

Tornillo Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



Mission Statement

Tornillo ISD's mission is to empower our learning community to live their purpose by honoring values and beliefs for a holistic postsecondary journey.

Vision

Believe we can succeed; with pride we will achieve!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Tornillo school system was established in 1924 and has operated as an independent school district since 1960. Today, Tornillo Independent School District (TISD) serves a predominantly rural community, primarily educating Hispanic students and families, many of whom come from economically disadvantaged backgrounds. The district's proximity to the U.S.–Mexico border contributes to a culturally rich and diverse community that is an integral part of the district's identity.

Tornillo Independent School District is committed to providing a safe, nurturing, and inclusive learning environment where every student has the opportunity to succeed. The district places a strong emphasis on community engagement and collaboration among educators, students, families, and community stakeholders. These partnerships help ensure that students have access to the support, resources, and educational opportunities necessary to achieve academic and personal success.

TISD is dedicated to providing a comprehensive educational experience that prepares students for college, careers, and responsible citizenship. The district continually evaluates and enhances its educational practices to address the diverse academic, social, and developmental needs of its students. Administration, faculty, and staff share a commitment to educational excellence and continuous improvement, with a focus on strengthening student outcomes and creating meaningful, engaging school experiences.

Demographic Challenges Facing Tornillo ISD

Tornillo ISD is experiencing a significant and sustained decline in student enrollment. Current projections indicate that district enrollment may decrease to approximately 630–650 students by the 2026–2027 school year. This decline poses substantial challenges to the district's operational budget, state funding, staffing stability, and capacity to maintain a broad range of academic and extracurricular programs.

The district also serves a student population in which approximately 94% of students are identified as economically disadvantaged. Contributing factors include the region's geographic and economic isolation, limited local industrial development, and reliance on a predominantly low-wage labor market. The community's per capita income is approximately \$18,814, and its poverty rate exceeds 32%. These conditions may create barriers to consistent attendance, academic achievement, and access to educational resources.

Attendance and ADA Projections

During the 2025–2026 school year, Tornillo ISD's overall student attendance rate ranged from approximately 94% to 95%. Although this rate meets or exceeds the district's historical operating range of 89% to 94%, continued campus-level interventions are necessary to sustain improvement, prevent attendance regression, and reduce chronic absenteeism.

The campus will prioritize early identification of attendance concerns, timely communication with families, targeted support for students experiencing barriers to attendance, and regular monitoring of attendance data. These efforts will promote consistent student engagement and help protect attendance-based funding.

Average Daily Attendance Projections

Based on formal Texas school finance data for the 2025–2026 school year, Tornillo ISD's Refined Average Daily Attendance (ADA) was projected at approximately 640–660 students. This reduction reflects the district's continuing enrollment decline.

Because Texas school funding is largely determined by average daily attendance rather than total enrollment, improving and maintaining daily student attendance is a critical campus and district priority. Maximizing attendance will help safeguard instructional resources, staffing allocations, student support services, and academic and extracurricular programs.

District/Campus	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
High School	94.17%	93.17%	96% Expectation	97% Expectation	98% Expectation
Junior High	95.87%	94.97%			
Intermediate	95.50%	94.89%			
Tornillo ISD	95.13%	94.34%			

For the 2026-2027 school year, the district is comprised of two campuses serving students from pre-kindergarten through 12th grade:

- **Tornillo Elementary School:** Pre-Kindergarten–6th Grade / **Enrollment 2026-2027 School Year:** 335
- **Tornillo High school:** 7th-12th Grade/ **Enrollment 2026-2027 School Year:** 318
- Total Enrollment for Tornillo ISD as of August 15, 2026: 653

Enrollment by Campus -Fall 2025 Snapshot

- Tornillo High School (91th-12th): 225 students
- Tornillo Junior High (6th, 7th, 8th): 141 students
- Tornillo Tornillo Intermediate School (PK-5th Grade) : 328 students

Total District Enrollment for 2025-2026: 694 students

Demographics Strengths

- **Small Class Sizes:** 12-25 student class sizes
- **Title 1 Funding** received for identified student academic needs and support of parental engagment
- **Small Learning Community:** Close relationships among students, teachers, administrators, and Board members foster a strong sense of community.
- **Cultural Connection:** A predominantly Hispanic staff and student population promotes shared cultural understanding and a strong sense of belonging.
- **Academic Support:** Dedicated tutoring funds provide academic support to students across all campuses..
- **Innovative Technology:** Technology programs support diverse learning styles and both traditional and online learning environments.
- **Experienced Staff:** Most teachers at Tornillo ISD have more than 10 years of classroom experience, providing valuable expertise and stability.
- **Innovative Scheduling:** K–12 scheduling models maximize instructional time and address students’ diverse learning needs (Western Tech, Early College, Enrichment Classes Offered to all students)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment has decreased by approximately 10% every year for the last 8 years with enrollment to be at 640-650 for the 26-27 school year.

Root Cause: The annual decline in enrollment is driven by fewer new registrations which stems from local demographic shifts that reduce the number of school-aged children living within district boundaries.

Problem Statement 2 (Prioritized): Roughly 94% of the student population in the district is classified as economically disadvantaged.

Root Cause: Low-income children frequently enter school with gaps in early foundational reading and math skills as compared to higher-income peers.

Problem Statement 3 (Prioritized): The average attendance rate across all grade levels remains below 95%.

Root Cause: Limited parent and student awareness and accountability regarding the short- and long-term impact of attendance on student outcomes remains a concern. Inconsistent adherence to campus attendance procedures is also affecting academic systems and overall student attendance.

Student Learning

Student Learning Summary

For 2026-2027, Tornillo ISD received a B letter grade in the state accountability rating with an overall 80%. In the Student Achievement Domain: Achievement is at a 73 score, school progress is at a 82 score and closing the gaps is at a 76 score. Graduation completion rate for Spring was 100% as compared to 95.7% for 2025. while our College, Career, and Military Readiness is 81%.

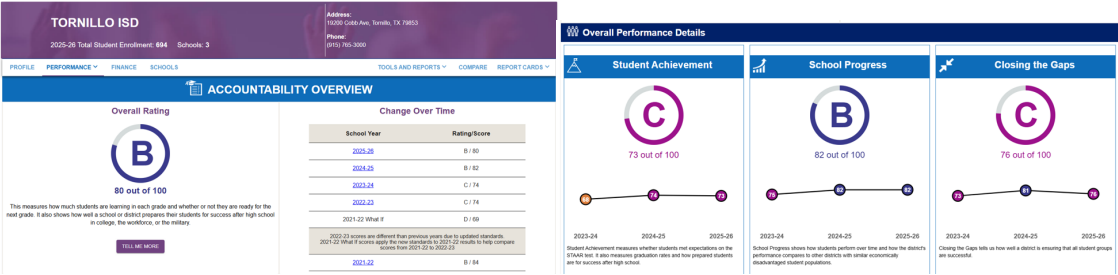
Tornillo District - Overall B Rating based on 2025-2026 Data

- Tornillo High School (9th-12th Grade) - B Rating Tornillo
- Jr. High School (6th-8th Grade) - B Rating (Campus Merged and Closed with Tornillo HS for 2026-2027)
- Tornillo Elementary (3rd-5th Grade) - D Rating

2025-2026 A-F Acoountability Ratings

- Tornillo High School (7th-12th Grade)- B Rating Tornillo
- Tornillo Elementary (PK-6th Grade)- D Rating

District Accountability



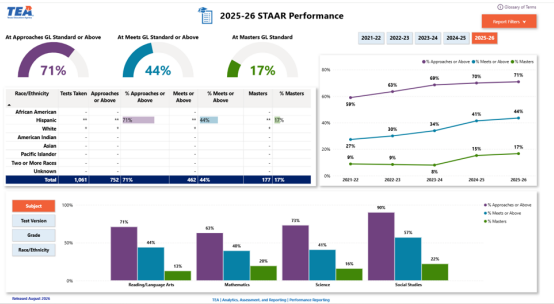
Tornillo Intermediate earned a D in 2026

Texas A-F Accountability • 2026 preliminary campus results

School	Grades	Students	Overall	Student achievement	School progress	Academic growth	Relative performance	Closing the gaps
Tornillo Intermediate	PK-5	328	D (66)	D (62)	D (69)	F (55)	D (69)	D (60)

- School Progress and Relative Performance were the strongest areas at D (69).
- Academic Growth was the primary opportunity at F (55).

Source: Texas Education Agency 2026



Tornillo Junior High earned a B in 2026

School	Grades	Students	Overall	Student achievement	School progress	Academic growth	Relative performance	Closing the gaps
Tornillo Junior High	6-8	141	B (86)	C (76)	B (88)	C (79)	B (88)	B (81)



Source: Texas Education Agency 2026

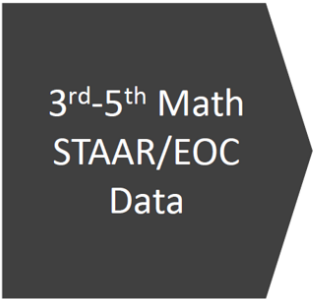
Tornillo High School earned a B in 2026

Texas A-F Accountability • 2026 preliminary campus results

School	Grades	Students	Overall	Student achievement	School progress	Academic growth	Relative performance	Closing the gaps
Tornillo High School	9-12	225	B (87)	C (79)	B (88)	B (88)	B (87)	B (85)

- School Progress and Academic Growth were the strongest areas at B (88).
- Student Achievement was the primary opportunity at C (79).

Source: Texas Education Agency 2026



Organization	Tested Grade	STAAR - Mathematics Performance Levels Did Not Meet Count	STAAR - Mathematics Performance Levels Approaches and Above Percentage	STAAR - Mathematics Performance Levels Meets and Above Percentage	STAAR - Mathematics Performance Levels Masters Percentage
STATE	3	119687	67	44	22
REG 19 ESC	3	2791	69	44	20
TORNILLO ISD	3	13	68	34	15
STATE	4	121157	68	49	25
REG 19 ESC	4	2598	73	52	24
TORNILLO ISD	4	21	55	36	11
STATE	5	97283	75	47	20
REG 19 ESC	5	1859	82	53	21
TORNILLO ISD	5	22	58	36	9

Organization	Tested Grade	STAAR - Mathematics Performance Levels Did Not Meet Count	STAAR Spanish - Mathematics Performance Levels Approaches and Above Percentage	STAAR Spanish - Mathematics Performance Levels Meets and Above Percentage	STAAR Spanish - Mathematics Performance Levels Masters Percentage
STATE	3	119687	52	27	10
REG 19 ESC	3	2791	57	32	11
TORNILLO ISD	3	13	17	17	0
STATE	4	121157	51	29	10
REG 19 ESC	4	2598	59	34	12
TORNILLO ISD	4	3	0	0	0
STATE	5	97283	54	22	5
REG 19 ESC	5	1859	67	31	8
TORNILLO ISD	5	4	0	0	0

3rd -5th
Reading
STAAR 25-26
Data

Organization	Tested Grade	STAAR - Reading Performance Levels Approaches and Above Percentage	STAAR - Reading Performance Levels Meets and Above Percentage	STAAR - Reading Performance Levels Masters Percentage
STATE	3	74	51	25
REG 19 EDC	3	78	54	25
TORNILLO ISD	3	81	62	29
STATE	4	78	53	24
REG 19 EDC	4	81	56	23
TORNILLO ISD	4	93	43	13
STATE	5	79	58	34
REG 19 EDC	5	83	62	35
TORNILLO ISD	5	76	54	27
Organization	Tested Grade	STAAR Spanish - Reading Performance Levels Approaches and Above Percentage	STAAR Spanish - Reading Performance Levels Meets and Above Percentage	STAAR Spanish - Reading Performance Levels Masters Percentage
STATE	3	59	28	15
REG 19 EDC	3	65	32	16
TORNILLO ISD	3	63	19	11
STATE	4	56	27	16
REG 19 EDC	4	59	36	13
TORNILLO ISD	4	57	29	19
STATE	5	65	35	15
REG 19 EDC	5	71	36	13
TORNILLO ISD	5	50	20	0

6th-8th Grade 25-26 STAAR Data

Organization	Tested Grade	STAAR - Mathematics Performance Levels Approaches and Above Percentage	STAAR - Mathematics Performance Levels Meets and Above Percentage	STAAR - Mathematics Performance Levels Masters Percentage
STATE	6	73	39	15
REG 19 ESC	6	74	36	12
TORNILLO ISD	6	40	10	2
STATE	7	48	29	9
REG 19 ESC	7	44	22	3
TORNILLO ISD	7	17	0	0
STATE	8	73	47	16
REG 19 ESC	8	77	49	12
TORNILLO ISD	8	75	42	13

Organization	Tested Grade	STAAR - Reading Performance Levels Approaches and Above Percentage	STAAR - Reading Performance Levels Meets and Above Percentage	STAAR - Reading Performance Levels Masters Percentage
STATE	6	72	54	29
REG 19 ESC	6	73	53	26
TORNILLO ISD	6	42	21	5
STATE	7	77	54	31
REG 19 ESC	7	78	53	27
TORNILLO ISD	7	68	51	28
STATE	8	83	59	32
REG 19 ESC	8	85	60	30
TORNILLO ISD	8	85	52	17

	Tested Grade	STAAR - Social Studies Performance Levels Approaches and Above Percentage	STAAR - Social Studies Performance Levels Meets and Above Percentage	STAAR - Social Studies Performance Levels Masters Percentage
Organization				
STATE	8	57	32	16
REG 19 ESC	8	59	30	14
TORNILLO ISD	8	75	37	15

EOC Data 25-26

	STAAR - Algebra I Performance Levels Approaches and Above Count	STAAR - Algebra I Performance Levels Approaches and Above Percentage	STAAR - Algebra I Performance Levels Meets and Above Count	STAAR - Algebra I Performance Levels Meets and Above Percentage	STAAR - Algebra I Performance Levels Masters Count	STAAR - Algebra I Performance Levels Masters Percentage
State	367889	82	242047	54	134883	30
Region	12648	88	8882	62	4586	32
District	61	100	56	92	44	72
	STAAR - Biology Performance Levels Approaches and Above Count	STAAR - Biology Performance Levels Approaches and Above Percentage	STAAR - Biology Performance Levels Meets and Above Count	STAAR - Biology Performance Levels Meets and Above Percentage	STAAR - Biology Performance Levels Masters Count	STAAR - Biology Performance Levels Masters Percentage
State	389832	93	294037	71	145188	35
Region	12151	94	8869	68	3590	28
District	44	83	27	51	9	17
	STAAR - English I Performance Levels Approaches and Above Count	STAAR - English I Performance Levels Approaches and Above Percentage	STAAR - English I Performance Levels Meets and Above Count	STAAR - English I Performance Levels Meets and Above Percentage	STAAR - English I Performance Levels Masters Count	STAAR - English I Performance Levels Masters Percentage
State	332173	71	257675	55	60874	13
Region	10387	68	7698	50	1423	9
District	41	65	28	44	4	6
	STAAR - English II Performance Levels Approaches and Above Count	STAAR - English II Performance Levels Approaches and Above Percentage	STAAR - English II Performance Levels Meets and Above Count	STAAR - English II Performance Levels Meets and Above Percentage	STAAR - English II Performance Levels Masters Count	STAAR - English II Performance Levels Masters Percentage
State	322884	72	267840	60	40872	9
Region	10444	71	8583	59	1034	7
District	43	67	34	53	1	2
	STAAR - U.S. History Performance Levels Approaches and Above Count	STAAR - U.S. History Performance Levels Approaches and Above Percentage	STAAR - U.S. History Performance Levels Meets and Above Count	STAAR - U.S. History Performance Levels Meets and Above Percentage	STAAR - U.S. History Performance Levels Masters Count	STAAR - U.S. History Performance Levels Masters Percentage
State	363726	93	273976	70	145637	37
Region	11888	95	9060	72	4542	36
District	63	98	45	70	17	27

Student Learning Strengths

Strengths	Evidence
Algebra I	100% reached Approaches, 92% reached Meets, and 72% reached Masters—above both the state and Region 19 at every level.
Grade 3 reading	81% reached Approaches and 62% reached Meets, above the state’s 74% and 51%.
Grade 8 social studies	75% reached Approaches and 37% reached Meets, above the state’s 57% and 32%.
U.S. History	98% reached Approaches, compared with 93% statewide; the district matched the state’s 70% at Meets.

Areas for growth	Evidence
Grades 6–7 math	Grade 6 reached 40% Approaches and 10% Meets; grade 7 reached 17% Approaches and 0% Meets. These are the largest gaps against state results.
Grades 3–5 math	Meets ranged from 34% to 36%, below the state’s 44% to 49%.

Areas for growth	Evidence
Spanish Math 3rd-5th Grade	17% Approaches in grade 3 and 0% in grades 4 and 5. ***Grade 4 and 5 results reported groups are very small.
Reading 4th-6th Grade	-Grade 6 reading was 42% Approaches and 21% Meets, versus 72% and 54% statewide -Grade 4 and 5 Spanish reading also trailed state results at Meets.
Biology and English end-of-course exams	-Biology reached 51% Meets versus 71% statewide. -English I reached 44% versus 55% -English II reached 53% versus 60%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tornillo ISD students in grades 6 and 7 performed below state levels in mathematics. In grade 6, 10% reached Meets compared with 39% statewide; in grade 7, 0% reached Meets compared with 29% statewide.

Root Cause: Inconsistent identification and response to prerequisite skill gaps across the elementary-to-middle-school transition.

Problem Statement 2 (Prioritized): In grades 3-5 mathematics, 34%-36% of district students reached Meets, compared with 44%-49% statewide.

Root Cause: Insufficient use of assessment results to provide timely, targeted instruction on grade-level math skills.

Problem Statement 3 (Prioritized): In TELPAS, the percentage of EB students at the Advanced High level is lower than 15% in all grade levels.

Root Cause: Students lack of practice in the second language to demonstrate English Proficiency in the TELPAS test.

Problem Statement 4: Reading results declined after grade 3, with grade 6 at 21% Meets compared with 54% statewide.

Root Cause: Inconsistent reading intervention and progress monitoring as students move into upper elementary and middle school grades.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

Tornillo Independent School District (TISD) is committed to providing a rigorous, cohesive, and student-centered educational experience aligned with state standards and district goals. Curriculum and instruction are designed to meet diverse student needs through research-based practices, continuous improvement, and innovative instructional strategies.

TISD's instructional framework is grounded in two research-based models: the Effective Schools Framework (ESF) and the Response to Intervention (RTI) Model. ESF emphasizes strong leadership, effective planning, well-supported teachers, positive school culture, high-quality curriculum, and effective instruction. The RTI model provides a tiered system of support, including high-quality Tier 1 instruction for all students, targeted Tier 2 interventions, and intensive Tier 3 interventions for students requiring additional support.

Bilingual/ESL

TISD provides bilingual and English as a Second Language (ESL) services to support language acquisition and academic achievement.

PK–5: The goal of the One-Way Dual Language 50/50 model is to build literacy and academic skills in the students' native language while progressively developing English proficiency in reading, writing, listening, and speaking. However, 2026-2027 TELPAS shows that over the last few years, student in the Dual Program have made limited gains with language proficiency. As a district, Tornillo ISD has the most students who have been in the US for more than 6 years with 176 students with about 30-40 students within the 2-5 year range in US schools. Data trends show minimal increase language English growth from one grade level to the next.

TELPAS results and teacher walkthroughs indicate that high engagement practices are not consistently implemented in dual language, ESL, and content-area classrooms. Students need more frequent, structured opportunities to use and demonstrate academic language across subjects and grade levels. Although professional development is provided annually, follow-up monitoring and accountability for implementing these practices have been limited.

Grades 6–12: The goal of the ESL instruction program is to incorporate sheltered instruction strategies across all content areas and providing targeted support for Emergent Bilingual students at varying levels of language development in reading, writing, speaking, and listening.

Yearly Progress Indicator	Number of Students	Percentage		US Schools	of Students				
2 Levels Higher	5	1%		6+	176		TELPAS Composite Rating - Intermediate	Number of Students	Percentage
1 Level Higher	101	24%		5	41		Beginning	73	32%
Lower Same Level	262	63%		4	36		Intermediate	90	40%
No Indicator	50	12%		3	40		Advanced	46	20%
				2	45		Advanced High	16	7%
TELPAS Composite Rating - District	Number of Students	Percentage		1	10				
Beginning	88	21%							
Intermediate	190	45%					TELPAS Composite Rating - Junior High	Number of Students	Percentage
Advanced	112	28%					Beginning	5	6%
Advanced High	36	36%					Intermediate	40	45%
							Advanced	34	39%
							Advanced High	9	10%
							TELPAS Composite Rating - High School	Number of Students	Percentage
							Beginning	10	9%
							Intermediate	60	53%
							Advanced	32	28%
							Advanced High	11	10%

TELPA S Students Who Made Growth From One Year to Next			
Yearly Progress Indicator	1 Level Higher or More	Lower/Same Level	New Student to Grade
Kinder to 1 st Grade	21	13	4
1 st to 2 nd Grade	9	20	2
2 nd to 3 rd Grade	19	16	3
3 rd to 4 th Grade	9	27	0
4 th to 5 th Grade	9	34	3
5 th to 6 th Grade	3	26	2
6 th to 7 th Grade	12	14	4
7 th to 8 th Grade	3	23	1
8 th to 9 th Grade	10	31	2
9 th to 10 th Grade	4	18	0
10 th to 11 th Grade	6	18	2
11 th to 12 th Grade	0	22	0

Based on English Language Development data, Tornillo ISD will be conducting a school wide Bilingual Program Audit and Inventory to help identify action steps to help student growth.

Gifted and Talented

TISD provides comprehensive, appropriately challenging services for Gifted and Talented (G/T) students in grades K–12. Programming includes opportunities for advanced learning, creativity, leadership, and enrichment across core academic and fine arts areas, aligned with the Texas State Plan for the Education of Gifted/Talented Students.

Title I, Part A

TISD campuses operate under a schoolwide Title I model designed to support all students, with an emphasis on those at risk of not meeting state academic standards. Title I funds

support academic programs, parent and family engagement, foster care and homeless education, and services for eligible private and nonprofit schools. The district prioritizes strong family and community partnerships to support student success.

Title I, Part C – Migrant Education

Through collaboration with Region 19, TISD provides services to identified migrant students to address educational disruptions associated with mobility, language and cultural barriers, and other challenges related to migratory lifestyles.

Special Education

The Special Education Department provides individualized services and supports to maximize student potential in the least restrictive environment. Instruction and services are guided by each student's Individualized Education Program (IEP), accommodations, and modifications. The department also oversees dyslexia identification and intervention services and supports students in achieving academic, social, behavioral, and postsecondary goals.

Guidance and Counseling

The TISD counseling program supports students' academic, career, personal, emotional, and social development through four core components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

College, Career, and Military Readiness

Career and Technical Education

TISD's Career and Technical Education (CTE) programs provide rigorous, coherent programs of study aligned with academic standards and high-demand career pathways. Students have opportunities to earn industry-based certifications and develop the technical knowledge and skills needed for postsecondary education and successful careers.

- Tornillo HS Programs Offered: Law Enforcement, Career and College Exploration, Computer Science
- Western Tech Collaboration: Welding, Computer Cyber Security, Nursing
- UTEP and EPCC: Early College

State Compensatory Education

State Compensatory Education (SCE) provides supplemental academic services to students identified as at risk of dropping out. Programs focus on closing achievement gaps, increasing academic performance, and reducing dropout risk through targeted instructional support and intervention.

Disciplinary Alternative Education Program

The DAEP/HOPE Academy provides a structured, supportive educational environment for middle and high school students requiring an alternative placement while maintaining access to academic instruction and intervention.

Summer and Intersession Intervention

Summer and intersession programs provide targeted academic support to at-risk students. Campuses use supplemental resources and tutoring to strengthen core academic skills, address learning gaps, and prepare students for state assessments.

Fine Arts

TISD provides PK–12 opportunities in visual and performing arts. Music offerings include drumline and performing band. PK–12 art programs develop creativity, artistic skills,

critical thinking, and self-expression through diverse media and experiences.

Library and Instructional Media

TISD libraries serve as collaborative learning environments that provide equitable access to information, technology, and learning resources. Programming focuses on information literacy, inquiry, reading, digital learning, safe and nurturing environments, and leadership.

Technology

TISD integrates technology to enhance instruction, support diverse learning needs, and provide personalized learning opportunities.

- One-to-one student and device ratio
- Blended Learning Grant (2023-2027)
- Technology Lending Grant (2025-2026)
- Innovating School Grant for Hybrid Teaching at High School (2026-planning, 2027- implementation)

Truancy and Chronic Absenteeism

TISD is committed to partnering with families and the community to improve attendance and strengthen academic outcomes. The district's goal is to achieve an annual attendance rate of 98% or higher and reduce chronic absenteeism through proactive monitoring, intervention, and family engagement.

Physical Education

TISD's Physical Education program promotes physical, mental, and social wellness through engaging activities that develop fitness, healthy habits, and knowledge of effective training and wellness practices.

Early Childhood Literacy and Mathematics

TISD's early childhood programs establish strong academic foundations in literacy and mathematics. Literacy instruction emphasizes phonics, language development, engaging texts, and research-based practices, while mathematics instruction develops number sense, patterns, problem-solving, and mathematical reasoning through hands-on learning.

Programs align with Texas requirements under HB 3 and HB 2, including Reading Academies, systematic phonics instruction, early literacy supports, effective PK–3 instruction, and required mathematics professional development for K–3 teachers and principals.

PK-5th Grade Literacy and Math Program

- Phonics Instruction- Dual Language Kinder-2nd Grade use of Bluebonnet Reading.
- K-5 Reading program is High Quality Instructional Materials (HQIMBluebonnet Reading)
- PreK Reading Program is Teaching Strategies
- K-5 Math program is High Quality Instructional Materials (Bluebonnet Math)
- PreK-12 uses IXL Math as Math Tech Tool
- K-2 Tech Tool for reading intervention- Amplify Boost

District Processes & Programs Strengths

Curriculum and Instruction Strengths and Challenges

The implementation of Instructional Rounds, the Effective Schools Framework, Blended Learning, and the RTI model provides TISD with a focused, data-driven approach to achieving the goals established through Lone Star Governance. These systems provide timely instructional feedback, strengthen teaching practices, and support multi-tiered academic, behavioral, and attendance interventions. Ongoing professional learning and coaching empower educators to engage students, promote ownership of learning, and ensure appropriate levels of challenge and support.

- 90 minute PLC and teacher conference model (45 minute PLC & 45 minute teacher conference time)
- Planning Day before the start of every 9 weeks
- Increase of 8th grade science scores
- Consistent reading scores at 4th-12th grade
- **PK-5th Grade Literacy and Math Program**
 - PreK Reading Program is Teaching Strategies
 - K-5 Reading program is High Quality Instructional Materials (HQIMBluebonnet Reading)
 - K-5 Math program is High Quality Instructional Materials (Bluebonnet Math)
 - 6th Grade Reading Amplify
 - 6th-8th Grade Carnegie Math
 - Kinder-8th Grade Science: SAVAS Science
 - Kinder-4th Grade Social Studies: T

Bilingual/ESL Strengths and Challenges

TISD's PK–5 Dual Language program provides structured instruction in students' primary language while progressively developing English proficiency toward a 50/50 instructional model. The program incorporates students' cultural and linguistic backgrounds. In grades 6–12, the ESL program provides comprehensible instruction, targeted language support, and meaningful opportunities for English language development.

TELPAS Scores coupled with teacher walkthroughs have yielded a misalignment of high engagement practices in Bilingual Classrooms (Dual Language, ESL, and content specific). Students may need more frequent, structured opportunities to develop and demonstrate academic language across subjects and across all grade levels. Although professional development has been provided yearly, monitoring and accountability in the use of these practices has been limited.

Gifted and Talented Strengths

TISD provides G/T students with differentiated and appropriately challenging instruction through in-class support, independent learning, and collaboration with peers. Services are provided across core content and specialty areas based on students' identified strengths and areas of giftedness. For the 2026-2027 school year, 67 students have been identified as GT across the Kinder-12th grade with the highest number of students in the upper grades.

Title I, Part A Strengths

All three TISD campuses operate as Title I schoolwide programs, providing resources to strengthen the overall educational program. Title I funding supports initiatives that address the needs of economically disadvantaged students, with district data indicating continued progress in closing achievement gaps.

Title I, Part C – Migrant Education Strengths

The Migrant Education Program provides comprehensive support to eligible students and families through academic monitoring, family workshops, instructional resources, summer programs, and enrichment activities. TISD collaborates with Region 19 to monitor student progress and provide targeted services.

Special Education Strengths

TISD utilizes an inclusive instructional model that promotes collaboration between special education and general education teachers. Co-teaching and collaborative planning increase access to the general education curriculum while providing individualized support. This model strengthens instructional continuity, professional collaboration, and student inclusion.

Guidance and Counseling Strengths

The counseling program provides age-appropriate, sequenced services addressing intrapersonal and interpersonal effectiveness, postsecondary education and career readiness, and personal health and safety to support students' overall development and future success. There is one counselor at each of the campuses. Students at the high school level receive classes in College and Careers.

For the past 3 years, Tornillo ISD has partnered with Project Vida to provide Tier 3 Counseling support to PK-12 grade students and their families.

Career and Technical Education Strength

CTE is an integral component of students' four-year plans, providing career exploration and hands-on learning from PK–12. Students have opportunities to develop industry skills and earn entry-level certifications in areas such as law enforcement, education, welding, HVAC, nursing, and automotive technology.

State Compensatory Education Strength

TISD provides supplemental programs, personnel, and interventions to accelerate learning and support students identified as at risk. Resources include instructional coaches, CIS coordinators, reading/ESL and lab teachers, instructional aides, and homebound services. Before- and after-school tutoring and Saturday learning opportunities further extend academic support. Staff receive targeted professional development to strengthen services for at-risk students.

DAEP/HOPE Academy Strengths

TISD is strengthening intervention documentation and monitoring for Tier III at-risk students through Eduphoria and campus-based intervention systems. At-risk indicators are used to identify student needs and guide appropriate supports. An At-Risk Coordinator provides additional oversight and guidance to campuses to ensure continuity and effectiveness of services.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students across multiple grade levels and subjects are performing below state benchmarks, with the largest gaps in grades 6-7 mathematics and grade 6 reading.

Root Cause: Inconsistent use of assessment data to identify skill gaps and provide timely, targeted instruction as students progress across grade levels in reading and math.

Problem Statement 2 (Prioritized): The percentage of emergent bilingual (EB) students who advance at least one proficiency level on TELPAS varies significantly and inconsistently across grade levels in grades 1-12. Of the 418 students who tested on TELPAS at Tornillo, in the yearly progress area, 262 (63%) remained at the same level or moved lower; 106 (25%) moved up at least one level.

Root Cause: A lack of alignment in second-language acquisition strategies across grade levels, coupled with inconsistent implementation of the bilingual program model.

Problem Statement 3 (Prioritized): Sixty-three percent of students overall, remained at the same TELPAS level or moved lower.

Root Cause: Inconsistent use of TELPAS domain results to plan language instruction and monitor progress during the year.

Problem Statement 4 (Prioritized): At junior high, 45% of students who took TELPAS, were rated Intermediate; at high school, 53% were rated Intermediate.

Root Cause: Language-development supports may not be consistently carried forward and adjusted as students move between grade spans.

Problem Statement 5 (Prioritized): Of the students that took TELPAS, at the elementary, 72% of students were rated Beginning or Intermediate (32% and 40%, respectively).

Root Cause: Students need more frequent, structured opportunities to develop and demonstrate academic language across subjects.

Perceptions

Perceptions Summary

Climate Surveys

Tornillo ISD conducts annual climate surveys for parents, staff, and students to assess stakeholder perceptions and identify areas for continued improvement. Surveys focus on key areas including **school safety and learning environments, academics, and access to educational opportunities**. Survey results are used to inform district planning and strengthen the overall school experience.

Parent Survey: 2025–2026

Staff Survey: 2025–2026

Student Survey: 2025–2026

Historical climate survey results are available through the district's website. <https://www.tisd.us/page/climate-survey>

Stakeholder Engagement

TISD provides structured opportunities for ongoing communication and collaboration with families and the community. Monthly engagement activities include Coffee with the Principal, weekly parent trainings (English, Citizenship), and campus-sponsored family events (Parent and Teacher Conferences, Open House, Monthly Newsletters, Read Across Tornillo, Library Story Hour, Fitness Friday).

Volunteer Opportunities and Decision Making Committees: LPAC, Campus Improvement Team (CIT), District Improvement (DAB), SHAC

Well-Rounded Students

Based on parent and student feedback, TISD has allocated resources and funding to expand PK–12 extracurricular programs and activities for the 2025–2026 school year, supporting students' academic, social, and personal development (Academic and Athletic UIL Opportunities, Art, Music, Library, and Technology offered to students every week).

Perceptions Strengths

Climate Survey and Stakeholder Engagement Highlights

The 2025–2026 climate survey yielded positive results in two key areas: opportunities for parent involvement and access to resources that support positive student outcomes.

Each campus and department developed an action plan focused on sustaining a identified strength and addressing a priority area for improvement. These plans will be implemented throughout the 2026–2027 school year.

TISD continues to identify strategies to improve participation and engagement from families, students, and community members in district decision committees such as LPAC, Campus Improvement Team, DAB as well as an increase in participation in events such as the montly Coffee with the Principal, Library Story Hour, Fitness Friday, College Nights, and academic/atheltic events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community, Parent, and Family Engagement: Parent, family, and community engagement in students' educational experiences remains an area for continued growth and improvement.

Root Cause: Community, Parent, and Family Engagement: Parent and community activities should be intentionally structured to provide families with practical strategies for supporting student success at home, while increasing awareness and utilization of the resources and services available through the district.

Problem Statement 2 (Prioritized): Limited parent participation in the annual climate survey at each campus continues to be identified as an area for improvement.

Root Cause: The district and campuses should develop and implement diverse engagement strategies to increase participation among parents, families, and community members and ensure that climate survey results accurately reflect the perspectives of the parent and family community.

Priority Problem Statements

Problem Statement 1: Limited parent participation in the annual climate survey at each campus continues to be identified as an area for improvement.

Root Cause 1: The district and campuses should develop and implement diverse engagement strategies to increase participation among parents, families, and community members and ensure that climate survey results accurately reflect the perspectives of the parent and family community.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Community, Parent, and Family Engagement: Parent, family, and community engagement in students' educational experiences remains an area for continued growth and improvement.

Root Cause 2: Community, Parent, and Family Engagement: Parent and community activities should be intentionally structured to provide families with practical strategies for supporting student success at home, while increasing awareness and utilization of the resources and services available through the district.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Roughly 94% of the student population in the district is classified as economically disadvantaged.

Root Cause 3: Low-income children frequently enter school with gaps in early foundational reading and math skills as compared to higher-income peers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The average attendance rate across all grade levels remains below 95%.

Root Cause 4: Limited parent and student awareness and accountability regarding the short- and long-term impact of attendance on student outcomes remains a concern. Inconsistent adherence to campus attendance procedures is also affecting academic systems and overall student attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: In grades 3-5 mathematics, 34%-36% of district students reached Meets, compared with 44%-49% statewide.

Root Cause 5: Insufficient use of assessment results to provide timely, targeted instruction on grade-level math skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In TELPAS, the percentage of EB students at the Advanced High level is lower than 15% in all grade levels.

Root Cause 6: Students lack of practice in the second language to demonstrate English Proficiency in the TELPAS test.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students across multiple grade levels and subjects are performing below state benchmarks, with the largest gaps in grades 6-7 mathematics and grade 6 reading.

Root Cause 7: Inconsistent use of assessment data to identify skill gaps and provide timely, targeted instruction as students progress across grade levels in reading and math.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Student enrollment has decreased by approximately 10% every year for the last 8 years with enrollment to be at 640-650 for the 26-27 school year.

Root Cause 8: The annual decline in enrollment is driven by fewer new registrations which stems from local demographic shifts that reduce the number of school-aged children living within district boundaries.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Tornillo ISD students in grades 6 and 7 performed below state levels in mathematics. In grade 6, 10% reached Meets compared with 39% statewide; in grade 7, 0% reached Meets compared with 29% statewide.

Root Cause 9: Inconsistent identification and response to prerequisite skill gaps across the elementary-to-middle-school transition.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: The percentage of emergent bilingual (EB) students who advance at least one proficiency level on TELPAS varies significantly and inconsistently across grade levels in grades 1-12. Of the 418 students who tested on TELPAS at Tornillo, in the yearly progress area, 262 (63%) remained at the same level or moved lower; 106 (25%) moved up at least one level.

Root Cause 10: A lack of alignment in second-language acquisition strategies across grade levels, coupled with inconsistent implementation of the bilingual program model.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Sixty-three percent of students overall, remained at the same TELPAS level or moved lower.

Root Cause 11: Inconsistent use of TELPAS domain results to plan language instruction and monitor progress during the year.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Of the students that took TELPAS, at the elementary, 72% of students were rated Beginning or Intermediate (32% and 40%, respectively).

Root Cause 12: Students need more frequent, structured opportunities to develop and demonstrate academic language across subjects.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: At junior high, 45% of students who took TELPAS, were rated Intermediate; at high school, 53% were rated Intermediate.

Root Cause 13: Language-development supports may not be consistently carried forward and adjusted as students move between grade spans.

Problem Statement 13 Areas: District Processes & Programs

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 35% in 2024 to 65% by 2029.

Performance Objective 1: Reading and Writing Language Arts

Third grade students to score Approaches or higher on STAAR will increase from 52% in 2024 to 92% in 2029

Fourth grade students to score Approaches or higher on STAAR will increase from 33% in 2024 to 73% in 2029

Fifth grade students to score Approaches or higher on STAAR will increase from 42% in 2024 to 82% in 2029

Sixth grade students to score Approaches or higher on STAAR will increase from 39% in 2024 to 79% in 2029

Seventh grade students to score Approaches or higher on STAAR will increase from 14% in 2024 to 54% in 2029

Eighth grade students to score Approaches or higher on STAAR will increase from 38% in 2024 to 78% in 2029

English 1 results will indicate a 5% increase from 35% in 2024 to 60% in 2029

English 2 results will indicate a 6% increase from 34% in 2024 to 64% in 2029

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with ELAR research based programs, high quality instructional materials, and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating reading and writing materials and programs programs such as mClass, iXL, Bluebonnet, Amplify, Boost, Riveting, and iTEKS Resource System. Implementation will Improve reading levels, improve STAAR scores, and decrease reading and writing gaps. Staff Responsible for Monitoring: Instructional support, Instructional specialist Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with Language Arts professional development in order for them to integrate reading and writing strategies across all content areas. Staff Responsible for Monitoring: Administrator, Instructional Coaches, Grade Level Leads Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 2: Math

Third grade students to score Approaches or higher on STAAR will increase from 63% in 2024 to 90% in 2029
Fourth grade students to score Approaches or higher on STAAR will increase from 40% in 2024 to 80% in 2029
Fifth grade students to score Approaches or higher on STAAR will increase from 18% in 2024 to 58% in 2029
Sixth grade students to score Approaches or higher on STAAR will increase from 17% in 2024 to 57% in 2029
Seventh grade students to score Approaches or higher on STAAR will increase from 8% in 2024 to 48% in 2029
Eighth grade students to score Approaches or higher on STAAR will increase from 57% in 2024 to 87% in 2029
Algebra 1 results will indicate a 8% increase from 24% in 2024 to 64% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide PK-12 teachers with Math research based programs, high quality materials, technology resources, and professional development (local and out-of-town) to support math content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as iXL, Carnegie, Bluebonnet Math, IXL, and iTEKS Resource System. Implementation will improve STAAR scores, decrease math learning gap. Staff Responsible for Monitoring: Instructional support, Instructional specialist, Administrator Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 3: Science

Fifth Science results will indicate an increase in Approaches or higher from 17% in 2024 to 57% in 2029
Eighth Science results will indicate an increase in Approaches or higher from 30% in 2024 to 70% in 2029
Biology results will indicate a 2.5% increase from 48% in 2024 to 60% in 2029

High Priority
Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Provide PK-12th grade teachers with research based programs, materials, and technology, professional development resources to support science content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lead4ward, adoption materials, HQIM-Savvas, . Implementation will improve STAAR scores, and decrease learning gap. Staff Responsible for Monitoring: Administrator, Content/Grade Level Lead, Instructional Coach Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 4: Social Studies

Eighth Social Studies results will indicate an increase in Approaches or higher from 16% in 2024 to 56% in 2029

US History results will indicate a 3% increase from 46% in 2024 to 60% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, high quality materials, and technology resources to support social studies content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lead4ward, adoption materials, and Studies Weekly. Implementation will improve STAAR scores, and decrease learning gap. Staff Responsible for Monitoring: Instructional support, Instructional Coach, Administrator, Grade Level/Content Lead	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 5: TISD will implement multiple Language Arts (reading and writing) initiatives to include requirements that adopt K-3 phonics curriculum and Reading Academies that uses systematic direct instruction, incorporate the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-3 as required by House Bill 3.

- PreK students on grade level or above in CLI will increase from 60% in 2024 to 90% in 2029
- Kinder students on grade level or above in mClass will increase from 85% in 2024 to 95% in 2029
- First grade students on grade level or above in mClass will increase from 71% in 2024 to 91% in 2029
- Second grade students on grade level or above in mClass will increase from 78% in 2024 to 98% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, high quality materials and technology resources in phonics instruction. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as MClass, HQIM, and iTEKS resource system. Implementation will Improve reading levels, and improve number of students that are at reading at grade level. Staff Responsible for Monitoring: Instructional support, Instructional specialist, Administrator, Content Lead	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 6: TISD will implement a framework that supports students in K-3 Math and will increase the number of students performing at grade level.

PreK students on grade level or above in CLI will increase from 80% in 2024 to 95% in 2029

Kinder students on grade level or above in IXL will increase from 74% in 2024 to 94% in 2029

First grade students on grade level or above in IXL will increase from 42% in 2024 to 90% in 2029

Second grade students on grade level or above in IXL will increase from 53% in 2024 to 90% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, materials, and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as iXL, HQIM, and iTEKS resource system. Implementation will decrease learning gap and improve the number of students performing at grade level. Staff Responsible for Monitoring: Instructional support, Instructional specialist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide all Kinder-3rd grade teachers and administrators access to professional development for Math Academies as required by House Bill 2. Strategy's Expected Result/Impact: Alignment of math teaching strategies at K-3rd grade. Staff Responsible for Monitoring: Campus Admin, Curriculum Coach	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 7: 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.

Strategy 1 Details	Reviews			
Strategy 1: Effective, Well-Supported Teachers: -Strong school leadership (PD, coaching, technology for administrators as specified in lever 1 of ESF) -Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools -Maintain Teacher Incentive Allotment Annual Subscription -Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by the first day of school -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 district, local, regional, state, and national conferences for professional learning and certification opportunities. -Provide professional opportunities to staff and administrators on tiered instructional practices. -Staff Development for Professional Staff of the District [TEC 11.252(3)(F)], to include support personnel: provide on-going professional development, meals, transportation, travel, stipends, equipment, materials and resources to address all subjects and student populations. -Members of leadership team will have tools necessary to support HQIM -Provide teachers with materials/resources/equipment/technology necessary deliver lesson effectively and efficiently -Incentives such as light snacks or meals for Professional development days or after school training -Teacher Appreciation Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level. Staff Responsible for Monitoring: Superintendent and Principals Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Positive and Safe School Culture: -Provide data system to track pertinent school culture data -Provide campuses with Health Management Solution System -Provide campuses with access to external student support services. -Ensure that campus buildings are well maintained, ventilated, safe, and conducive to learning -Promote positive school culture through positive recognitions, incentives, certificates, snacks for meetings, after school activities (PBIS, Coffee with the Principal). Recognition of students for behavior, attendance, & academics. -Promote college & career readiness through displays throughout the school such as banners, window coverings, and bulletin boards. -Celebrate and recognize all teachers and staff. -School facility improvements, such a multipurpose cafetorium, to support students health needs and offer a high quality indoor school facilities. -Agreement with local law enforcement agencies to get assigned School Resource Officers (SRO)/Guardian as needed -Attend and Provide Professional Development on Safety Laws, Regulations, Procedures -To maintain safe and secure entry access to all district buildings -To maintain student facilities safety -Campus and school logo'd items to help build strong sense of community and culture Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback. Create a safer environment by having School Resource Officers assigned to campuses. Staff Responsible for Monitoring: Superintendent, Campus administrators Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: High-Quality Curriculum: -Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence -Provide access to assessments aligned to the standards and the expected level of rigor -The calendar shall include days for professional development activities that align with the assessment calendar and 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 -Provide teachers and admin access to curriculum, assessment, and data desegregation resources and materials. -Provide teachers with research based programs, high quality instructional materials, and technology resources to support content acceleration. -Each classroom teacher and administrators in K-3 will be up to date with the teacher literacy achievement academy or complete modules. -K-3rd grade teachers and administrators will begin Math Pilot Academies as required by HB2 to be in full compliance by 2031 Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback. Monitor and evaluate implementation of iTEKS resource system, Eduphoria, lead4ward, HQIM, and textbook adoption materials. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap. Staff Responsible for Monitoring: Superintendent, & Campus Administrators Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Effective Instruction: -Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas and PK-2 math and reading -Ensure that school receive detailed reports with two instructional days. -Provide schools with access to student academic, behavioral, and on track to graduate data -Have effective systems for identifying and supporting struggling learners -Policies and practices will support effective instruction in schools -Provide professional opportunities to staff and administrators on tier 1 instructional practices. -Provide necessary materials/equipment to successfully master all content curriculum Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. Effective Schools Framework, TTESS, Instructional Rounds Campus Leader Feedback, Data Driven Instruction Protocol during PLCs Staff Responsible for Monitoring: Superintendent and Principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure teachers, staff, and classrooms have operational, office supplies and instructional materials needed for effective classroom instruction. Strategy's Expected Result/Impact: Instruction will not be affected by the lack of instructional materials inside and outside the classroom. Staff Responsible for Monitoring: Principals, Instructional Specialists Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 8: Tornillo ISD will implement Technology Blended Learning Grant to ensure that students are ready with 21st Century Technology Skills. This will be done through the use of blended learning environment (EX: wall space, furniture, bulletin boards) and Blended Learning Instruction (Station Rotation, Small Group Intervention, Student Engagement), technology projects, creation and implementation of technology strategies in the classroom by students and teachers, professional development training, and purchasing of equipment to implement blended learning.

Strategy 1 Details	Reviews			
Strategy 1: Tornillo ISD will become 21st Century Technology campuses through the use of student driven technology projects and creation and implementation of technology strategies in math, reading, science, social studies, and elective like classes. Students and teachers will be able to attend professional development training and purchasing of equipment for teachers and students that will help them implement 21st Century Skills in the classroom. Teachers will be able to attend professional development focusing on the 21st Century Learner strategies. EX: Blended Learning Environment, Staff, teacher, and community outreach. Materials and resources to implement small groups using Blended Learning will also be used to improve instruction. Funding Sources: - 429: Blended Learning, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.

Performance Objective 9: Tornillo ISD will implement the Hybrid School Grant at Tornillo High School to allow student flexibility in attendance (virtual classroom/in-person) and course work.

2026-2027 Planning Phase

2027-2028 Implementation Phase

Evaluation Data Sources: Phase 1: Sign-in sheets, meeting agendas, pacing guides

Goal 2: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 95% in 2024 to 100% by June 2029.

Performance Objective 1: Tornillo ISD will expand its Academic Achievement indicators in the Closing the Gaps Domain, aiming to increase the number of eligible indicators from 1 in 2024 to 14 by 2029.

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

Strategy 1 Details		Reviews			
Strategy 1: Dyslexia [TEC 11.252(a)(3)(B)(iv)], Special Education (academic and behavior): Provide staff training in screening, identification, program service delivery to include resources/materials to implement, accommodate, and accelerate learning and address social/behavior needs. Strategy's Expected Result/Impact: Increase identification of dyslexic students in the district. Staff training. Increased student reading level through BOY, MOY, EOY test results. Program progress monitoring data sheets. Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Compliance Officer, Instructional Specialists, Dyslexia provider teacher, Classroom teacher.		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 (Instructional Specialists) flex master schedule, Summer School supplies, and acceleration courses (Credit Recovery, small group, intervention), to include resources/materials to supplement, support, and intervene with EOC/HB4545 and Tier II & III At-Risk Students in each special populations and programs. Strategy's Expected Result/Impact: Improved student outcomes every 9 weeks and state assessments, personnel schedules, student rosters, 4 weeks progress monitoring reports, individual learning plans reviewed by RTI, At-Risk Loads Staff Responsible for Monitoring: Compliance Officer, Campus Administrator, and Special Ed./504 Coordinator, Counselors, Classroom teacher. Funding Sources: - 211 Title I, Part A Improving Basic Programs		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, and interactive instructional programs (licenses) to supplement tiered instruction in a blended learning format for At-Risk students and special programs (intervention: academics, linguistic, social & emotional, fine arts, physical education). Tech Lending Grant awarded to help provide students equipment necessary to access and use digital instructional materials at school and at home. Strategy's Expected Result/Impact: Improved LSG student outcomes on state and local assessments. Improved academic, linguistic, SEL as measured by mastery of TEKS, ELPS, CCRS lessons plans/informal assessments. Walk-throughs & Instructional Rounds. Staff Responsible for Monitoring: Technology Director, Instructional Specialists, Campus Administrators, Superintendent, Compliance Officer, Instructional Technology Specialist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategies for Recruiting & Retaining Highly Effective Teachers: Provide competitive stipends for Bilingual, Special Education, ELAR, Science, CTE, Math, Teacher Leads, Resident Mentor Teachers, New Teacher mentors, and Masters/Doctoral Degreed teachers. Provide staff opportunities/grants to attain higher ed. certifications/degrees and dual credit accreditation. Participate in the Teacher Incentive Allotment (TIA) Program to attract and retain top performing teachers to increase student growth. Strategy's Expected Result/Impact: Teacher Retention & Recruitment yearly trends reports, number of teachers taking advantage of grants to attain certification and/or degrees, leadership roles within grade level/department, filling vacancies before the first day of school, number of specialized training. Staff Responsible for Monitoring: HR/Compliance Officer, CTE Coordinator.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Gifted and Talented HB3 and Advanced Placement: G/T and Advanced Placement program design services will be implemented as outlined in TEC 29.121 & The Texas State Plan for G/T and Advanced Placed Students: -Identification (recommendation, testing, etc.) -Professional Development & Certification -Curriculum & Instruction -Assessment -Parent/Community Involvement -Advisory Committee -Student field trips Strategy's Expected Result/Impact: Quarterly Progress Measure of G.T Design Plan Implementation, Agendas, Calendars, Number of referrals & Identified G/T students, Professional Development , Lesson Plans, Surveys, Projects, Flex Master Schedules Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Special Education Student Group: Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services: -Professional Development (District, Local, State, & Out of State) for academic instruction, IEP, ARD's, 504's, Behavior, Autism and like disorders -Technology & Licences, Materials, Resources, Field Experiences/work, Field Trips -Early Identification -Acceleration -Enrichment -Testing Materials -Parent Engagement -Curriculum & Instruction to advance Tier II & III Sped. Students in grade level standards & state assessments. -Sanitation/Cleaning products -Motivational/Reward items to improve desired behavior or work production as per IEP Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules: (Instructional Aides, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact. Identification process Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director		Formative			Summative
		Oct	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas: -Early Education, Full Day Pre-Kindergarten -Child Find Services -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Title 1 District Parent Liaison Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, PEIMS Quarterly Data, Head Start & Pre-Kindergarten Enrollment, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, Counselors, District Parent Liaison, PEIMS Specialist, Sped/504 Coordinator. Funding Sources: - 225 IDEA B, Preschool SpEd		Formative			Summative
		Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: At-Risk Students Identified by PEIMS: A. The student did not advance from one grade level to the next for one or more school years. B. The student is in grades seven to 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester. C. The student did not perform satisfactorily on a state assessment instrument and who has not, in the previous or current school year, performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument. D. The student is in pre-K, kindergarten, or grades one to three, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. E. The student is pregnant or is a parent. F. The student has been placed in a DAEP during the preceding or current school year. G. The student has been expelled during the preceding or current school year. H. The student is currently on parole, probation, deferred prosecution, or other conditional release. I. The student was previously reported through the (PEIMS) as having dropped out of school. J. Is an emergent bilingual student. K. The student in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official. L. The student is homeless, M. The student resided in the preceding school year or resides in the current school year in a residential placement facility in a district. N. The student has been incarcerated or has a parent or guardian who has been incarcerated. O. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548. To receive Compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, after school programs, enrichment activities and progress monitored. To pay salaries for employees that will help to improve instructional practice and student achievement. Strategy's Expected Result/Impact: RTI Progress Monitoring every 6 weeks, Accelerated Instruction Lesson Plans & Walk-Throughs, Local & State Assessment Progress Measured, Monthly Related Services, Home Visits, Staff Responsible for Monitoring: Compliance Officer, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator & Teachers Funding Sources: - 211 Title I, Part A Improving Basic Programs	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 from 95% in 2024 to 100% by June 2029.

Performance Objective 2: By 2029, Tornillo ISD will achieve success in all 3 indicators within the Graduation Status component of the Closing the Gaps Domain.

Strategy 1 Details	Reviews			
Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures: -Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Find Leavers -Re-enroll drop outs -Provide academic acceleration -Provide opportunities to make up instructional time missed -Court Filing -Dropout prevention -Staff to Attend Professional Development Training regarding Attendance Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings, Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, PEIMS Specialist, Counselors, Parent Liaison, Campus Attendance/RTI Committees	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention: -Early Intervention & Accelerate Learning -Credit Recovery Programs -National Elementary Honor Society (NEHS) -National Junior High Honor Society -Student Council -Mentoring Program -High Dosage and High Impact 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 -Distribute School Supplies during Open House Strategy's Expected Result/Impact: Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, K-3 Progress Monitor BOY, MOY, EOY reading & math results 90% must be on level. STAAR/ EOC results must be at 60% Meets and 30% Masters, Sign in Sheets, Trainings, Mentoring Plans Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental funding for Fine Arts, Sports UIL, Academic UIL, Physical Education, and Enrichment, Library Services, School Wide Reading Programs, After School Programs (via programs, extra duty pay, staff/student travel, field trips,, wear and tear/damages to equipment, general supplies, and summer camps, Awards, participation fees, technology for performances and community events, Increase Reading Culture Incentives), Extended Learning Days and Professional Development to support a well-rounded students and bridging this access towards college and avenues of higher learning and the community. Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended, technology to run service programs. Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, Specialty Coordinators Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 289 Title IV	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: HOPE- DAEP services will be provided as specified in [TAC 19 103.1201(b)]. -Trained Staff (health & emergency situations, behavior management, safety procedures that focus on positive & proactive behavior management) -Academics: Individual Student Learning Plan -Social Skills: Social/Emotional Program, Problem Solving, Conflict Resolution, Anger Management, Diversity, Dating Violence -Procedures to report abuse, neglect, or exploitation -Transition procedures & plans -Provide access to HOPE during instructional time -Access/utilize golf cart to transfer instructional material and provide HOPE visits Placement Prevention Strategies: -Restorative Practices -PBIS/SEL Program -Mentoring Program -Home & School Partnership -Counseling Sessions -Drug & Tobacco Prevention -Anger Management -Student Code of Conduct Awareness -Safety workshops/ training's & Awareness Strategy's Expected Result/Impact: Student Attendance & Grade Records, pre- and post- assessment results, drop out rates, graduation rates, transition plans, training/workshop agendas/sign-in sheets, Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, PEIMS Coordinator, Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide services in the areas of informational literacy, inquiry, reading, digital learning, safe and nurturing environment, and leadership (TAC 33.021). Funding to library for general maintenance of library materials and library equipment. Funding to promote Reading Culture at the campus and community. Strategy's Expected Result/Impact: Certified librarians and trained paraprofessionals will provide access to equitable resources and activities in various formats as tied to college, career, curriculum state standards and community. Staff Responsible for Monitoring: Librarians, campus administrators, librarian aides, and instructional coaches.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Tornillo will provide a safe, inclusive, and supportive learning environment and address and respond to bullying, violence, and acts of hate. Provide support to students to address mental, behavioral, emotional, and physical health, and wellness needs, to include resources/materials, and training. Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code. -PBIS/SEL Behavior Strategies -Professional Development for staff on behavior techniques -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Mentoring Program -Attendance Small Groups -Attendance incentives Strategy's Expected Result/Impact: Compliance Officer, Attendance Officer, Program Coordinator, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/Stronger Connections Advisory Teams Funding Sources: - 289 Title IV	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide a safe, inclusive, and supportive learning environment and address and respond to bullying, violence, and acts of hate. Provide support to students, parents, faculty, and staff to address mental, behavioral, emotional, and physical health, and wellness needs to include resources/materials/supplies, professional development/training, Social and Emotional Contracted Services. Prevention Areas: -Reb Ribbon - Anti-Drug Awareness -Bullying [TEC 37.0832] -Cyber-bullying -Digital Citizenship _Positive Character Traits programs -Informed Trauma Care materials/conferences _SEL trainings/Conferences -Sexual abuse, sex trafficking, and other maltreatment of children -Violence prevention programs [TEC 11.252(3)(B)(iii)] -Substance abuse -Dating violence [TEC 37.0831] -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] -Conflict resolution programs [TEC 11.252(3)(B)(ii)] -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] -Social Emotional & Mental Health programs -PBIS Training and Conferences -PBIS materials and supplies -SEL materials and supplies -Social Emotional Learning Motivational Speaker -Social Skills: Problem Solving, conflict resolution, anger management, substance abuse -Restorative Practices -Counseling sessions -Safety workshops/training and awareness -Mentoring program -Student Code of Conduct Awareness Staff Responsible for Monitoring: Compliance Officer, Attendance Officer, Program Coordinator, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/Stronger Connections Advisory Teams Funding Sources: - 289 Title IV, - 244 Perkins Career & Technical Education	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 from 95% in 2024 to 100% by June 2029.

Performance Objective 3: Tornillo ISD will enhance its performance in English Language Proficiency, increasing the number of eligible indicators in the Closing the Gaps Domain from 0 in 2024 to 1 by 2029.

Strategy 1 Details	Reviews			
Strategy 1: Implement, Support, & Progress Monitor the Dual Language One-Way/ESL Program Model as specified in DLI program effectiveness rubric: -Teacher Certification -Language Allocation -Program Duration -Program Language & Literacy -Program Content -Program Culture -Acceleration of English Language Development Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 6-8 by MOY and 9-11 by EOY. Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, and Campus Administrators Funding Sources: - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum: -Curriculum Standards -Lesson Objectives -Region 19 Staff Development -Internal Professional Development -Instructional staff will attend local, state, and national conferences in bilingual education best practices. -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring -Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources to include materials for ELs -Educational Field Trips -Sheltered Methods: Communicated, Sequenced, & Scaffolded Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY. Classroom/District Assessments, STAAR & TELPAS results. LPAC & RTI Student Quarterly Progress Monitoring. Monitoring of progress of Summit K-12 lessons. TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators Funding Sources: - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Identification and Placement, Implementation, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration -Testing Materials -Resources to run LPAC meetings Strategy's Expected Result/Impact: Identification, placement, and reclassification testing materials to comply with LPAC requirements Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments. K-12 Summit to increase fluency in all areas of second language Extended day/week/year acceleration participation student attendance rosters. In school acceleration personnel (At-Risk Inst. Aides, Inst. Specialists) schedules. Scheduled transition activities for Headstart at EOY Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators	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 from 95% in 2024 to 100% by June 2029.

Performance Objective 4: Tornillo ISD will sustain its performance by continuing to meet all 4 indicators in the College, Career, and Military Readiness component of the Closing the Gaps Domain. The percentage of graduates that will meet the criteria for College, Career and Military Preparation (CCMR) will increase from 91% on August 2024 to 100% by August 2029.

Strategy 1 Details	Reviews			
Strategy 1: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licenses) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations. 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. Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects. Awarded Certifications Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors Funding Sources: - 244 Perkins Career & Technical Education, - 211 Title I, Part A Improving Basic Programs, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade -TSI Testing and Instructional Support -Student program of study resource -CCMR District Wide Fairs -Fine Arts -Fine Arts equipment -Field Trips tied to TEKS Standards -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture./mindset, schedules, event calendars, classes Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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)] Strategy's Expected Result/Impact: 100% FASFA Completion, Scholarships Awarded, College/CTE/Military enrollment, and agendas/calendars of higher ed. presenters and/or campus visits, Sign in Sheets for parents/family/community engagement training's/information events Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Prepare and support/guide students to make informed curriculum choices to be prepared for success beyond high school by promoting different types of College prep exams. Effective Advising Framework grant to support CCMR goals to include but not limited to counseling, college tours, test prep, technology, PD for counselors and CTE Coordinator. -CTE Certifications and Degrees -Dual Credit/Early College Associates Degree -Military -TSI -PSAT -SAT/ACT -Pre-AP/AP Classes -Textbooks/Early College Strategy's Expected Result/Impact: Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in CTE/ ECHS/Dual Credit Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 1: Tornillo ISD will offer programs and activities to involve parents and family members, and seek meaningful consultation with parents. Reserve at least 1% of its Title I funds to support parent and family engagement activities; involve parents in deciding how to use those funds.

High Priority

Evaluation Data Sources: Event agendas, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: -Purchase and implement scientifically research-based programs, electronic devices, materials, books, presentation equipment, and other resources in support of Parent Liaison activities meant to increase campus parental involvement. -To provide a variety of materials and training to help parents work with their children in different areas to include wellness, nutrition and academics. Strategy's Expected Result/Impact: Parents will be educated with the latest in research-based information to help them make better educational decisions for their children Staff Responsible for Monitoring: Parent Liaison, Compliance Director Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To build district and school's capacity to engage families to participate in social, cultural, and educational events to receive educational materials and learn how to use them to help students at home. Strategy's Expected Result/Impact: Offer opportunities for parents to participate in school events such as coffee with the principal, Evening with the Superintendent, Grandparents celebration, regional parent involvement conference, district Special Programs Parent conference, local parent conferences, luminarias, Read Across Tornillo, district wide events, incentives for parent volunteers and student registration, etc. Tornillo ISD will offer a Parent Resource Center within the district's facilities. Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue working in partnership with different community partners to include, but not limited to, GED, English classes, Adult Ed, Technology classes, community service providers and community resources. An after school program will be offered to all students. Strategy's Expected Result/Impact: Offer opportunities for parents to improve their quality of life to increase their potential to support their children's education. Staff Responsible for Monitoring: Parent Liaison, Compliance Director	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Tornillo ISD will build capacity for parental involvement by: -Tornillo ISD will offer relevant information to assist parents understanding the the education system and the state standards and how to support their children's achievement. -Provide information to teachers, principals, and other staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools. -Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success. To keep stakeholders informed about improvement plans and expenses in both English and Spanish. -Parent Liaison will coordinate with other Federal and State programs, including preschool programs to reach out to every parent subpopulation in the district. -Tornillo ISD will offer programs and activities to involve parents and family members, and seek meaningful consultation with parents. -All campus communication will be sent home in the appropriate language to the degree possible. -Tornillo ISD will seek meaningful consultation with parents, to include developing along/evaluate a written parent and family engagement policy. Strategy's Expected Result/Impact: Parent will learn how to read and understand the state standards. They will be provided with strategies on how to support their children in areas of need. Staff Responsible for Monitoring: Campus Administrators, Parent Liaison, Instructional Team. Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$21,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Instructional Aide, Curriculum Coach

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

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	3	1			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
1	8	1			\$0.00
2	1	2			\$0.00
2	1	8			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	4	1			\$0.00
2	4	1			\$0.00
2	4	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$288,572.00
+/- Difference					\$288,572.00
212 Title I, Part C Migrant Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

212 Title I, Part C Migrant Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$124,104.00
+/- Difference					\$124,104.00
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					\$747.00
+/- Difference					\$747.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7			\$0.00
2	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,128.00
+/- Difference					\$27,128.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,385.00
+/- Difference					\$40,385.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	2	6			\$0.00
2	2	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$26,065.00
+/- Difference					\$26,065.00
270 Title V, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
School Action Funding/211					
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
429: Blended Learning					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$152,000.00

429: Blended Learning					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$152,000.00
					Grand Total Budgeted
					\$660,001.00
					Grand Total Spent
					\$0.00
					+/- Difference
					\$660,001.00