

Targeted Improvement Plan (TIP)

Tornillo PK-8: Junior High (6th-8th
Grade)

Spring 2025

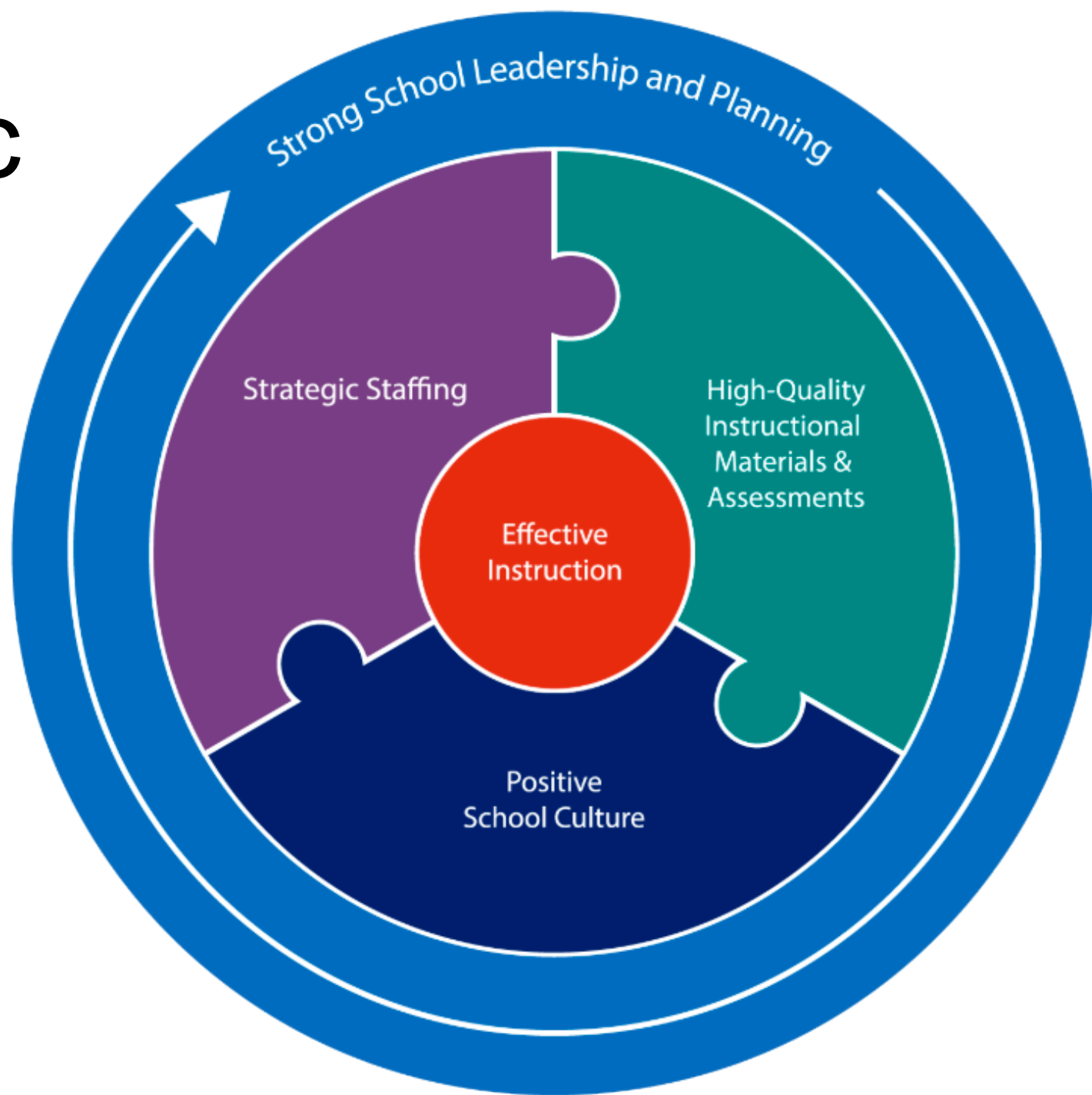


TORNILLO

EARLY COLLEGE
DISTRICT

ESF Diagnostic (Effective School Framework)

- Tornillo JH was “Identified/Rated” for Targeted Improvement based on 2022-2023 STAAR results for 6th-8th grade students in reading and math.
- In February 2024, as part of the TIP and TEA process, the Region 19 Leadership and Accountability Department worked with the Tornillo PK-8 campus & district to identify campus strengths and areas of growth based on the “Effective Schools Framework of the 5 Levers.”
- For the 2024-2025 school year, the PK-8 campus administrator is working with Region 19 Coaches to create a TIP Plan of student performance improvement.
- The TIP Plan, once approved, will be submitted to TEA.



Effective Schools Framework Diagnostic

ESF Diagnostic Report

Campus:	Grades Served:	Date of Site Visit:
Tomillo Junior High - TIP	45481	February 12, 2024
District:	Principal:	DCSI:
Tomillo Independent School District	Myrna Lopez	Rosa Vega Barrio
ESF Facilitator:		
Roxanne Hackney		

Summary of Strengths	Summary of Growth Areas
<ul style="list-style-type: none"> The Principal maintains a monthly calendar and daily to-do lists which includes dates for observations/ walk-throughs/feedback, PLC and data meetings, and assessment dates. The leadership team uses agendas and protocols to aid in leading team members and content area PLCs. Clear expectations for PBIS exist through a campus flow-chart in dealing with behaviors. Student expectations are reinforced through campus incentives. Master schedule allows for teachers to meet weekly in PLCs. 	<ul style="list-style-type: none"> According to the Lever 4 Academic Review, 33% of Math assignments are considered high-quality and on grade-level. Job-embedded professional development and support on pedagogical best practices for delivering instruction in any content was not documented on a campus calendar. Training and support to address and meet the diverse learning needs of special population groups was not observed. A tool for tracking teacher proficiencies over time was not submitted/observed. Observation debrief conversations do not include showing models or providing opportunities to practice.

Prioritized Focus Areas for Improvement

Essential Action 4.1-

Tomillo Junior High is a rural school that demonstrates numerous strengths and areas of opportunity for the instructional leadership team to leverage as they plan and move through this school year. Through the analysis of the Lever 4 Academic Review and artifacts, meeting with administrators and teachers, conducting campus observations, visiting classrooms and PLCs, and in collaboration with Tornillo Junior High, we identified three areas of focus for continuous growth.

Essential Action 4.1: Daily Use of High-Quality Instructional Materials

High-Quality Instructional Materials (HQIM) are in place for Reading Language Arts but not for Math. Access to HQIM for Math, the quality of teacher lesson internalization, and administrative monitoring of the implementation of HQIM are not evident. The principal indicated HQIM access as an area of need and thereby, utilization and implementation would provide strong tier one delivery of instruction for reading and math.

Essential Action 5.1-

Essential Action 5.1: Professional development for effective classroom instruction

Teachers receive professional development (PD) from the district and as part of the work in their PLCs as indicated by the Instructional Leadership team; however, ongoing job embedded professional development that is documented on a calendar regarding high leverage best practices and differentiating materials and instruction to support all learners is not evident. Teachers indicated during the focus group that professional development is not as specific to content as it needs to be and is often geared towards elementary. The principal stated that planning and calendaring PD ahead of time and creating the urgency to implement the training received are areas of need. The principal expressed that professional development provided to the teachers will impact teacher performance and student outcomes.

Essential Action 5.2-

Essential Action 5.2: Build teacher capacity through observation and feedback cycles

At Tornillo Junior High, the campus administrators utilize observation tools that are accessible to all administrators; however, a tool for tracking teacher proficiencies over time is not evident. The cadence for observations is twice a week for at least 10 to 15 minutes, but it is unclear if the observations are conducted randomly or intentionally. During teacher observation debrief conversations, providing a model to assist with teachers identifying the gap in their practice, discussing how to implement the practice in the classroom, and providing an opportunity to practice before delivery is not evident. The principal stated that both she and the superintendent identified this as an area needed for growth.

Summary of Barrier Analysis Findings

Essential Action 4.1: Daily Use of High-Quality Instructional Materials

The principal expressed the teachers' mindset of not wanting to change as a barrier. In turn, this influences their behavior towards available resources as they find it easier to continue to work with what they already know. The principal stressed that different resources were being utilized such as TEKS Resources System and adopted textbooks materials. Due to this, there was not a complete alignment of materials.

Essential Action 5.1: Professional development for effective classroom instruction

The principal stated that calendaring specific professional development for content areas and allocating funds before the start of the year is necessary. While the district is committed to providing professional development, accountability from teachers is lacking. In addition, one barrier expressed by the principal was that they did not have the online materials identified and allocated at the start of the year.

Essential Action 5.2: Build teacher capacity through observation and feedback cycles

The principal stated that one barrier from teachers, even the strongest teachers, was the push back around coaching and feedback. Furthermore, the curriculum coaches and administrators are new and coaching is a new instructional piece of their work that they need to get used to. The principal also expressed coaching and feedback tools are needed for her leadership team including lead teachers.

[Complete Diagnostic Plan- Click Here](#)

Step 1: School Improvement Strategy for Tornillo 6th-8th Grade

1. Our strategy for School Improvement is to continue to implement with fidelity High-Quality Instructional Materials (HQIM) in Reading & Math across 6th-8th grade. This is our second year of full implementation of Amplify Reading and Carnegie Math in grades 6th-8th. For the 2025-2026 school year, we have applied for the LASO III Strong Foundations Implementation Grant and the SFI SI PLC to help continue to fund technical assistance, implementation of the curriculum, and coaching support. The campus will plan on using the “per student allotment” for HQIM/OER if awarded the Strong Foundations Implementation Grant.
 2. If the LASO III grant is not awarded, Tornillo PK-8 will utilize funding from the Blended Learning HQIM grant awarded for the 2024-2026 academic years to purchase the instructional materials (student books and Teacher Editions). We will do internal capacity building to ensure that the curriculum is implemented well by sending our instructional leaders to product training and having them bring back to the campus to train all teachers utilizing the curriculum.
 3. Using High Quality Instructional Materials (HQIM) is in alignment with an area of improvement identified in our ESF Diagnostic, “4.1: Daily Use of High-Quality Instructional Materials (HQIM) for Tier 1 Instruction.” The continued use of HQIM for Tier 1 reading and math instruction for a third year at 6th-8th grade is also in alignment with campus improvement goals.
3. We have provided HQIM Teacher Implementation Survey Data as well as Fall Interim Progress Data as evidence to support the effectiveness of the use of HQIM Reading and Math materials across 3rd-8th grade.

[-Tornillo Teacher Implementation Surveys](#)

[-Fall Interim Student progress data](#)

Step 2: Resource Allocation

1. What key resources (people, materials, time) are required to effectively implement the chosen strategy?

- Purchase of HQIM Materials for Reading (Amplify) & Math (Carnegie) for 6th-8th grades
- Tech tools for Intervention: IXL & Mathia
- Recommended Instructional Minutes in Master Schedule for HQIM Implementation
- Coaching Support (Lesson Internalization, Observation & Feedback)
- Customized HQIM Pacing Guides to reflect Tornillo ISD Instructional Calendar

2. What are potential barriers that need to be addressed for resource allocation and implementation?

- Order, purchase and receive instructional materials before the 1st day of school

3. How can resources be allocated equitably to ensure all stakeholders have the necessary support to achieve the desired outcomes?

- Weekly PLC's for training, lesson planning, and implementation facilitated by Instructional Coaches, service providers, Lead Teachers, or Admin
- Regular Teacher Observation and Feedback
- 9 weeks Teacher Surveys
- Continued HQIM instructional materials alignment for Kinder-8th grade

4. What measures will be taken to monitor and adjust resource allocation throughout the implementation process?

- Biweekly Observation & Feedback using Observation & Feedback Protocols and Tools
- Lesson Internalization and Teacher Delivery Practice
- Follow HQIM Implementation Protocols

Step 3: Curriculum

The use of HQIM instructional materials has already been used in Kinder-5th grade for the last 5 years. Using HQIM in 6th-8th grade will help continue the alignment of Tier 1 reading and math materials across Kinder-8th grade.

For the 2025-2026 school year, Tornillo PK-8 applied for the LASO III Strong Foundations Grant in order to purchase HQIM instructional materials and because it would also like to continue to receive Coaching and Implementation support.

- Teacher Survey Link – add here

	Reading	Math	Science	Social Studies
2026-2025	6 th -8 th HQIM Amplify w/ Coaching Support	6 th -8 th HQIM Carnegie/Bluebonnet	6 th -8 th SAVVAS Science Curriculum (new adoption)	6 th -8 th Lowman Social Studies
	Kinder-5 th Amplify (HQIM)	Kinder-5 th Eureka (HQIM)		
2025-2024	6 th -8 th Amplify w/ Coaching Support	6 th -8 th Carnegie w/ Coaching Support	6 th -8 th SAVVAS Science Curriculum (new adoption)	6 th -8 th Lowman Social Studies
	Tech Tool: IXL & Riveting Results LASO II, SF Grant: Kinder-5 th Amplify (HQIM)	Tech Tool: IXL & Mathia LASO II, SF Grant: Kinder-5 th Eureka (HQIM)/Sharon Wells (3 rd -5 th Grade)		
2024-2023	6 th -8 th Amplify	6 th -8 th Carnegie	6 th -8 th TRS Science & Teacher Created	6 th -8 th Lowman Social Studies
	Tech Tool: IXL & Riveting Results LASO II, SF Grant: Kinder-5 th Amplify (HQIM)	Tech Tool: IXL & Mathia LASO II, SF Grant: Kinder-5 th Eureka (HQIM)		
2023-2022	HMH Reading	TRS & Teacher Created	6 th -8 th TRS Science & Teacher Created	6 th -8 th Lowman Social Studies
	Decision 7 Grant: Kinder-5 th Amplify (HQIM)	Decision Grant: Kinder-5 th Eureka (HQIM) & Sharon Wells		
2022-2021	HMH Reading	TRS & Teacher Created	6 th -8 th TRS Science & Teacher Created	6 th -8 th Lowman Social Studies
	Decision 7 Grant: Kinder-5 th Amplify (HQIM) HMH Reading	Decision 7 Grant: Kinder-5 th Eureka (HQIM) Sharon Wells Math		
2020-2021	HMH Reading	TRS & Teacher Created	6 th -8 th TRS Science & Teacher Created	6 th -8 th Lowman Social Studies
	Pilot Kinder-5 th Amplify (HQIM)	Pilot Kinder-5 th Eureka (HQIM)		

STEP 4: Targeted Improvement Plan Solicitation of Feedback

- Teacher Feedback & CIT Approval: December 16
- District Improvement Meeting (DAB): January 7
- Parent Feedback Meetings: Feb. 13, Feb. 18, Feb. 20



Join Us for a Parent Informational Meeting!

We invite all Tornillo parents and community members to attend our first informational meeting this week. During this meeting, we will review the **Targeted Improvement Plan (TIP)** and the **High-Quality Instructional Materials** used in our Kindergarten through 8th-grade classrooms for **Reading and Math**.

This is a great opportunity to learn about the exciting things happening in our schools and to ask any questions you may have about how these materials support student learning. Your input and involvement are essential in ensuring the best possible education for our students.

Meeting Details:

- **Date:** Thursday, February 13
- **Time:** 5:00pm
- **Location:** Library- Building B

We look forward to seeing you there and working together to support our students' success!



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Meeting Details:

- **Date:** Tuesday, February 18
- **Time:** 4:30 pm
- **Location:** Library- Building B

We look forward to seeing you there and working together to support our students' success!

We'd love to hear from you!

- If you have questions, comments, or would like to provide us feedback on the TIP plan or HQIM instructional materials, we'd love to hear from you!

Please contact:

Myrna Lopez, Principal

Tornillo PK-8

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(915)765-3350

Questions?

- Tornillo PK-8 is seeking approval of the Junior High TIP Plan.