch***  
*Trustee*

***Enrique Vega***  
*Trustee*

***Rosy Vega-Barrio***  
*Superintendent*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

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

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

81 students enrolled in 9th Grade

80 students enrolled in 10th Grade

86 students enrolled in 11th Grade

84 students enrolled in 12th Grade

Grade Level	Total in Grade	Native American	Asian or Pacific Isl	Black, Not Hispanic	Hispanic	White, Not His
9	<u>81</u> 40 / 41	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>81</u> 40 / 41	<u>0</u> 0 / 0
10	<u>94</u> 53 / 41	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>94</u> 53 / 41	<u>0</u> 0 / 0
11	<u>78</u> 39 / 39	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>78</u> 39 / 39	<u>1</u> 0 / 1
12	<u>70</u> 28 / 42	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>70</u> 28 / 42	<u>0</u> 0 / 0
TOTAL	<u>323</u> 158 / 165	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>323</u> 158 / 165	<u>1</u> 0 / 1

### Enrollment Summary as of 10/17/2019

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

STUDENTS BY PROGRAM	Count	% Enroll
504	6	1.85%
Career and Technology	323	100%
Free/Reduced Lunch Participation	323	100%
Economically Disadvantaged	301	93.19%
Gifted & Talented	15	4.6%
Special Education (SPED)	20	6.19%
Title 1 Participation	323	100%
Dyslexia	0	0%
At Risk	220	68.11%
Immigrant	2	0.62%
Limited English Proficient	168	52.01%
Migrant	6	1.86%
Intervention	184	56.9%

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

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

EMPLOYEE RACE/ETHNICITY	Count	%
Hispanic / Latino	43	93.5%
American Indian / Alaskan Native	0	0.00%

<b>EMPLOYEE RACE/ETHNICITY</b>	<b>Count</b>	<b>%</b>
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	3	6.5%
Two - or - More	0	0.00%
Total	41	100.00%

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

### **Demographics Strengths**

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



- Most teachers have been teaching for more than 8 years

### **Problem Statements Identifying Demographics Needs**

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

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

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

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

**Problem Statement 5 (Prioritized):** 7.29% is being served in Special Education, below the federal average of 14%. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

# Student Learning

## Student Learning Summary

### SCHOOL OVERVIEW

For the 2020-2021 school year, STAAR EOC performance levels were used to indicate students' academic readiness. Masters Grade Level Performance indicates that students are expected to succeed in the next grade with little/no academic intervention. Meets Grade Level Performance indicates that students can be successful in the next grade but might require interventions. Approaches Grade Level Performance indicates that students are likely to succeed in the next grade with targeted interventions. The Did Not Meet Grade Level Performance indicates that students are unlikely to succeed in the next grade. Tornillo ISD's goal is to ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 60% by 2024. Tornillo High School assesses students in the following End of Course STAAR exams: English I, English II, Algebra I, Biology, U.S. History

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

- Student Achievement shows how much students know and are able to do at the end of the school year - B (80 out of 100 points).
- School Progress shows how students perform over time and how that growth compares to similar schools - B (87 out of 100 points).
- The Closing the Gaps domain tells us how well different populations of students in a district are performing - C (74 out of 100 points).

### STAAR/EOC PERFORMANCE

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

2019 End of Course Spring Results									
EOC		Spring 2021			Spring 2019			Change	
Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Algebra I	48.65%	5.41%	0%	90%	53%	31%	-41.35%	-47.59%	-31%
Biology	65.62%	29.17%	5.21%	80%	41%	12%	-14.38%	-11.83%	-6.79%
English I	43.22%	26.27%	4.24%	36%	24%	2%	+7.22%	+2.27%	+2.24%
English II	51.55%	35.05%	1.03%	44%	22%	2%	+7.55%	+13.05%	-.97%
US History	81.01%	43.04%	18.99%	93%	46%	24%	-11.99%	-2.96%	-5.01%

### TELPAS

	TELPAS 2021					
Grade	# EL of Students	Missing at least 1 EOC	Beg. Composite Rating	Intermediate Composite Rating	Advanced Composite Rating	Adv. High Composite Rating
8 <sup>th</sup> Grade						
9 <sup>th</sup> Grade						
10 <sup>th</sup> Grade						
11 <sup>th</sup> Grade						

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

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

Instructional Aides: provide small group instruction to struggling students

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

### Student Learning Strengths

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

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

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

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

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

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

## CTE

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
Campus Head Count	309	331	329	333	366	345
CTE Headcount	264	322	221	165	135	60
Graduating Seniors	64	79	85	74	62	76
Attained ICB		12	32	23	NA	NA
ICB %		15%	38%	0% (31)	6.50%	1.40%
Career Clusters	7	6	6	6	5	5
Programs of Study	12	10	7	6	5	5
CTE Classes Offered	40	36	39	32	26	NA
WTC	45	36	38	25	NA	NA

## Dual Credit

	2021-22	2020-21	2019-20	2019-20	2018-19
Campus Head Count	309	331	329	329	333
TECHS	49	28	n/a	n/a	n/a
Dual Credit		34	50	50	39
Total		62	50	50	39
Courses	14	14	14	14	14
Possible Credits	42	42	42	42	42

## Western Tech - Dual Credit

	2021-22	2020-21	2019-20	2018-19
	Cohort 4	Cohort 3	Cohort 2	Cohort 1
HVAC	0	0	0	4
Diesel Mechanic	13	6	7	6
Medical/Clinical Asst	7	9	13	15
Advanced Welding	7	0	0	0
Total Headcount	45	36	38	25
Graduating Seniors	13	16	13	3

### **Problem Statements Identifying Student Learning Needs**

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

**Problem Statement 2 (Prioritized):** STAAR Math at the meets level for 3rd-12th grade averages at 35%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

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

**Problem Statement 4 (Prioritized):** STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

**Problem Statement 5 (Prioritized):** In the third accountability domain of Closing the Gaps, TISD earned 1 out of the 14 indicators. **Root Cause:** Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

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

## School Processes & Programs Strengths

Students, faculty, and staff work together to maintain the strong positive partnerships with current affiliations, feeder pattern schools, and other educational

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

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

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

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

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

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



# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

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

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

# Priority Problem Statements

**Problem Statement 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 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 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

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

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

**Problem Statement 4 Areas:** Demographics

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

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

**Problem Statement 1 Areas:** Demographics

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

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

Education in TISD.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 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 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

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

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

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- 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 48% by 2024.



**Performance Objective 1:** ELAR STAAR/EOC results for 2021-22 will indicate a 6 percent increase from 2021 for all students at the meets performance level







English I Target: Meets 27% to 33%

English II Target: Meets 36% to 42%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** EOC English I and English II Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with research based programs and technology resources to support content acceleration. -Library instructional/reading materials -Library technology resources -Follet School Library Management System -SORA Electronic Library System -AVID Instructional Program  <b>Strategy's Expected Result/Impact:</b> Monitoring and evaluating programs such as Lexia, Nearpod, Edmentum, Rosetta Stone, AVID and TEKS resource system. Implementation will improve reading levels, EOC STAAR scores, and decrease learning gaps.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School administration, Instructional support and Instructional specialist.  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b>  <b>Funding Sources:</b> Library materials, supplies, technology - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and campus administration access to curriculum, assessment, and data desegregation resources in a timely manner. <b>Strategy's Expected Result/Impact:</b> Monitor and evaluate implementation of TEKS resource system, Eduphoria, Lead4ward, Lexia, Edmentum and new textbook adoption materials to evaluate data. Implementation will improve reading levels, EOC STAAR scores and decrease learning gaps. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Administration, Instructional support, Instructional specialist  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				
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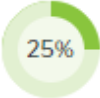
**Goal 1:** Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

**Performance Objective 2:** Math STAAR/EOC results for 2021-22 will indicate a 25 percent increase from 11% in 2021 for all students at the meets performance level







Algebra I Target: Meets 11% to 36%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** EOC Algebra I Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with research based programs, instructional materials and technology resources to support content acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring and evaluating programs such as Nearpod, Motivational Math, Edmentum, Lone Star, Measuring Up, McGraw-Hill textbooks and online resources, and TEKS resource system will help continue the academic growth in Math. Implementation will improve EOC STAAR scores and decrease learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and admin access to curriculum, assessment, and data desegregation resources. <b>Strategy's Expected Result/Impact:</b> Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum and adoption materials to evaluate data. The implementation will improve EOC STAAR scores and decrease learning gaps. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
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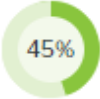
**Goal 1:** Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.










**Performance Objective 3:** Science STAAR/EOC results for 2021-2022 will indicate a 12 percent increase from 29% in 2021 for all students at the meets performance level

Biology Target: Meets 29% to 41%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** EOC Biology Results

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and admin access to curriculum, assessment, and data desegregation resources. <b>Strategy's Expected Result/Impact:</b> Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum, adoption materials, and STEM Scopes to evaluate data. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 <b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase equipment in order to design and create novel traps in order to monitor medically important insects in the El Paso County region. <b>Strategy's Expected Result/Impact:</b> Students will be able to maintain insect collections for educational purposes and apply it to different sciences. <b>Staff Responsible for Monitoring:</b> Principal, Academic coach, Science teachers  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Entomology surveys, mounting brackets, traps, mosquito traps, night collection, collection equipment - 480: PLTW - 480.11.6399.03.001..11.0.00	Formative			Summative
	Oct	Jan	Mar	June
				
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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 48% by 2024.

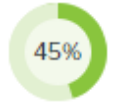




**Performance Objective 4:** Social Studies STAAR/EOC results for 2021-2022 will indicate a 12 percent increase from 42% in 2021 for all students at the meets performance level.

US History Target: Meets 42% to 58%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** EOC US History Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Provide teachers with research based programs and technology resources to support content acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring and evaluating programs such as Nearpod, Edmentum, Measuring Up, Houghton-Mifflin textbooks and online resources, and TEKS resource system will help continue the academic growth in US History and all other Social Studies courses. Implementation will improve EOC STAAR scores and decrease learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and admin access to curriculum, assessment, and data desegregation resources. <b>Strategy's Expected Result/Impact:</b> Monitor and evaluate implementation of TEKS resource system, Eduphoria, lead4ward, Edmentum, adoption materials to evaluate data. Implementation will Improve writing levels, improve STAAR scores, decrease learning gap <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, High School Administrators, Instructional support, Instructional specialist and teachers  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
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<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 48% by 2024.







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

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1: Strong School Leadership &amp; Planning:</b> -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 -Include time for PLCs in master schedules to allow collaboration between teachers and administrators  <b>Strategy's Expected Result/Impact:</b> Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring will all help with academic growth of all students. <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2: Effective, Well-Supported Teachers:</b> -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 -Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3: Positive School Culture:</b> -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  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 <b>Funding Sources:</b> Custodial Supplies - 199 General Fund - 51-6319-00-001-99 - \$7,000, Building - 199 General Fund - 51-6399-01-001-99 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 4 Details	Reviews			
<b>Strategy 4: High-Quality Curriculum:</b> -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. -Facilitates access to instructional resources and professional development  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5: Effective Instruction:</b> -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 within 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 -Provide teachers the resources and materials needed in the event that the campus/district goes into a hybrid instructional model -Provide professional opportunities to staff and administrators on tier 1 instructional practices.  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 48% by 2024.

**Performance Objective 6:** Tornillo High School At-Risk students in grades 9-12 will score a 10% increase on the fitness gram for the 2021-2022 school year.







**Evaluation Data Sources:** Agendas, trainings, lesson plans, school orders, fitness gram data results for the 2021-2022 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will purchase classroom supplies/equipment to meet the needs of students during physical education in order to address student mental health based on the COVID-19 pandemic. <b>Strategy's Expected Result/Impact:</b> 10% increase in fitness gram data by May 2022. <b>Staff Responsible for Monitoring:</b> Administration, CFO, Secretary, athletic director, PE Coach  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 281: ESSER II - \$4,617.38	Formative			Summative
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**Goal 1:** Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

**Performance Objective 7:** The Tornillo High School Fine Arts department will purchase classroom materials in order to close the COVID gap in the area of enrichment and address the social and mental health needs for the 2021-2022 school year.

**Evaluation Data Sources:** Lesson plans, school list purchase, master schedule, and school certifications.

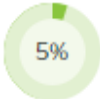


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will purchase art supplies to serve students in grades 9-12 for the 2021-2022. <b>Strategy's Expected Result/Impact:</b> Additional supplies/materials will be purchased for art classes, additional student enrollment, end of year projects. <b>Staff Responsible for Monitoring:</b> Administration, secretary, art teacher  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Art supplies - 281: ESSER II - \$4,617.38	Formative			Summative
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**Goal 2:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 90% in 2024.




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


**Targeted or ESF High Priority**



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




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dyslexia [TEC 11.252(a)(3)(B)(iv)]: Provide staff training in screening, identification, program service delivery to include resources/materials to implement, accommodate, and accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase identification of dyslexic students in the district. Staff training will help increase student reading level and will be monitored through BOY, MOY, EOY test results and program progress monitoring data sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed./504 District Coordinator, Campus Counselors, Compliance Officer, Instructional Specialists, and Asst. Superintendent</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199: PIC 37 Dyslexia</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 and State Compensatory personnel (Instructional Specialists, Instructional Aides, CIS), flex master schedule, conversion of a study room/area and acceleration courses to include (Coyote School, Read 180, Credit Recovery, Edmentum), to include resources/materials/furniture/equipment/ to supplement, support, and intervene with EOC and Tier II &amp; III At-Risk Students in each special populations and programs for the 2021- 2022 school year and 2022 summer school study room conversion.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student outcomes will occur every 9 weeks and in state assessments. Personnel schedules, student rosters, 4 weeks progress monitoring reports, individual learning plans will be reviewed by RTI, CIS At-Risk Loads.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrators, and Special Ed./504 Coordinator, Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE), Library study room conversion - 282: ESSER III</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide professional development in technology, devices, and interactive instructional programs (licences) to supplement Tiered instruction in a blended learning format for At-Risk students and special programs (intervention: academics, linguistic, social &amp; emotional).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved LSG student outcomes on state and local assessments. Improved academic, linguistic, SEL as measured by mastery of TEKS, ELPS, CCRS lessons plans/informal assessments. Walk-throughs &amp; Instructional Rounds.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director, Instructional Specialists, Campus Administrators, Asst. Superintendent, Compliance Officer</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Strategies for Recruiting &amp; Retaining Highly Effective Teachers: Provide competitive stipends for bilingual, special education, ELAR, Science, Math and Masters/Doctoral Degreed teachers to include on-going specialized professional development and materials/resources that will help accelerate at-risk student's academic, linguistic, and SEL achievement. Provide staff opportunities/incentives /grants/ scholarships to attain higher ed. certifications/degrees.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Retention &amp; Recruitment yearly trends reports, number of teachers taking advantage of grants to attain certification and/or degrees, filling vacancies before the first day of school, number of specialized training.</p> <p><b>Staff Responsible for Monitoring:</b> HR/Compliance Officer, Asst. Superintendent, CTE Coordinator,</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 270 Title V, RLIS, - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Jan	Mar	June
				


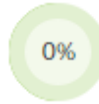








Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff Development for Professional Staff of the District [TEC 11.252(3)(F)]: Provide on-going professional development, food/drinks, travel, stipends (New Teacher Mentors), equipment, materials and resources to address all students to include: GT, Special Education, At-Risk Students and Programs needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase student outcomes as progressed measured quarterly (LSG).</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR, - 263 Title III, LEP, Instructional and testing material, R19 - 199: PIC 11 Instructional - 6339, 6399, 6239 - \$16,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Gifted and Talented HB3: G/T program design services will be implemented as outlined in TEC 29.121 &amp; The Texas State Plan for G/T Students:</p> <ul style="list-style-type: none"> <li>-Identification</li> <li>-Professional Development &amp; Certification</li> <li>-Curriculum &amp; Instruction</li> <li>-Assessment</li> <li>-Parent/Community Involvement</li> <li>-Advisory Committee</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Quarterly Progress Measure of G.T Design Plan Implementation, Agendas, Calendars, Number of referrals &amp; Identified G/T students, Professional Development , Lesson Plans, Surveys, Projects, Flex Master Schedules</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> Testing, awards, supplies, student travel, certification (R19), stipend - 199: PIC 21 State Gifted &amp; Talented - \$8,785</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Special Education Student Group: Provide, Support, Fund, &amp; Implement the following to achieve successful student outcomes in special education in all Continuum of Services:</p> <ul style="list-style-type: none"> <li>-Professional Development (District, Local, State, &amp; Out of State)</li> <li>-Technology &amp; Licences, Materials, Resources, Field Experiences/work, Field Trips</li> <li>-Early Identification</li> <li>-Acceleration</li> <li>-Enrichment</li> <li>-Parent Engagement</li> <li>-Curriculum &amp; Instruction to advance Tier II &amp; III Sped. Students in grade level standards &amp; state assessments.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus &amp; district benchmarks &amp; State Assessments, Schedules: Instructional Aides, CIS, Co-Teachers) &amp; annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs will all be used to measure the academic impact of our Special Education students.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading books, awards, supplies, furniture - 199: PIC 23 State Special Education (Sp Ed) - 6329 - \$15,263, - 224 IDEA B, Formula SpEd, - 225 IDEA B, Preschool SpEd, - 199: PIC 38 CCMR</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas: -Early Education: Head Start & Full Day Pre-Kindergarten -Child Find Services -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -AVID Enrollment -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Educate Texas -Communities in Schools Personnel -Title 1 District Parent Liaison  <b>Strategy's Expected Result/Impact:</b> The following items will be used to monitor the academic growth of our students: Agendas, Sign-in Sheets, PEIMS Quarterly Data, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring  <b>Staff Responsible for Monitoring:</b> Compliance Officer, Campus Administrators, Counselors, CIS, District Parent Liaison, PEIMS Specialist, Asst. Superintendent, Sped/504 Coordinator  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>Funding Sources:</b> - 199:PIC 30 State Compensatory Education (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> At-Risk Students in Special Programs as Identified by PEIMS: 504, Foster Care, Migrant, Homelessness, Pregnant/Parent, Previously Retained, Drop-Out, did not perform satisfactory in a readiness assessment and/or did not maintain a 70% in two or more subjects in foundation subjects will receive compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, and progress monitored every four weeks through RTI and Migrant Coordinator for Migrant students.</p> <p>Awareness &amp; Training for Staff, Teachers, &amp; Parents to work with At-Risk Students.</p> <p>Provide Technology, Instructional Tech. Licences, Food, Drinks, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier 1 &amp; Tier II Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> RTI Progress Monitoring every 4 weeks, Accelerated Instruction Lesson Plans &amp; Walk-Throughs, Local &amp; State Assessment Progress Measured, Monthly Related Services, Parent Engagement Activities, Home Visits, Purchases, yearly training will all be used to advance the academic growth of our At-Risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, &amp; Teachers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 212 Title I, Part C Migrant Education</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The use of the following will enhance the motivation and self-esteem of all our students.: Academic Progress Monitoring, Agendas, Sign-in Sheets, Increase student outcomes as progressed measured quarterly (LSG)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, CIS</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Incentives, fieldtrips, awards - 199: PIC 11 Instructional - 6412, 6494, 6499 - \$3,437, FBLA Conference - 199: PIC 22 State Career &amp; Technical Education (CT - 6411, 6412, 6494, 6495, 6499 - \$5,650</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Plan and fund academic field trips/excursions for all at-risk students and student organizations to include transportation, lodging, meals, registration to conferences, entrance to sites, etc. <b>Strategy's Expected Result/Impact:</b> The use of this strategy will improve student outcomes and support academic, social and emotional learning in order to close the COVID gap. <b>Staff Responsible for Monitoring:</b> Administration, Counselor, CIS, Secretary, District Administration.  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Entrance fees, transportation, meals, lodging, conference fees - 282: ESSER III - \$14,285.71, - 281: ESSER II	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> The campus will pay the transportation cost for the field trips in the 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> The use of this strategy will allow students to attend improve student outcomes and support social and emotional learning in order to close the COVID gap. <b>Staff Responsible for Monitoring:</b> Campus administration, secretary, and CIS  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Transportation - 281: ESSER II - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Purchase of band instruments for At-Risk Students for instruction during school, extended day/week/year in order to address the impact of lost instructional time and support students with social emotional needs, mental health and all the students that were disproportionally affected and impacted by COVID 19. <b>Strategy's Expected Result/Impact:</b> Additional student participation in district band program, solo ensemble, sight reading, and all-region competitions. <b>Staff Responsible for Monitoring:</b> Campus administration, CFO, Secretary, and band director  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Band instruments - 281: ESSER II - 282: PIC 11 - \$101,500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 90% in 2024.



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



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







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide and Implement the Following Student Attendance Prevention Measures:</p> <ul style="list-style-type: none"> <li>-Staff, Parent/Guardian, &amp; Student Awareness on Impact on Student Outcomes, Texas Ed. Code &amp; Texas Family Code</li> <li>-Monitoring Attendance Daily, Weekly &amp; RTI/Attendance Committee Every 4 Weeks</li> <li>-Student attendance incentives</li> <li>-Develop &amp; Progress Monitor Individual Plans</li> <li>-Parent Communication</li> <li>-Home Visits</li> <li>-Find Leavers</li> <li>-Re-enroll drop outs</li> <li>-Provide academic acceleration</li> <li>-Provide opportunities to make up instructional time missed</li> <li>-Court Filing</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Training will aide in maintaining a high percentage of daily attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> 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><b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs, Graduation plans, audit cards, transcripts, supplies - 199: PIC 11 Instructional - 31-6399-00-001-11-0-00 - \$750, Awards and fees - 199: PIC 11 Instructional - 23-6499-00-001-11-0-+00 - \$787.34</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention: -Early Intervention & Accelerate Learning -Mentoring Program -Tutoring -Intensify Differentiated Learning -Create a High Expectations & Achieving Learning Environment -Rich & Engaging Curriculum -Hire well-trained staff & provide continuous professional development -Collaborate & Communicate often with Parent -Aplus (Fuel Education, web-based standard aligned curriculum)  <b>Strategy's Expected Result/Impact:</b> Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, K-3 Progress Monitor BOY, MOY, EOY reading & math results 90% must be on level. STAAR/ EOC results must be at 60% Meets and 30% Masters, Sign in Sheets, Trainings, Mentoring Plans, Graduation rate  <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>Funding Sources:</b> - 199:PIC 30 State Compensatory Education (SCE), Aplus Program - 211 Title I, Part A Improving Basic Programs - 11-6399-00-001-30-0-00 - \$3,500, Graduation - 199: PIC 11 Instructional - 6499-00-001-11-2-22 - \$7,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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"> <li>-Identification cards for all students</li> <li>-Positive Proof Visitor Management System</li> <li>-Bullying [TEC 37.0832]</li> <li>-Cyber-bullying</li> <li>-Digital Citizenship</li> <li>-Sexual abuse, sex trafficking, and other maltreatment of children</li> <li>-Violence prevention programs [TEC 11.252(3)(B)(iii)]</li> <li>-Dating violence [TEC 37.0831]</li> <li>-Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]</li> <li>-Conflict resolution programs [TEC 11.252(3)(B)(ii)]</li> <li>-Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]</li> <li>-Social Emotional &amp; Mental Health</li> <li>-Physical Health</li> <li>-Positive Character Traits</li> <li>-Bleeding Control Stations</li> <li>-CPR before Graduation</li> <li>-Sexual Harassment</li> <li>-Emergency Drills to include Active Shooter</li> </ul> <p>Protective equipment to prevent spread of COVID</p> <p><b>Strategy's Expected Result/Impact:</b> Title 1 Crate uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lesson on program delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs, - 289 Title IV, - 199: PIC 23 State Special Education (Sp Ed)</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental funding for Fine Arts, UIL, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support well-rounded students and bridging this access towards college and avenues of higher learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> 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><b>Funding Sources:</b> Music Program - 199: PIC 11 Instructional - 6399-22-001-11-0-11 - \$11,500, UIL, OAP - 181 Extra Curricular Activities - 6399, 6411, 6412, 6494, 6499 - \$4,180, TMEA Conference - 281: ESSER II - 13.6411.00.001.30.000 - \$4,850</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> HOPE- DAEP services will be provided as specified in [TAC 19 103.1201(b)].</p> <ul style="list-style-type: none"> <li>-Trained Staff (health &amp; emergency situations, behavior management, safety procedures that focus on positive &amp; proactive behavior management)</li> <li>-Academics: Individual Student Learning Plan, technology for distant learning, safety cameras</li> <li>-Social Skills: Social/Emotional Program, Problem Solving, Conflict Resolution, Anger Management, Diversity, Dating Violence</li> <li>-Procedures to report abuse, neglect, or exploitation</li> <li>-Transition procedures &amp; plans</li> </ul> <p>Placement Prevention Strategies:</p> <ul style="list-style-type: none"> <li>-Restorative Practices</li> <li>-PBIS/SEL Program</li> <li>-Mentoring Program</li> <li>-Home &amp; School Partnership</li> <li>-Counseling Sessions</li> <li>-Drug &amp; Tobacco Prevention</li> <li>-Anger Management</li> <li>-Student Code of Conduct Awareness</li> <li>-Safety workshops/ training's &amp; Awareness</li> <li>-Canine unit visits</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Student Attendance &amp; Grade Records, pre- and post- assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets,</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, PEIMS Coordinator, Campus Administrators, Counselors, CIS,</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> 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><b>Funding Sources:</b> Reading Materials - 199: PIC 28 DAEP - 6329 - \$200, K9 visits - 199 General Fund - 52-6299-00-001-99 - \$500, Misc. Supplies, cameras - 199: PIC 28 DAEP - 6399 - \$2,573.34, Technology, video conferencing - 199: PIC 28 DAEP - 6395 - \$5,000, Awards and fees - 199: PIC 28 DAEP - 6499 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide funding for the new band program that is being established at Tornillo High School in order to purchase band instruments, classroom furniture, band uniforms, and classroom materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Supplemental Materials/resources purchased for the new band program being created in Tornillo ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Campus Administrators, Specialty Coordinators</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> 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><b>Funding Sources:</b> Musical Instruments/Classroom furniture/Classroom Supplies - 281: ESSER II</p>	Formative			Summative
	Oct	Jan	Mar	June
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<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 90% in 2024.



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


**Targeted or ESF High Priority**




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


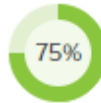




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement, Support, & Progress Monitor the Dual Language One-Way/ESL Program Model as specified in DLI program effectiveness rubric: -Teacher Certification -Language Allocation -Program Duration -Program Language & Literacy -Program Content -Program Culture  <b>Strategy's Expected Result/Impact:</b> Implementation will improve from an overall category score of 3 to 6-8 by MOY and 9-11 by EOY. <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, and Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>Funding Sources:</b> ELL resources, headphones, supplies - 199: PIC 25 State Bilingual/ESL - 6399, 6339 - \$12,155, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> Implementation will improve from an overall category score 7 to 8 by MOY and 9-15 by EOY.  <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers  <b>Funding Sources:</b> - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> Supplies, admin. copier, technology - 199: PIC 11 Instructional - 6399, 6269, 6395 - \$3,008.68, CTE supplies - 199: PIC 22 State Career & Technical Education (CT - 6399, 6399 - \$3,890.77	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement, Support Purchases, and Progress Monitor DLI/ESL Family and Community Engagement in the following areas: -Communication -Culture & Climate -Parent, Family, & Community Engagement Activities  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				




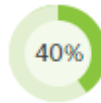
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Implement, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -Academic and Linguistic Acceleration -Rosetta Stone <b>Strategy's Expected Result/Impact:</b> Improved student outcomes as progressed 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 <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			




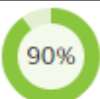
**Goal 2:** Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase at an increment of 4% each year from 78% in 2019 to 90% in 2024.







**Performance Objective 4:** Tornillo ISD will continue to meet 4 out of the 4 indicators in the School Quality Status in the Closing the Gaps Domain from 100% meet in 2019 to 100% by 2022.

**Evaluation Data Sources:** State & Federal Accountability Closing the Gap Domain, PEIMS Snapshot, BOY CCMR Enrollment Numbers, End of semester/year earned certifications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licences) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> CTE Technology funding allocations and expenditures.</p> <p>Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects.</p> <p>Awarded Certifications</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Strategies for recruiting highly effective teachers: -Competitive CTE Stipends -Small Class Sizes -Grow our Own: Opportunities to attain CTE certifications -Reimburse cost of approved CTE certification after verification of passing content exam - Opportunities to attain Industry-Based certifications through local higher education partners -Appreciation activities for faculty and staff  <b>Strategy's Expected Result/Impact:</b> Class Rosters, Stipends awarded yearly, number of CTE Teachers certifying in additional areas, CTE course offerings, Attended Job Fairs, Social Media Postings <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Funding Sources:</b> Faculty and staff appreciation activities - 461 Campus Activity Funds - 6499	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 -Industry-Based Certifications in all programs of study -CCMR District Wide Fairs -Nearpod: Common Sense Media -Fine Arts -Field Trips -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 -Western Tech  <b>Strategy's Expected Result/Impact:</b> Meet the annual CCMR enrollment and certification goals, College/Career/Military culture/mindset, schedules, event calendars, classes <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> R19 training, counselor staff travel - 199: PIC 11 Instructional - 6239, 6411 - \$1,125, Western Tech Tuition - 199: PIC 22 State Career & Technical Education (CT - 6223 - \$71,200	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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  <b>Strategy's Expected Result/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> Awards and fees, FAFSA night, transition night - 199: PIC 11 Instructional - 31-649900-001-11 - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Prepare, advise and support students to make informed post-secondary choices to be prepared for success in college, career and beyond. Provide opportunities to all students to receive/take any of the following:  -4 year plan to include a CTE Program of Study -CTE Industry-Based Certifications and Degree -Work-Based Learning and Practicum courses -Dual Credit/Early College Associates Degree -Military -TSI -SAT/ACT -Pre-AP/AP Classes -AVID  <b>Strategy's Expected Result/Impact:</b> Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in AVID/CTE/ ECHS/Dual Credit  <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> Tuition, textbooks, testing materials, supplies - 199: PIC 11 Instructional - 6223 - \$48,076	Formative			Summative
	Oct	Jan	Mar	June
				

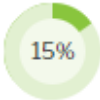
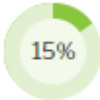


Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide on-going staff development for professional staff of the district [TEC 11.252(3)(F)] in CCMR fields of study, skill sets to lesson plan and deliver CCRS Standards based lessons, and improve teacher pedagogy in their respective field and skills sets.  <b>Strategy's Expected Result/Impact:</b> Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS, <b>Staff Responsible for Monitoring:</b> Compliance Officer, Asst. Superintendent, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Funding Sources:</b> TCEA, CTAT, R19 - 199: PIC 22 State Career & Technical Education (CT - 6411, - \$2,650	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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


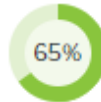






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluate and develop, along with parents a written parent and family engagement policy. <b>Strategy's Expected Result/Impact:</b> Parents will be engage in providing feedback for the family engagement policy. <b>Staff Responsible for Monitoring:</b> Parent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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Offer opportunities for parents to participate in school events such as Coffee with the Principal, Evening with the Superintendent, Grandparents celebration, Luminaria Lighting, and other parent events hosted by the campus. Tornillo ISD will offer a Parent Resource Center within the district's facilities, parents will be assisted by the Parent Liaison located at the parent resource center <b>Staff Responsible for Monitoring:</b> District Administrators, CIS, Compliance Director, Parent Liaison,  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Communities in Schools (CIS) Program Coordinators are contracted at all 4 campuses to promote parent and family engagement activities, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals when needed. <b>Strategy's Expected Result/Impact:</b> Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance) <b>Staff Responsible for Monitoring:</b> Campus Principals, Compliance Director, Communities in Schools, Inc, Management  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 199:PIC 30 State Compensatory Education (SCE)	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 continue to build parent capacity.

**Evaluation Data Sources:** Sign-in sheets, parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use multiple and appropriate methods of communication to reach all stakeholders in effort to gain meaningful input, participation, build partnerships and shared responsibilities for student success. <b>Strategy's Expected Result/Impact:</b> Stakeholders surveys are administered and analysis is provided to District Leadership Team. <b>Staff Responsible for Monitoring:</b> Parent Liaison, District Administrators, Compliance Director  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All campus communication will be sent home in the appropriate language to the degree possible. <b>Strategy's Expected Result/Impact:</b> Parents will be informed of activities and events through different means of communication to increase participation in school events. <b>Staff Responsible for Monitoring:</b> Campus Principals, CIS, Parent Liaison  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

181 Extra Curricular Activities					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	UIL, OAP	6399, 6411, 6412, 6494, 6499	\$4,180.00
Sub-Total					\$4,180.00
Budgeted Fund Source Amount					\$271,107.00
+/- Difference					\$266,927.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Custodial Supplies	51-6319-00-001-99	\$7,000.00
1	5	3	Building	51-6399-01-001-99	\$5,000.00
2	2	5	K9 visits	52-6299-00-001-99	\$500.00
Sub-Total					\$12,500.00
Budgeted Fund Source Amount					\$2,367,560.61
+/- Difference					\$2,355,060.61
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library materials, supplies, technology		\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	3			\$0.00
2	1	5	Instructional and testing material, R19	6339, 6399, 6239	\$16,800.00
2	1	10	Incentives, fieldtrips, awards	6412, 6494, 6499	\$3,437.00
2	2	1	Graduation plans, audit cards, transcripts, supplies	31-6399-00-001-11-0-00	\$750.00
2	2	1	Awards and fees	23-6499-00-001-11-0-+00	\$787.34

199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Graduation	6499-00-001-11-2-22	\$7,000.00
2	2	4	Music Program	6399-22-001-11-0-11	\$11,500.00
2	3	3	Supplies, admin. copier, technology	6399, 6269, 6395	\$3,008.68
2	4	3	R19 training, counselor staff travel	6239, 6411	\$1,125.00
2	4	4	Awards and fees, FAFSA night, transition night	31-649900-001-11	\$500.00
2	4	5	Tuition, textbooks, testing materials, supplies	6223	\$48,076.00
Sub-Total					\$92,984.02
Budgeted Fund Source Amount					\$941,680.61
+/- Difference					\$848,696.59
199: PIC 21 State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Testing, awards, supplies, student travel, certification (R19), stipend		\$8,785.00
Sub-Total					\$8,785.00
Budgeted Fund Source Amount					\$5,410.00
+/- Difference					-\$3,375.00
199: PIC 22 State Career & Technical Education (CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	FBLA Conference	6411, 6412, 6494, 6495, 6499	\$5,650.00
2	3	3	CTE supplies	6399, 6399	\$3,890.77
2	4	3	Western Tech Tuition	6223	\$71,200.00
2	4	6	TCEA, CTAT, R19	6411,	\$2,650.00
Sub-Total					\$83,390.77
Budgeted Fund Source Amount					\$324,358.00
+/- Difference					\$240,967.23
199: PIC 23 State Special Education (Sp Ed)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Reading books, awards, supplies, furniture	6329	\$15,263.00
2	2	3			\$0.00
Sub-Total					\$15,263.00
Budgeted Fund Source Amount					\$254,047.00

199: PIC 23 State Special Education (Sp Ed)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$238,784.00
199: PIC 28 DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Reading Materials	6329	\$200.00
2	2	5	Misc. Supplies, cameras	6399	\$2,573.34
2	2	5	Technology, video conferencing	6395	\$5,000.00
2	2	5	Awards and fees	6499	\$400.00
Sub-Total					\$8,173.34
Budgeted Fund Source Amount					\$22,212.00
+/- Difference					\$14,038.66
199: PIC 30 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	2	2			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$243,412.00
+/- Difference					\$243,412.00
199: PIC 32					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00

199: PIC 35					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,733.00
+/- Difference					\$46,733.00
199: PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	ELL resources, headphones, supplies	6399, 6339	\$12,155.00
2	3	2			\$0.00
Sub-Total					\$12,155.00
Budgeted Fund Source Amount					\$16,705.00
+/- Difference					\$4,550.00
211 Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	2	Aplus Program	11-6399-00-001-30-0-00	\$3,500.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00

211 Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2			\$0.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$515,683.00
+/- Difference					\$512,183.00
212 Title I, Part C Migrant Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,541.00
+/- Difference					\$50,541.00
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$164,822.00
+/- Difference					\$164,822.00
225 IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$616.00
+/- Difference					\$616.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,427.00
+/- Difference					\$18,427.00



255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$56,277.00
+/- Difference					\$56,277.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,870.00
+/- Difference					\$55,870.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$37,886.00
+/- Difference					\$37,886.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Faculty and staff appreciation activities	6499	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
270 Title V, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,717.00

270 Title V, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$18,717.00
480: PLTW					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Entomology surveys, mounting brackets, traps, mosquito traps, night collection, collection equipment	480.11.6399.03.001..11.0.00	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,988.00
+/- Difference					\$11,988.00
199: PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199: PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,750.00
+/- Difference					\$2,750.00
199: PIC 38 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,040.00
+/- Difference					\$18,040.00
199: PIC 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199: PIC 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
281: ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$4,617.38
1	7	1	Art supplies		\$4,617.38
2	1	11			\$0.00
2	1	12	Transportation		\$4,000.00
2	1	13	Band instruments	282: PIC 11	\$101,500.00
2	2	4	TMEA Conference	13.6411.00.001.30.000	\$4,850.00
2	2	6	Musical Instruments/Classroom furniture/Classroom Supplies		\$0.00
Sub-Total					\$119,584.76
Budgeted Fund Source Amount					\$182,649.00
+/- Difference					\$63,064.24
282: ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Library study room conversion		\$0.00
2	1	11	Entrance fees, transportation, meals, lodging, conference fees		\$14,285.71
Sub-Total					\$14,285.71
Budgeted Fund Source Amount					\$295,733.00
+/- Difference					\$281,447.29
Grand Total Budgeted					\$5,929,224.22
Grand Total Spent					\$374,801.60
+/- Difference					\$5,554,422.62