



Agenda for Board of Trustees Meeting Tornillo Independent School District

Meeting Date: Tuesday, August 30, 2022

Meeting Type: Special

Meeting Time: 5:30 PM

Meeting Location: W.E. Neill Service Center, 19210 Cobb, Tornillo, TX 79853

Disclaimer

This meeting will be conducted in accordance with the Texas Open Meetings Act; hence, the **public is welcomed and invited to attend**. When necessary, the Board may enter into *closed session* under the authority of Chapter 551 of the Texas Government Code.

Public comments related to the agenda items listed for this meeting shall be handled as follows: If you would like to sign up for public comment, please submit the following information to aguilarr@tisd.us: (1) your name, (2) contact information, and (3) specify the item(s) you would like to comment upon prior to the board’s deliberation. For more information about public comment, see Policy BED.

All voting will be done in open session.

Items on the Agenda: The subjects (order may be changed) to be discussed, considered, or upon which any formal action may be taken are listed below.

1. **(OTHER) First Order of Business**
Ms. Marlene Bullard, Board President
 - A. Establish a quorum and call the meeting to order
 - B. Pledge of Allegiance to the United States
2. **(OTHER) Open Forum**
Ms. Marlene Bullard, Board President
3. **(STRUCTURE) Board Items**
 - A. Consider Approval of District of Innovation Update to Local Guideline Teacher Certification Exemption TEC 21.003
Ms. Lizeth Carroll, HR / Compliance Director 3
 - B. Public Hearing on Budget and Tax Rate for 2022-2023 Fiscal Year 5
Mr. Luis M. Guerra, Director of Finance
 - C. Consider Approval of Budget for 2022-2023 Fiscal Year 28
Mr. Luis M. Guerra, Director of Finance
 - D. Consider Approval of Ordinance Adopting Tax Rate for 2022-2023 Fiscal Year 29
Mr. Luis M. Guerra, Director of Finance
 - E. Discussion and Possible Action Regarding PE/Health Curriculum for Secondary 30
Mr. Rodrigo Portillo, District Academic Coordinator
4. **(STRUCTURE) Consent Agenda**
(All items on the Consent Agenda shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration)
 - A. Consider Approval of 2022-2023 District Improvement Plan 31
Ms. Lizeth Carroll, HR / Compliance Director
5. **Next Meeting Tentative Date:** September 28, 2022

Adjournment of the Meeting



Rosa Vega-Barrio
Superintendent of Schools



Human Resources Department

19200 Cobb Street
Tornillo, TX 79853
Phone 915.765.3026
Fax 915.765.3099

MEMORANDUM

To:
From:
Subject:
Date:

HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:

2. Teacher Certification

(Exemption From: TEC §21.003(a) TEC §21.053, TEC §21.057)

Current Law: TEC §21.003(a) states that a person may not be employed as a teacher by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency. In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must request emergency certification from the Texas Education Agency and/or State Board of Educator Certification. This system is burdensome and does not take into account the unique financial and/or instructional needs of the district.

TEC §21.053 requires a teacher to present his or her certificate to the District before their employment contract will be binding, and prohibits the District from paying an educator for teacher if the educator does not hold a valid certificate at the time.

TEC §21.057 requires that the District provide written notice to parents if an inappropriately or uncertified teacher is assigned to a classroom for more than 30 consecutive instructional days.

Proposal: Tornillo ISD will continue to seek traditionally certified candidates for all teaching positions. A waiver would allow a certified teacher to teach one subject outside his/her certified field. This would require the submission of credentials and superintendent approval. However, for Dual Credit, **Elementary Core Subjects**, Secondary Content Subject, and/or CTE courses for which a traditionally certified candidate is not identified, the District will recruit instructors with an appropriate Master's degree (dual credit), reasonable pedagogical experience and content area knowledge (**elementary and** secondary content subject), or industry certifications/experience in the field of need (CTE). Tornillo ISD can extend the employee a one year local certificate approved by the superintendent. The District will develop minimum required qualifications for persons hired for such positions and will also identify required professional development in the areas of student management, instructional strategies, curriculum and more. After thoroughly vetting candidates for hire, Tornillo ISD will consider the instructors hired for these positions to be appropriately qualified and will not provide additional special notification to parents of students in their classes that the instructor does not hold a traditional teaching certificate. This innovation will allow Tornillo ISD to consider broader applicant pools and to broaden the district's course offerings or fill hard-to- staff positions while maintaining a high quality of instruction.

Local Guidelines: TISD will continue to comply with TEC §21.003(a), TEC §21.053, TEC §21.057 by allowing non-certified instructors to provide instruction for Dual Credit, **Elementary Core Subjects**, Secondary Content Subjects, and/or CTE courses.

**2022-2023
Budget Adoption**

August 31, 2022



Budgets Presented for Adoption



**Child Nutrition Services
Fund 101**



**General Fund
Funds 181, 197 & 199**



**Debt Service
Fund 599**

Budget Process & Requirements

PROCESS

- Superintendent shall prepare the proposed budget on or before August 20.
- The President of the Board of Trustees must call a public meeting giving at least 10 days notice to the community but no more than 30 days notice.
- The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the succeeding fiscal year.

REQUIREMENTS

- The District's budget shall be approved before September 1st.
- Funds must not be expending in any manner other than as provided for the adopted budget.
- Funds may not be expended prior to adoption of the budget.
- Budget must legally be adopted before the adoption on the tax rate
- Budget must be posted on the District's website and shall remain posted for three years.

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Mission

Educate and empower students to thrive in their postsecondary journey by providing an innovative, nurturing culture of high expectations through collaboration of its stakeholders while maximizing resources.

Vision

Believe we can succeed; with pride we will achieve.

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Lone Star Governance Goals

1. Students performing at the Meets Grade Level Standard on STAAR Reading grade 3rd – 8th, EOC English I & English II will increase from 28% to 46% by 2024.
2. Students performing at the Meets Grade Level Standard on STAAR Math grades 3rd – 8th and EOC Algebra 1 will increase from 35% to 50% by 2024.
3. Students graduation college, career, and military ready will increase from 78% in 2019 to 90% by 2024.

Innovating – Empowering – Thriving

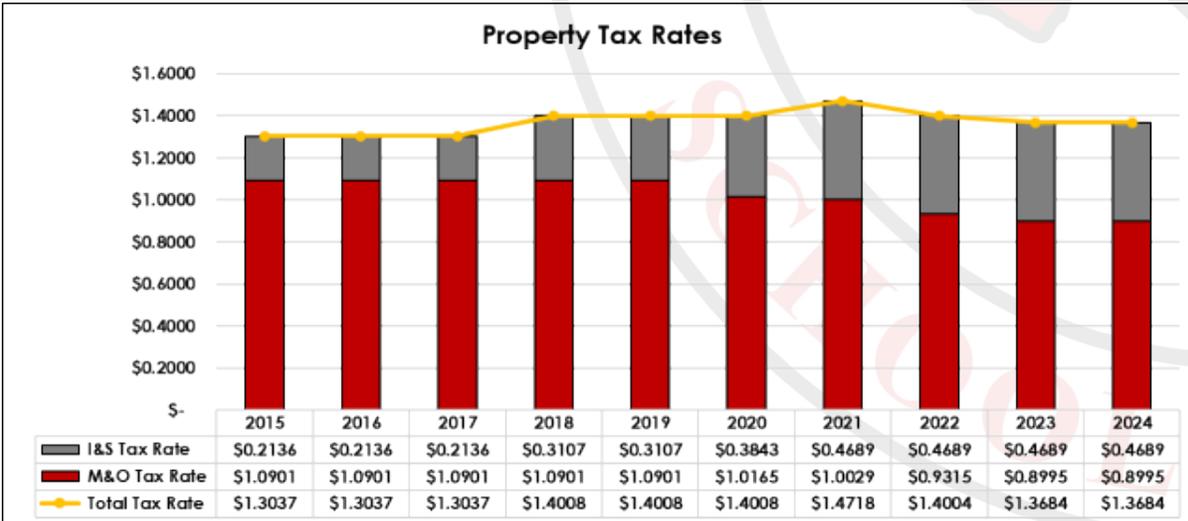
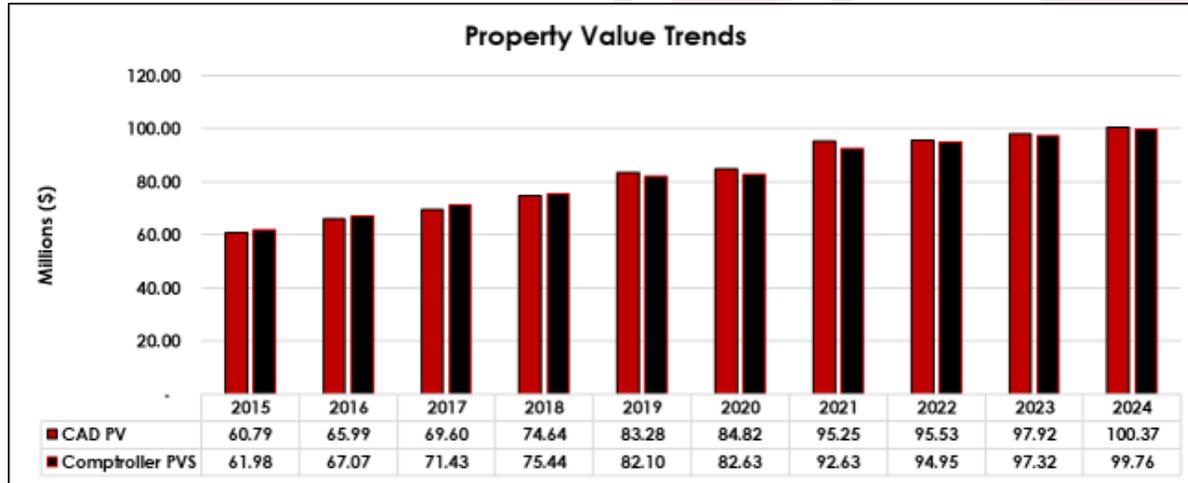


Budget Development & Timeline

FUNDING ELEMENTS

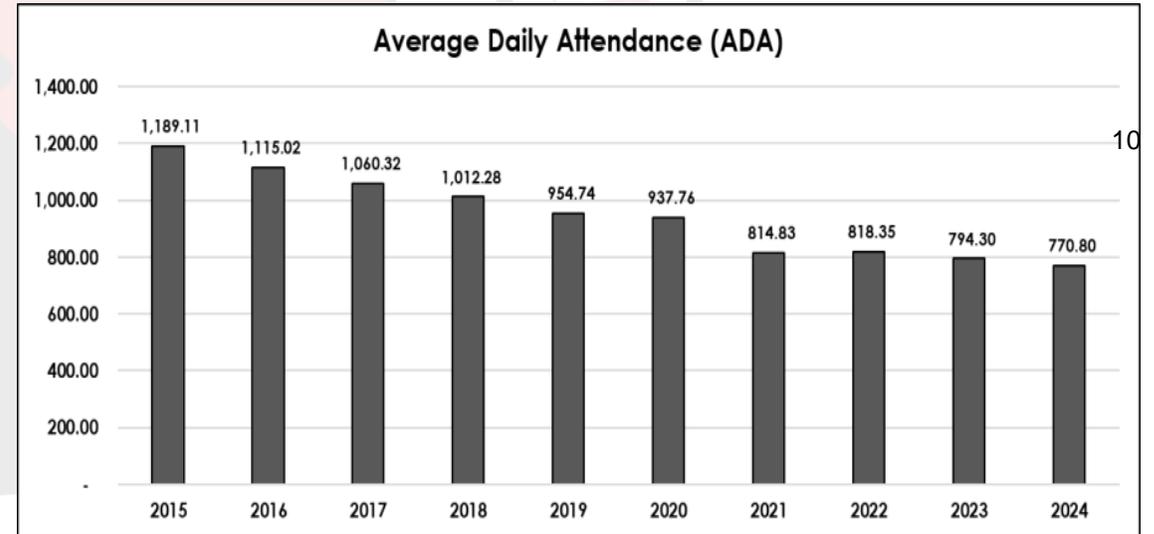
Local Tax Effort

Property Tax Rate Assessed
Assessed Property Value by Central Appraisal District

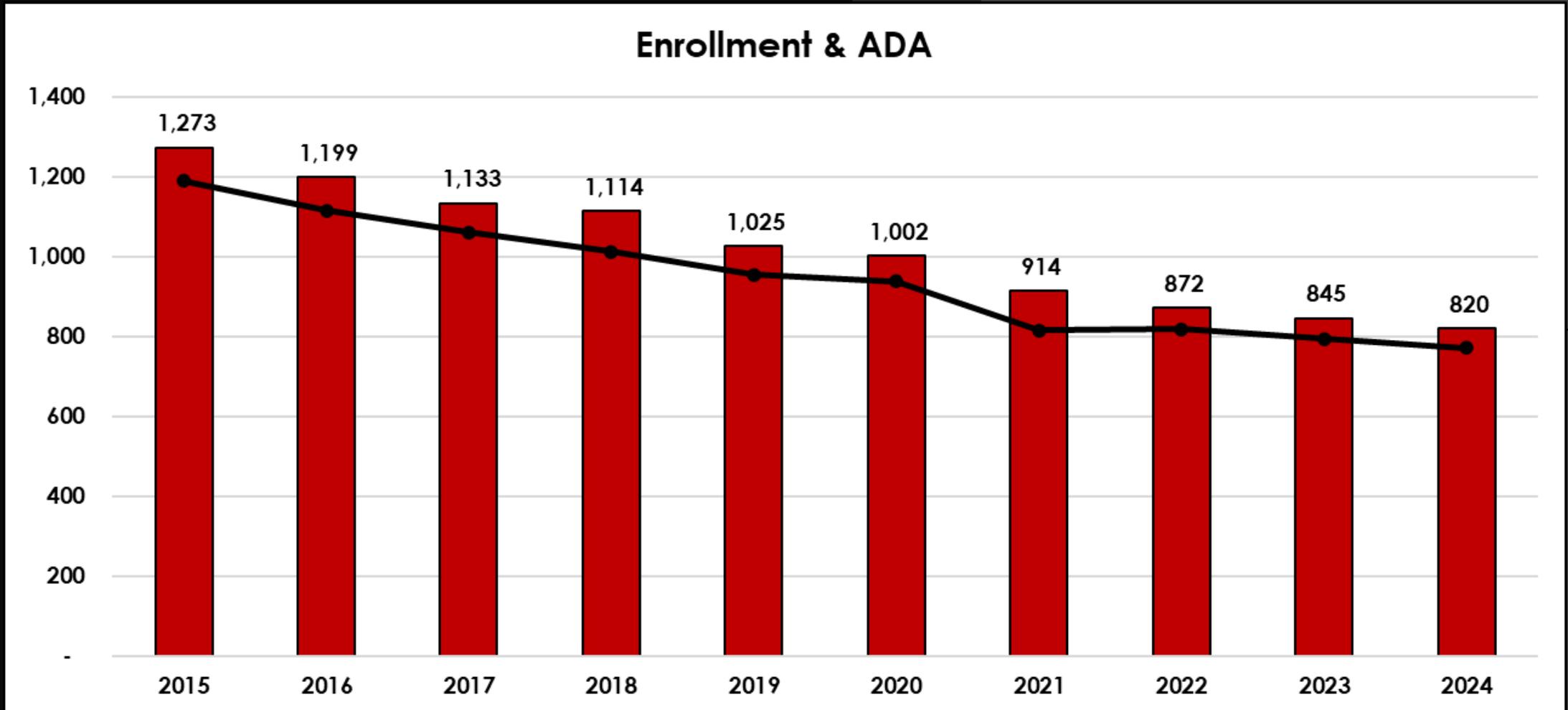


State Funding

Average Daily Attendance (ADA)
Tax Collections
Assessed Property Values by State Comptroller's Value
Property Tax Rate Assessed by District

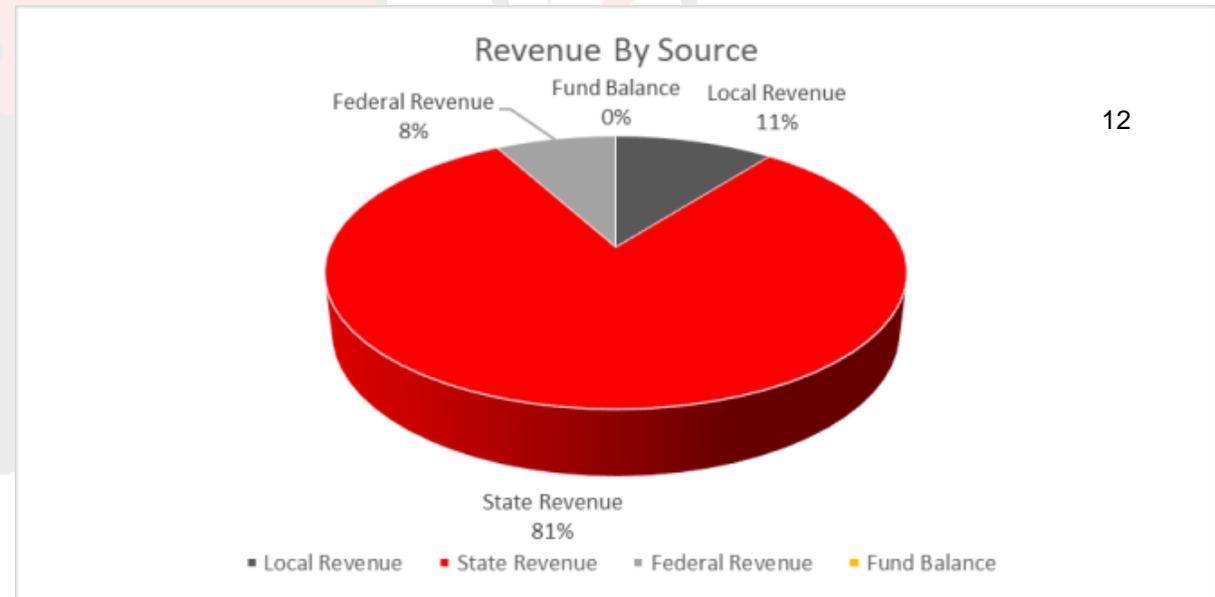


Projected Enrollment & ADA



Revenue Estimates

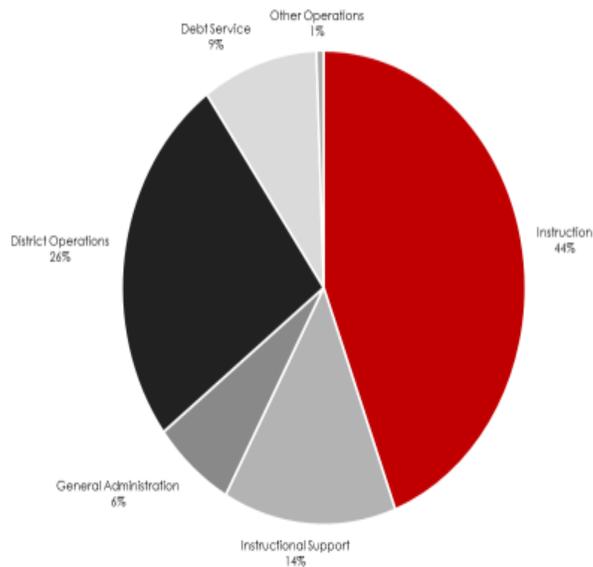
Sources	2020-2021 Adopted	2022-2023 Proposed	Difference
Local Revenue	\$ 1,360,354	\$ 1,481,191	\$ (120,837)
State Revenue	\$ 11,399,539	\$ 11,449,549	\$ (50,010)
Federal Revenue	\$ 1,000,930	\$ 1,125,900	\$ (124,970)
Fund Balance	\$ 45,344	\$ -	\$ 45,344
	\$ 13,806,167	\$ 14,056,640	\$ (250,473)



Note: Year to year difference in state funding is attributed to decline in enroll by approximately 12 students.

Expenditure Estimates

Percent of Total Expenditures



Uses	2020-2021 Adopted	2022-2023 Proposed	Difference
Instruction	\$ 6,275,067	\$ 6,217,145	\$ 57,922
Instructional Support	\$ 1,830,064	\$ 1,946,483	\$ (116,419)
General Administration	\$ 915,299	\$ 916,287	\$ (988)
District Operations	\$ 3,326,009	\$ 3,594,694	\$ (268,685)
Debt Service	\$ 1,293,128	\$ 1,301,031	\$ (7,903)
Other Operations	\$ 166,600	\$ 81,000	\$ 85,600
	\$ 13,806,167	\$ 14,056,640	\$ (250,473)

2022 – 2023 Proposed Budget

Sources

5700 Local and Intermediate Sources	\$ 1,481,385
5800 State Program Revenue	11,449,549
5900 Federal Program	1,125,900
Total Revenues	\$ 14,056,834
Fund Balance	-
Total Sources	\$ 14,056,834

Uses

11	Instruction	\$ 5,836,933
12	Instruction Resources & Media Services	166,671
13	Curriculum & Instructional Staff Development	213,541
21	Instructional Leadership	126,435
23	School Leadership	857,926
31	Guidance, Counseling & Evaluation Services	362,192
32	Social Work	-
33	Health Services	171,607
34	Student Transportation	271,508
35	Food Services	860,500
36	Extracurricular Activities	428,323
41	General Administration	916,287
51	Facilities Maintenance & Operations	1,685,546
52	Security & Monitoring Services	273,164
53	Data Processing Services	504,170
61	Community Services	62,000
71	Debt Service	1,301,031
99	Other Governmental Charges	19,000
Total Uses		\$ 14,056,834

Function 41 includes \$8,825 in object code 6491 – Statutorily Required Public Notices to publish all statutorily required public notices in the newspaper. A portion of the membership dues paid, approximately \$2,699., by the District is used to directly or indirectly influence or attempt to influence the outcome of legislation or administrative action, as those terms are defined in Section 305.002, Government Code.

Proposed Budget by Category

Campus/Department		6100 Payroll Costs	6200 Contracted Services	6300 Supplies & Materials	6400 Other Operating	6500 Debt Service	Total
001	Tomillo High School	\$ 2,450,392	\$ 281,413	\$ 140,033	\$ 95,963		\$ 2,967,801
041	Tomillo Junior High School	1,276,391	30,822	55,533	23,403		1,386,149
044	Tomillo Intermediate School	1,275,764	25,100	40,760	7,875		1,349,499
101	Tomillo Elementary	1,757,735	50,961	45,306	22,555		1,876,557
699	Summer School	70,768				-	70,768
Campus Subtotal		\$ 6,831,050	\$ 388,296	\$ 281,632	\$ 149,796	\$ -	\$ 7,650,774
701	Superintendent	\$ 220,980	\$ 4,055	\$ 2,500	\$ 14,914		\$ 242,449
702	Board of Trustees		6,105	694	27,152		33,951
703	Tax Collections		19,000				19,000
727	Human Resources	167,654	16,300	4,000	14,420		202,374
750	Finance Services	254,938	84,200	28,075	42,300		409,513
901	Child Nutrition Services	66,942	6,000	204,902	500		278,344
902	Child Nutrition Services	157,502	6,000	134,901	2,500		300,903
903	Child Nutrition Services	105,352	6,000	144,401	500		256,253
909	Child Nutrition Services	10,000					10,000
916	Curriculum & Instruction	130,674	2,000	2,000	14,500		149,174
918	Special Education	82,486	41,860	3,500	4,500		132,346
933	Wellness Services	147,456	650	6,001	4,500		158,607
934	Transportation	172,508	25,800	57,200	(2,000)		253,508
951	Maintenance Operations	381,112	465,330	142,000	209,546		1,197,988
952	Security Services	187,464	43,000	19,200	1,500		251,164
953	Information Technology	247,770	154,900	119,800	13,500		535,970
999	Districtwide	42,935	5,650	103,900	21,000	1,301,031	1,474,516
Department Subtotal		\$ 2,375,773	\$ 886,850	\$ 973,074	\$ 369,332	\$ 1,301,031	\$ 5,906,060
TRS on-Behalf		\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ 500,000
Totals		\$ 9,706,823	\$ 1,275,146	\$ 1,254,706	\$ 519,128	\$ 1,301,031	\$ 14,056,834

2022-2023 Proposed FTE						
Positions	THS	TJH	TIS	TES	District	Total
Teachers	22.5	14.5	14	18	0	69
Instructional Aides	4	2	3	7	0	16
Library Aides	1	0	1	0	0	2
Librarian	0	0.5	0	0.5	0	1
Campus Secretary	1	0	1	1	0	3
Campus Clerk	2	1	1	1	0	5
Custodians	5	3	3	3	1	15
Assistant Principals	1	1	0	0	0	2
Principal	1	0	1	1	0	3
Counselor	1	1	1	1	0	4
CTE Coordinator	0	0	0	0	1	1
Child Nutrition Services	4	4	0	4	1	13
Instructional Specialist	0	0	0	1	0	1
Superintendent	0	0	0	0	2	2
Human Resources	0	0	0	0	3	3
Finance Services	0	0	0	0	4	4
Special Education	0	0	0	0	0.4	0.4
Wellness	0	0	0	0	3	3
Transportation	0	0	0	0	4	4
Maintenance & Operator	0	0	0	0	9	9
Security Services	0	0	0	0	7	7
Technology	0	0	0	0	6	6
	42.5	27	25	37.5	41.4	173.4

Federally Funded Positions	
Positions	FTE
Academic Coordinator	1 Title I Part
F - Instructional Specialist	3 Title I Part
Parent Liaison	1 Title I Part
Speech Therapist	1 IDEA B
Diagnostician	0.6 IDEA B
Social Work	1 IDEA B
At risk Coordinator	1 ESSER III
Attendance Officer	1 ESSER III
Technology Instructional Specialist	2 ESSER III
Instructional Specialist	2 TCLAS
Adult Education	1 TCLAS
	14.6

**Positions
& FTEs**

Federal Funds Year to Year Comparison

Entitlements	2022 Final	2023 Planning	Change
Title I, Part A Improving Basic Programs	521,845	483,329	(38,516)
Title II, Teacher Training & Recruitment	59,021	59,518	497
Titel III, English Language Acquisition	61,827	51,717	(10,110)
IDEA-B, Formula	207,308	155,054	(52,254)
IDEA-B, Preschool	857	811	(46)
Perkins V	20,341	16,617	(3,724)
Titel IV, Part A Student Support	44,247	35,287	(8,960)
Title V, Part B Rural Low Income School	22,590	22,590	-
ESSER III	4,048,624	-	(4,048,624)
ESSERII	1,802,125	-	(1,802,125)
ESSER I	442,631	-	(442,631)
ARP Homeless	14,679	-	(14,679)
TCLAS ESSER III	2,072,700	-	(2,072,700)
TCLAS HIGH QUALITY AFTERSCHOOL	782,500	-	(782,500)
School Action Fund	70,500	625,000	554,500
TCLAS GR	688,083	-	(688,083)
IDEA B ARP Formula	44,785	-	(44,785)
IDEA B ARP Preschool	1,829	-	(1,829)
Federal Funding	10,906,492	1,449,923	(9,456,569)



Public Hearing Tax Rates 2022 – 2023

August 30, 2022



FY 2022-2023 Property Tax Adoption

Published notice of public hearing in The West Texas Courier on August 14, 2022.

Published intent to adopt the following tax rates:

- Maintenance and Operations Tax Rate of \$0.8995
- Interest and Sinking Fund Tax Rate of \$0.4689
- **Total Tax Rate of \$ 1.368400 per every \$100 valuation**

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Tornillo Independent School District will hold a public meeting at 6:00 P.M. on Tuesday, August 30, 2022 in in the W.E. Neill Service Center, 19210 Cobb Avenue, Tornillo, Texas 79853. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed tax rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax \$0.899500/\$100 (Proposed rate for maintenance and operations)

School Debt Service Tax

Approved by Local Voters \$0.468900/\$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and Operations	2.47%	Increase
Debt Service	0.60%	Increase
Total Expenditures	2.28%	Increase

What are Property Taxes?

- Taxes paid by the local community to schools, streets, police, fire protection, and many other services depending on the governmental entity levying the tax.
- Taxes paid are used to pay staff salaries, purchase supplies, materials & equipment, provide transportation and utilities and renovate or construct school buildings.

Two Components



Maintenance & Operations (M&O)

21



Interest & Sinking (I&S)

Proposed Tax Rates

22

23

Maintenance & Operations

\$0.8995 p/every hundred valuation

Interest & Sinking

\$0.4689 p/every hundred valuation

COMBINED TAX RATE

\$1.3684

Avg. Home Taxable Value: \$48,594

School District Tax Rate: \$1.3684

Calculation

$$\$48,594 / \$100 \times \$1.3684 = \$664.96$$

Breakdown

$$\text{M\&O} - \$0.8995 = \$437.10$$

$$\text{I\&S} - \$0.4689 = \$227.86$$

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	\$ 79,438	\$ 88,594
Average Taxable Value of Residences	\$ 54,438	\$ 48,594
Last Year's Rate Versus		
Proposed Rate per \$100 Value	\$ 1.400400	\$ 1.368400
Taxes Due on Average Residence	\$ 762.35	\$ 664.96
Increase (Decrease) in Taxes		\$ - 97.39

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in the tax rate or property value.

Note: Proposed rate of \$1.4004 is less than published rate of \$1.426369. At the proposed rate decrease in taxes would be \$28.61

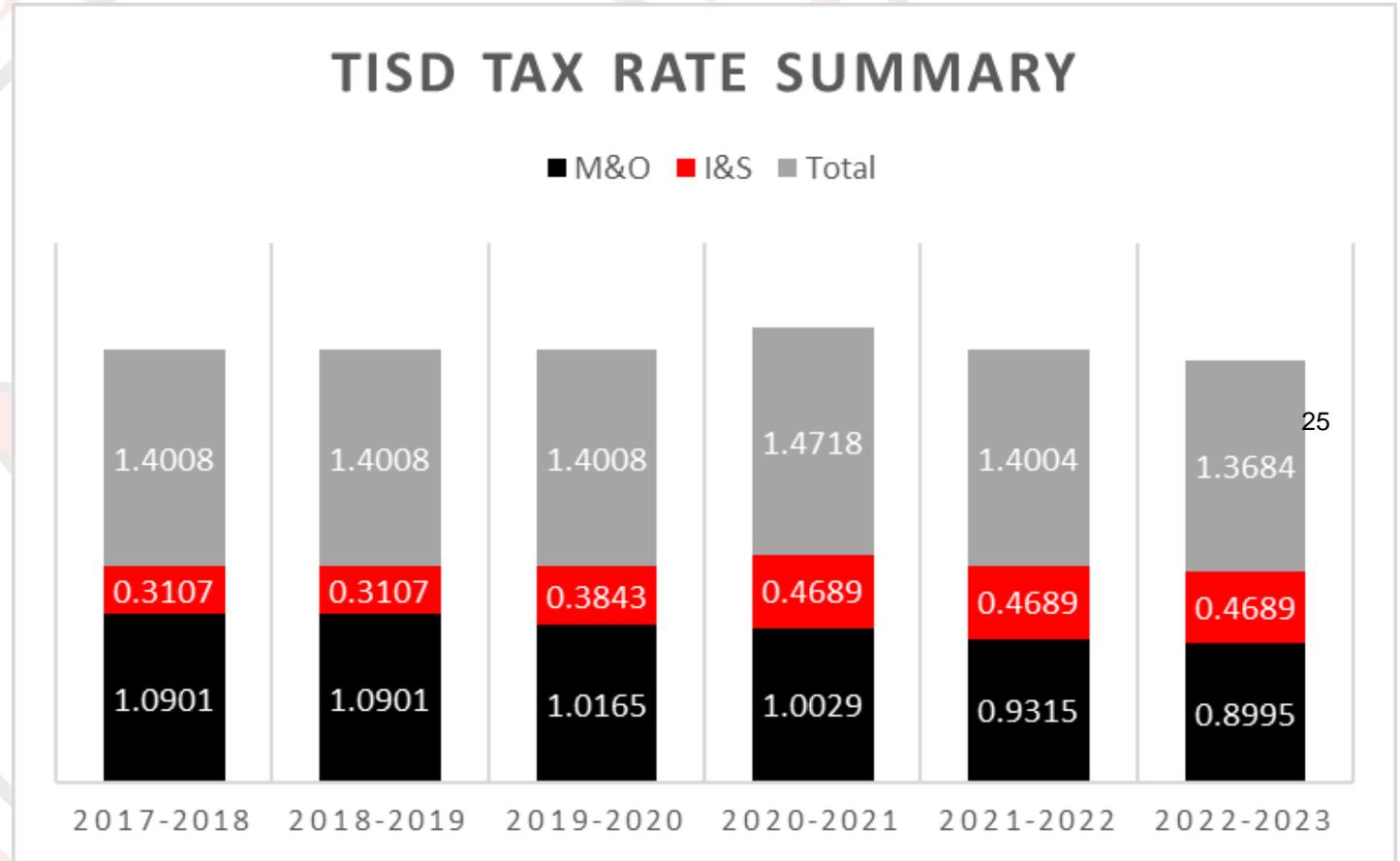
Proposed Rate Tax Calculation

No-New-Revenue Tax Rate (NNR)

- It is the tax rate that produces the same property tax revenue in the coming year as the prior year if applied to the same properties(taxed in both years). When appraisal values increase, the NNR tax rate should decrease.
- It is not the tax rate that would allow the district to maintain total revenue per student compared to the prior year. Why? It ignores state aid and recapture offsets.
- Tornillo ISD Voter Approval Tax Rate - \$1.378568.
- Tornillo ISD No-New-Revenue Tax Rate - \$1.282237.
- The property tax rate increased by the adoption of a tax rate of \$1.368400, which is effectively a 6.72 percent increase in the tax rate. This year's tax rate to fund maintenance and operations expenditures does not exceed last year's maintenance and operation tax levy.

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TISD TAX RATE HISTORY



Proposed Tax Rates Comparison

District	Proposed M&O Tax Rate	Proposed I&S Tax Rate	Proposed Total Tax Rate	2020-2021 Tax Rate	Change
Socorro	\$ 0.8546	\$ 0.3951	\$ 1.250	\$ 1.274	\$ (0.024)
Anthony	\$ 0.8716	\$ 0.1142	\$ 0.986	\$ 1.076	\$ (0.090)
San Elizario	\$ 0.9033	\$ 0.1497	\$ 1.053	\$ 1.109	\$ (0.056)
Tornillo	\$ 0.8995	\$ 0.4689	\$ 1.368	\$ 1.400	\$ (0.032)
Clint	\$ 0.9429	\$ 0.3800	\$ 1.323	\$ 1.340	\$ (0.017)
Canutillo	\$ 0.9429	\$ 0.3600	\$ 1.303	\$ 1.342	\$ (0.039)
Fabens	\$ 1.0054	\$ 0.3321	\$ 1.338	\$ 1.332	\$ 0.006
Ysleta	\$ 0.9839	\$ 0.4750	\$ 1.459	\$ 1.527	\$ (0.068)
El Paso	\$ 1.0061	\$ 0.3076	\$ 1.314	\$ 1.353	\$ (0.039)



Community Input and Questions



TORNILLO INDEPENDENT SCHOOL DISTRICT

Finance Services

MEMORANDUM

To: Members of the Board of Trustees
From: Luis M Guerra, Director of Finance
Subject: Budget Adoption 2022-2023
Date: August 30, 2022

Dear Board of Trustees and Community,

Attached is the 2022-2023 Fiscal Year Proposed Budget.

I am pleased to submit the Tornillo Independent School District's proposed annual operating budget for the fiscal year commencing September 1, 2022 and ending August 31, 2023. The budget was prepared in accordance with all applicable laws and regulations.

The Board of Trustees is responsible for approving the General Fund Budget (Fund 199), Interest and Sinking Budget (Fund 599), and the Food Service Budget (Fund 101). The Board of Trustees adopted goals to support the district's mission to educate and empower students to thrive in their postsecondary journey by providing an innovative, nurturing culture of high expectations through collaboration of its stakeholders while maximizing resources. The budget presented today encompasses and reflects those efforts. Direct instruction budgeted expenses make up for **49.96%** of the general fund budget and **41.52%** of the total budget.

Declining enrollment continues to be a reality and challenge for Tornillo ISD. Approximately 83% of the District's revenues are received from state program revenues. While administration has proposed a balanced budget for the 2022-2023 fiscal year, the Board of Trustees and Administration should continue to work strategically to maximize resources.

The district's 2022-2023 Proposed Budget is aligned to support the Board's and Administration goals to improve student outcomes.

TORNILLO INDEPENT SCHOOL DISTRICT

**ORDINANCE ADOPTING TX RATE
FOR 2022-2023 SCHOOL YEAR**

1. RECITALS

The School District has a fiscal year commencing September 1 and ending August 31.

The School District has received the certified appraisal of property value within the School District from the El Paso County Central Appraisal District.

The Board of Trusteed has published the Notice of Public Meeting to Discuss the Budget and Proposed Tax Rate as required by Section 44.004, Texas Education Code.

The Board of Trustees has conducted a public meeting on the budget and proposed tax rate.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Tornillo Independent School District as follows:

2. The Maintenance and Operations Tax Rate per \$100.00 of valuation of property in the School District for the school year 2022-2023 shall be \$0.8995.
3. The Interest and Sinking Tax Rate per \$100 of valuation of property in the School District for the school year 2022-2023 shall be \$0.4689.
4. The Total Tax Rate for the 2022-2023 school year shall be \$1.3684.
5. THIS TAX RATE WILL NOT RAISE MORE TAXES FOR MAINTANENCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

APPROVED AND ADOPTED on August 30, 2022.

MARLENE BULLARD
PRESIDENT, BOARD OF TRUSTEES

ATTEST:

OFELIA BOSQUEZ
SECRETARY, BOARD OF TRUSTEES



Office of the Superintendent
19200 Cobb Ave. /PO Box 170
Tornillo, TX 79853
Phone 915.765.3005
Fax 915.765.3099

MEMORANDUM

To: Members of the Board of Trustees
From: Mr. Rodrigo Portillo, District Academic Coordinator
Subject: Health Adoption Materials
Date: August 30, 2022

HISTORY:

Tornillo ISD and its textbook adoption committee followed the processes set by EMAT in 2021-2022 to select a publisher for Health and PE. The committee had chosen Human Kinetics for Health/PE for grades 6th – 12th.

Committee Members: Luis Vega, Jordi Elias, and Azeneth Vega

RATIONALE:

The adoption committee is requesting to add the state adopted material from Goodheart Wilcox to further deepen their alignment to their standards and take advantage of the materials that are provided to them.

BUDGET IMPACT:

NONE- Funds are allotted by the state for the purchase of all adopted materials.

ADMINISTRATIVE RECOMMENDATION:

We are recommending that the board approves the recommendation set by the committee to include access to the Goodheart Wilcox instructional materials.

***Vision:** Believe we can succeed, with pride we will achieve.*

***Mission:** The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*



Human Resources Department

19200 Cobb Street
Tornillo, TX 79853
Phone 915.765.3050
Fax 915.765.3099

MEMORANDUM

To:
From:
Subject:
Date:

HISTORY:

RATIONALE:

BUDGET IMPACT:

ADMINISTRATIVE RECOMMENDATION:

Tornillo Independent School District

District Improvement Plan

2022-2023



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Goal 2: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 78% in 2019 to 90% by June 2024.	28
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.	45
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tornillo, Texas is located on State Highway 20 and the Southern Pacific Railroad thirty-five miles south of El Paso in southeastern El Paso County. The Rio Grande boundary with Mexico runs two miles to the south, and Interstate Highway 10 is two miles to the north. The Tornillo school system was established in 1924 and has been an independent district since 1960. The Tornillo Independent School district resides in a rural area that primarily serves Hispanic families of low socioeconomic status. Its proximity to the US/Mexico international border, makes it a culture-rich district.

Administration, faculty, and staff are committed to excellence in all programs to improve student outcomes and enhance the school experience for all students. The school district is comprised of 4 schools: Tornillo High School (grades 9th-12th), Tornillo Junior High School (grades 6th-8th), Tornillo Intermediate School (Grades 3rd-5th), and Tornillo Elementary School (Grades PreK-2nd)

Enrollment by Campus:

Tornillo High School - 315

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Tornillo Jr. High School - 199

Tornillo Intermediate School - 169

Tornillo Elementary School - 206

Student Demographics *(As of 10/29/2021)*

With regards to student demographics for the 2021 - 2022 School Year, of its 889 students, 437 students are male and 452 are female.

The information below provides additional insight into the makeup of students within the district. Departments and the programs that they oversee utilize their respective resources in order to address the needs of these populations.

STUDENT RACE / ETHNICITY	Count	% Enroll
Hispanic / Latino	887	99.78%
American Indian / Alaskan Native	1	0.11%
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	1	0.11%
Two - or - More	0	0.00%
Total	889	100.00%

STUDENTS BY PROGRAM	Count	% Enroll
Bilingual-One Way Dual Language	240	60.52%
English as Second Language (ESL)	84	9.45%
Alternative Language	67	7.54%
Economic Disadvantage	836	94.04%
Free / Reduced Lunch Participation	565	63.55%
Other Economically Disadvantaged	271	30.48%
Gifted & Talented	64	7.20%
Special Education (SPED)	76	8.55%
Title 1 Participation	889	100.00%
Dyslexia	8	0.90%
At Risk	732	82.34%
Economically Disadvantaged	863	94.421%
Immigrant	6	0.67%
Limited English Proficient (LEP)	538	60.52%
Migrant	32	3.60%
Military Connected	0	0.00%
Foster Care	0	0.00%
CTE Single Parent / Pregnant Teen	0	0.00%
Home Status		
Homeless Status	27	3.04%
Unaccompanied Youth Code 3 - is in physical custody of a parent or legal guardian for the entire school year	27	3.04%
Unaccompanied Youth Code 4 - is NOT in a physical custody of a parent or legal guardian for the entire school year	0	0.00%

Employee Demographics (*As of 10/29/2021*)

Tornillo ISD has a total of 173 employees of which 121 are females and 52 are males. Of Tornillo ISD's 173 employees, 66 are teachers. The information below provides additional insight into the makeup of all employees within the district.

EMPLOYEE RACE / ETHNICITY	Count	%
Hispanic / Latino	168	97.10%
American Indian / Alaskan Native	0	0.00%
Asian	0	0.00%
Black / African American	0	0.00%
Native Hawaiian / Pacific Islander	0	0.00%
White	5	2.90%
Two - or - More	0	0.00%
Total	173	100.00%

TEACHER STATISTICS	Count	%
5 or less years of teaching experience	25.5	38.50%
6 or more years of teaching experience	40.8	61.50%
Possess a Master's Degree	16	23.88%
Possess a Doctoral Degree	2	2.90%

Demographics Strengths

- Small learning community that allows for close relationships between students, teachers, administrators, and board members.
- High staff and student morale
- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority)
- Leveled funding for tutoring services for all students in need of academic support at all campuses
- High quality professional development for teachers in order to serve special populations
- Progressive technology programs to address students with different learning styles, traditional and online learning environments.
- Most teachers have been teaching for more than 10 years
- Tornillo staff is collaborative in their teaching approach
- Innovative K-5 and Secondary Scheduling

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3 (Prioritized): TISD is serving 7.20% in the Gifted and Talented Program which is below the Texas average of 7.9%. **Root Cause:** Parent/staff gifted and talented awareness of characteristics and referral are contributing to overall identification rates.

Problem Statement 4 (Prioritized): TISD is serving 0.90% in the Dyslexia Program which is below the estimated 20% population in the nation having dyslexia. **Root Cause:** Lack of response to intervention is contributing to overall low percent of students being served at TISD.

Problem Statement 5 (Prioritized): 8.55% is being served in Special Education, below the federal average of 14%. **Root Cause:** Lack of systems for early screening, response to intervention, assessment, and identification is contributing to overall low percent of students being served in Special Education in TISD.

Student Learning

Student Learning Summary

For 2021-2022, Tornillo ISD earned a B letter grade in the state accountability rating with an overall 84%. In the Student Achievement Domain: Achievement was at a 76 score, senior completion rate was an overall 94.5 score, while our College, Career, and Military Readiness rating was a 93 score with an overall 72%. School Progress Domain was an 90%. The Academic Growth was at a 74% and the Relative Performance was at a 52%.

Tornillo District - B Rating

Tornillo High School - C Rating

Tornillo Jr. High School - B Rating

Tornillo Intermediate School - B Rating

Tornillo Elementary School - B Rating (Campus is paired with District)

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Student Learning Strengths

- College, Career and Military readiness is a high focus with steady gains in student enrollment and certification attainment each year
- Students meeting CCMR accountability criteria above regional data.
- Successful Acceleration for all grade levels through flexible scheduling and EDYS
- 1:1 Technology Initiative: 100% of student body has a Technology Device and Mifi network access
- PK-5th Dual Language One-Way Implementation
- K-2nd Grade Bilingual Students reading on level in native language and performing at the same level in second language
- Implementation of AVID and PLTW Districtwide
- Partnership with TEA and the RSSP focusing on K-12 Math instruction
- Partnership with Transcend Rural Schools Design to further develop community relationships
- Acquired SAF grant for grades 3-5 for school redesign and implement a blended learning environment.

Intermediate Campus

- Attendance for the 22-23 school year was at 97.6
- TELPAS scores show that students are making gains in language development
- Teachers are successfully implementing the dual language program. More than 98% of students test math STAAR in English following our model.
- Teacher and staff turnover is very low.
- Students demonstrated significant gains in math and reading in STAAR assessments. 3rd and 4th grade students are in the second quartile in their comparison group.

Junior High Campus

- Advisory period - SEL lessons are going well, and teachers/staff are making connections with students while building SEL skills/strengths.
- Attendance has increased and fewer students are tardy each morning.

- Students are responding well to the expectations set by the campus regarding dress code, behavior, attendance, and technology use.
- A TJHS student council has been formed and participation is very strong.
- The mix of new and experienced faculty is adding to and strengthening the positive culture.
- There is a very receptive response to #ChangeTheNorm goal.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 34%, target should be at least at a minimum 60% **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

Problem Statement 2 (Prioritized): STAAR Math at the meets level for 3rd-12th grade averages at 22%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating math gaps affecting overall performance on on-level standards and state testing.

Problem Statement 3 (Prioritized): STAAR Science at the meets level for 3rd-12th grade averages at 19%, target should be at least at a minimum 60%. **Root Cause:** Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating science gaps affecting overall performance on on-level standards and state testing.

Problem Statement 4 (Prioritized): STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%. **Root Cause:** 40 Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating Social Studies gaps affecting overall performance on on-level standards and state testing.

Problem Statement 5 (Prioritized): The Academic Achievement in the Closing the Gaps Domain earned 1 out of the 14 indicators. **Root Cause:** Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

Problem Statement 6 (Prioritized): The TELPAS Progress Rate is 32%, 4% below the target of 36%. Only 134 students out of 423 met progress. **Root Cause:** Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

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

Bilingual/ESL

TISD adopted the bilingual model of Dual Language/One Way/50-50 from PK-5th Grade. The model includes delivering instruction in the students' native language in with the purpose of building a strong foundation in literacy and academic skills that will transfer into gradually in to English until it reaches a level of instruction with equal amounts of times for each language. TISD implements an ESL model in grades 6th-12th grade. The ESL model continues to build the strenght by providing Sheltered Instruction strategies in all content areas. Constant and meaningful oportunities to practice all four domains of the second language are offered. Also, targeted support is provided to Els at various stags of language development.

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Gifted and Talented

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

Title I, Part A

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

Title I, Part C

The Migrant Education Program (MEP) assists identified migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. It supports high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. TISD works in collaboration with Region 19 to effectively run the program and provide all necessary services.

Communities in School (CIS)

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

based coordinator, the CIS program bring community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

Special Education

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

Guidance and Counseling

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

Career and Technical Education

CTE career clusters offer coherent sequences established in the programs of study. The POS provide students with comprehensible and rigorous content in a career path of their choosing. CTE content is aligned with challenging academic standards and applicable technical knowledge and skills needed to prepare for post-secondary education and/or careers in high demand and/or high wage professions. Through CTE students are afforded the opportunity to attain industry-based certification, as prescribed by TEA. Preparation and guidance must begin in Pre-K and continue up through high school graduation.

State Compensatory Education

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

Disciplinary Alternative Education Program (DAEP)/HOPE

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

Summer/Intersessions Intervention Programs

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

Fine Arts Department

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

steps are for students to participate in concert, marching band, and colorguard. Students will be challenged by learning musical instruments and performing for the community and their school. The program will also allow student to participate in many different music competitions.

Library & Instructional Media Program

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

Technology

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

Truancy & Chronic Absenteeism

TISD's mission is to partner between our schools, parents and the community to improve student attendance while advancing academic success and ensure all students graduate from high school prepared for a post-secondary pathway. Tornillo ISD's goal for PK-12th grade students is to increase attendance at or above a yearly attendance rate of 98% and decrease chronic absenteeism. A team formed by an At-Risk District Coordinator and an Attendance Officer will be leading the efforts to keep students in school everyday.

Physical Education Program

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

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Early Childhood Literacy and Math Program

The following is HB3 criteria that must be met by all Texas schools; teacher and principal in grades K-3 must attend reading academies by 2021-2022; requires schools in grades K-3rd to certify that they are providing a phonics curriculum using systematic direct instruction; are prioritizing and placing highly-effective teachers in K-2; the campus has integrated reading instruments to support Pre-K to grade 3 students; and is using the state recommended assessment in grades PK-2nd grade.

District Processes & Programs Strengths

Curriculum and Instruction

The implementation of Instructional Rounds, the Effective Schools Framework, Districtwide AVID, and the RTI model has yielded a focused approach to attain the goals set by the Lone Star Governance Board of Trustees, Staff, and Community by providing immediate instructional feedback to administrators and teachers about instructional practices and how to deliver an effective multi-layered prevention and/or intervention supports in academics, behavior and attendance by directly working with teachers through a push-in model and professional development. Through ongoing professional learning, educators provide learning experiences where every student is challenged, engaged, and develops ownership of their learning.

Bilingual/ESL

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

Gifted and Talented Program (GT)

G/T students in TISD will be provided the opportunity to work with other gifted/talented student during the school (In-Class Support) day in the foundational areas; math, science, English language arts, reading, and social studies, as well as with non G/T students and independently. G/T students will also be served in the area by which they qualified through modifications/differentiated lessons in the four foundational areas and specialty areas. The number of identified GT students has increased from 4.49% to 6.8% due to increased awareness of GT traits and characteristics and simplified nomination process. Also, all teachers in the district as of June 1, 2021 received thirty hours of GT training as required in the Texas State Plan for the Education of Gifted and Talented Students.

Title I, Part A

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

Title I, Part C

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

Communities In Schools (CIS)

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

Special Education

An Inclusion model is implemented across TISD to allow special education educators to collaborate with core teachers. Inclusion teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum. Students have an opportunity to increase their understanding and respect for students with special needs. Students with special needs have a greater opportunity for continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively. Inclusive teaching involves two or more certified professionals committed to share instructional responsibility for a single group of students primarily in a single classroom specific of content or objectives with mutual ownership, pooled resources and joint accountability.

Guidance and Counseling

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

Career and Technical Education Strengths

CTE is an intricate piece of every student's four-year plan. Students are immersed into various career through lecture, hands-on lab work and field experience from Pre-K through

twelfth grade.

State Compensatory Education Strengths

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

Disciplinary Alternative Education Program (DAEP)/HOPE

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

Early Childhood Literacy and Math Program

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- District partnered and scheduled with Region 19 for teachers to complete all Reading Academy Training
- Phonics Instruction- Dual Language Kinder-2nd Grade use Estrellitas/Escaleras
- Fluency Folder used to Progress Monitor Reading Fluency in grades Kinder-2nd grade
- Pk - 2nd Reading and Math Coach was hired
- 3rd - 5th Curriculum Coach was hired
- Kinder & 1st Grade Teachers and Aides received Math Academies training by Region 19 -March 2020
- Comprehensive training for all teachers of Dual Language classrooms provided by Dr. Mercuri

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of Response to Intervention System is in the development and implementation level of compliance. **Root Cause:** RTI process has not solidified due to lack of consistency and follow up.

Problem Statement 2: TISD is in the third year of implementing the co-teach model across the district. Instructional rounds have yield that the co-teach model is not being implemented as specified by the training received. **Root Cause:** Special Education teachers are not planning with classroom teachers to prepare for the delivery, guided practice, and modification of student tasks.

Problem Statement 3: Instructional rounds have yield a misalignment of high engagement practices. **Root Cause:** Lack of access to challenging coursework for all students that prepares them for college and career readiness and restricts access to meaningful learning opportunities.

Perceptions

Perceptions Summary

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

The following Climate Survey results can be found at <https://www.tisd.us/Page/1390>

- Parent Survey 2021-2022
- Staff Survey 2021-2022
- Student Survey 2021-2022

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

Well-Rounded Students: Resources and funding have been allocated to provide PK-12 extra-curricular programs and activities based on parent and student feedback for the 2020-2021 school year.

Perceptions Strengths

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- The climate survey for the 2021-2022 school year yield positive results for each group.
- Each campus and department developed an action plan that addressed a strength and area of needs improvement that will be implemented for the 2022-2023.
- There has been great success in community, parent, and student attendance in each of the district sponsored events such as The Evening w/Superintendent, Coffee w/Principal held at each campus, and campus sponsored family nights.
- About 95% of parents think that there are opportunities yo be involved in their child's education.
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education.

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

Problem Statement 2 (Prioritized): Limited number of parents completed the annual climate survey at each campus. **Root Cause:** District and campuses need to develop and execute different ways to reach out to community, family, and parents in effort to capture a true representation of the parental component climate survey.

Problem Statement 3: About 27% of parents think that students do no interact respectfully with pees and adults. **Root Cause:** District and campuses have not stress the importance of being respectful with one another.

Priority Problem Statements

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

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

Problem Statement 2 Areas: Demographics

Problem Statement 6: STAAR ELAR/Reading at the meets level for 3rd-12th grade averages at 34%, target should be at least at a minimum 60%

Root Cause 6: Instructional rounds have yield a lack of K-12 grade professional development, effective lesson planning, effective delivery of Tier 1 instruction is creating reading gaps affecting overall performance on on-level standards and state testing.

Problem Statement 6 Areas: Student Learning

Problem Statement 14: Implementation of Response to Intervention System is in the development and implementation level of compliance.

Root Cause 14: RTI process has not solidified due to lack of consistency and follow up.

Problem Statement 14 Areas: District Processes & Programs

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Problem Statement 13: Community, Parent, and Family Engagement:- Community, Parents and families are not actively engaged in all facets of their child's education.

Root Cause 13: Community, Parent Planned Activities need to be structured to address the different ways that the community, parents, families can help their children at home to be successful at school, to include awareness on the multitude of resources provided by the district to support them.

Problem Statement 13 Areas: Perceptions

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

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

Problem Statement 3 Areas: Demographics

Problem Statement 7: STAAR Math at the meets level for 3rd-12th grade averages at 22%, target should be at least at a minimum 60%.

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

Problem Statement 7 Areas: Student Learning

Problem Statement 12: Limited number of parents completed the annual climate survey at each campus.

Root Cause 12: District and campuses need to develop and execute different ways to reach out to community, family, and parents in effort to capture a true representation of the parental component climate survey.

Problem Statement 12 Areas: Perceptions

Problem Statement 4: TISD is serving 7.20% in the Gifted and Talented Program which is below the Texas average of 7.9%.

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

Problem Statement 4 Areas: Demographics

Problem Statement 8: STAAR Science at the meets level for 3rd-12th grade averages at 19%, target should be at least at a minimum 60%.

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

Problem Statement 8 Areas: Student Learning

Problem Statement 1: TISD is serving 0.90% in the Dyslexia Program which is below the estimated 20% population in the nation having dyslexia.

Root Cause 1: Lack of response to intervention is contributing to overall low percent of students being served at TISD.

Problem Statement 1 Areas: Demographics

Problem Statement 9: STAAR Social Studies at the meets level for 3rd-12th grade averages at 28%, target should be at least at a minimum 60%.

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

Problem Statement 9 Areas: Student Learning

Problem Statement 5: 8.55% is being served in Special Education, below the federal average of 14%.

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

Problem Statement 5 Areas: Demographics

Problem Statement 10: The Academic Achievement in the Closing the Gaps Domain earned 1 out of the 14 indicators.

Root Cause 10: Diagnostic needs assessment has indicated a lack of Tier II and Tier III differentiated instruction compared to Tier I.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The TELPAS Progress Rate is 32%, 4% below the target of 36%. Only 134 students out of 423 met progress.

Root Cause 11: Instructional rounds and lesson reviews have yield a lack of K-12 ELPS and Sheltered Instruction Strategies across the content areas.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

Performance Objective 1: ELAR STAAR/EOC results for 2023 will indicate a 10 percent increase from 30% in 2022 for all students at the meets performance level

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, high quality instructional materials, and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as MClass, Lexia, Nearpod, iXL, AVID, HQIM, and iTEKS resource system. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 289 Title IV</p>	Formative			Summative
	Oct	Feb	May	June ⁵¹
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

Performance Objective 2: Math STAAR/EOC results for 2023 will indicate a 25 percent increase from 20% in 2022 for all students at the meets performance level

High Priority

Evaluation Data Sources: STAAR/EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, high quality materials, and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as iXL, Nearpod, HQIM, Desmos, AVID, IFL, and iTEKS resource system. Implementation will improve STAAR scores, decrease learning gap.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				52
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

Performance Objective 3: Science STAAR/EOC results for 2023 will indicate a 20 percent increase from 17% in 2022 for all students at the meets performance level.

High Priority

Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, materials, and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as AVID, PLTW, Nearpod, Lead4ward, adoption materials, HQIM, maker spaces, and STEM Scopes. Implementation will improve STAAR scores, and decrease learning gap.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				53
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

Performance Objective 4: Social Studies STAAR/EOC results for 2023 will indicate a 15 percent increase from 26% in 2022 for all students at the meets performance level.

High Priority

Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, high quality materials, and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as AVID, Nearpod, Lead4ward, adoption materials, Exploros and Studies Weekly. Implementation will improve STAAR scores, and decrease learning gap.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				54
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, high quality materials and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lexia, AVID, Really Great Reading, MClass, Nearpod, HMH adopted materials, HQIM, and iTEKS resource system. Implementation will Improve reading levels, and improve number of students that are at reading at grade level.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE)</p>	Formative			Summative
	Oct	Feb	May	June
				55
Strategy 2 Details	Reviews			
<p>Strategy 2: Each classroom teacher in K-3 and each principal at a campus with K-3 will be up to date with the teacher literacy achievement academy or complete modules.</p> <p>Strategy's Expected Result/Impact: Monitor and evaluate the implementation of the literacy achievement academy. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with research based programs, materials, and technology resources to support content acceleration.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluating programs such as AVID, Nearpod, iXL, HQIM, and iTEKS resource system. Monitor and evaluate the Guided Math framework. Implementation will decrease learning gap and improve the number of students performing at grade level.</p> <p>Staff Responsible for Monitoring: District Academic Coordinator, Instructional support, Instructional specialist</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				56
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 31% in 2019 to 48% by 2024.

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.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strong School Leadership & Planning:</p> <ul style="list-style-type: none"> -Placement of most effective school leaders in highest needed schools -Addresses the unique needs of low-performing schools -Ongoing Coaching and Support for Campus Leaders -Provide adequate funding & sufficient control over budget to access resources to implement CIP's & HQ Instruction to meet student needs -Protect school instructional leadership time -Remove barriers to ensure campus success -Policies and practices prioritize instructional leadership -Provide effective governance to support and promote student outcomes -Include time for PLCs in master schedules to allow collaboration between teachers and administrators <p>Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring, use of iTEKSRS</p> <p>Staff Responsible for Monitoring: Superintendent, & District Academic Coordinator</p>	Formative			Summative
	Oct	Feb	May	June
				57

Strategy 2 Details	Reviews			
<p>Strategy 2: Effective, Well-Supported Teachers:</p> <ul style="list-style-type: none"> -Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools -Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by July 1 -Provide structures, processes, and supports for induction and development - Provide an evaluation system that identifies low and high performers and allow for opportunities to remove low performing staff -Allow teachers, staff, and admin to attend 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. <p>Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring. Monitor and evaluate the implementation of AVID, ELD, and Tier 1 practices. Implementation will improve reading levels, decrease learning gap. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level.</p> <p>Staff Responsible for Monitoring: Superintendent, & District Academic Coordinator</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Feb	May	June
				58
Strategy 3 Details	Reviews			
<p>Strategy 3: Positive School Culture:</p> <ul style="list-style-type: none"> -Provide data system to track pertinent school culture data -Provide campuses with access to external student support services. -Ensure that campus buildings are well maintained, ventilated, safe, and conducive to learning to include air purification, i-wave machines. -Promote positive school culture. <p>Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring</p> <p>Staff Responsible for Monitoring: Superintendent, & District Academic Coordinator</p> <p>Funding Sources: - 282: ESSER III</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: High-Quality Curriculum:</p> <ul style="list-style-type: none"> -Provide the campus with standards-aligned guaranteed and viable curriculum and scope and sequence -Provided access to assessments aligned to the standards and the expected level of rigor -The calendar shall include days for school-bares professional development activities that align with the assessment calendar an allow for data driven reflection -Policy will support the effective use of standards aligned GVC and assessments. -Facilitates access to instructional resources and professional development -Provide teachers and admin access to curriculum, assessment, and data desegregation resources and materials. <p>Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring. 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.</p> <p>Staff Responsible for Monitoring: Superintendent, & District Academic Coordinator</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Effective Instruction:</p> <ul style="list-style-type: none"> -Ensure access to high quality common formative assessment resources aligned to the state standard for all tested areas an PK-2 math reading -Ensure that school receive detailed reports with two instructional days. -Provide schools with access to student academic, behavioral, and on track to graduate data -Have effective systems for identifying and supporting struggling learners -Policies and practices will support effective instruction in schools -Provide professional opportunities to staff and administrators on tier 1 instructional practices. <p>Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback, TIP Progress Monitoring, and implementation of AVID's best practices</p> <p>Staff Responsible for Monitoring: Superintendent, & District Academic Coordinator</p>	Formative			Summative
	Oct	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 78% in 2019 to 90% by June 2024.

Performance Objective 1: Tornillo ISD will increase the number of eligible indicators in the Academic Achievement in Closing the Gaps Domain from 1 in 2019 to 14 by 2023.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Dyslexia [TEC 11.252(a)(3)(B)(iv)]: Provide staff training in screening, identification, program service delivery to include resources/materials to implement, accommodate, and accelerate learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Compliance Officer, Instructional Specialists, District Academic Coordinator, Dyslexia provider teacher, Classroom teacher.</p> <p>Funding Sources: - 199: PIC 37 Dyslexia</p>	Formative			Summative
	Oct	Feb	May	June
				60
Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1, State Compensatory, ESSER 2 and 3 personnel (Instructional Specialists, Instructional Aides, CIS,Tutors, At Risk Coordinator, and attendance officer), flex master schedule and acceleration courses (Super School, Coyote School, Credit Recovery), 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.</p> <p>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, CIS At-Risk Loads</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Campus Administrator, and Special Ed./504 Coordinator, Counselors, At-Risk District Coordinator, Classroom teacher.</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 199:PIC 30 State Compensatory Education (SCE), - 282: ESSER III, - 281: ESSER II</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 3 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Technology Director, Instructional Specialists, Campus Administrators, District Academic Coordinator, Superintendent, Compliance Officer, Instructional Technology Specialist</p> <p>Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: HR/Compliance Officer, District Academic Coordinator, CTE Coordinator,</p> <p>Funding Sources: - 270 Title V, RLIS, - 255 Title II, Part A, TPTR, - 199: PIC 11 Instructional</p>	Formative			Summative
	Oct	Feb	May	June
				61

Strategy 5 Details	Reviews			
<p>Strategy 5: Gifted and Talented HB3: G/T program design services will be implemented as outlined in TEC 29.121 & The Texas State Plan for G/T Students:</p> <ul style="list-style-type: none"> -Identification -Professional Development & Certification -Curriculum & Instruction -Assessment -Parent/Community Involvement -Advisory Committee <p>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</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator</p> <p>Funding Sources: - 199: PIC 21 State Gifted & Talented</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 6 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> -Professional Development (District, Local, State, & Out of State) -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 <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules: (Instructional Aides, CIS, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact. Identification process</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - 199: PIC 23 State Special Education (Sp Ed), - 224 IDEA B, Formula SpEd, - 225 IDEA B, Preschool SpEd, - 199: PIC 38 CCMR</p>	Formative			Summative
	Oct	Feb	May	June
				63

Strategy 7 Details	Reviews			
<p>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 -AVID Enrollment -Family Literacy Programs -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -At Risk District Coordinator -Communities in Schools Personnel -Title 1 District Parent Liaison</p> <p>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</p> <p>Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, Counselors, CIS, District Parent Liaison, PEIMS Specialist, District Academic Coordinator, Sped/504 Coordinator, At-Risk District Coordinator</p> <p>Funding Sources: - 199:PIC 30 State Compensatory Education (SCE)</p>	Formative			Summative
	Oct	Feb	May	June
				64
Strategy 8 Details	Reviews			
<p>Strategy 8: At-Risk Students in Special Programs as Identified by PEIMS: 504, Foster Care, Migrant, Homeless, Pregnant/Parent, Previously Retained, Drop-Out, did not perform satisfactory in a readiness assessment and/or did not maintain a 70% in two or more subjects in foundation subjects.</p> <p>To receive compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, and progress monitored. Provide Technology, Instructional Tech. Licenses, Food, Drinks, Clothing, Materials/Resources, Field Trips, Camps, Presenters, that will supplement Tier 1 & Tier II Instruction.</p> <p>Strategy's Expected Result/Impact: RTI Progress Monitoring every 4 weeks, Accelerated Instruction Lesson Plans & Walk-Throughs, Local & State Assessment Progress Measured, Monthly Related Services, Parent Engagement Activities, Home Visits, Purchases, yearly trainings</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator, CIS, & Teachers, At Risk District Coordinator</p> <p>Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs, - 212 Title I, Part C Migrant Education</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: To redesign the school year by adding 30 academic instructional days of school. ADSY PEP will match Tornillo ISD with a pre-vetted technical assistance provider to support the implementation. Project managers will run the program at the PreK-2 and 3-5 campuses respectively.</p> <p>Strategy's Expected Result/Impact: Student growth. More instructional time for students, more additional recess and special rotations</p> <p>Staff Responsible for Monitoring: District and campus administrators, Project Managers.</p> <p>Funding Sources: Technical Assistance - 279: TCLAS</p>	Formative			Summative
	Oct	Feb	May	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 78% in 2019 to 90% by June 2024.

Performance Objective 2: Tornillo ISD will continue to meet 3 out of the 3 indicators in the Graduation Status in the Closing the Gaps Domain.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures:</p> <ul style="list-style-type: none"> -Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Find Leavers -Re-enroll drop outs -Provide academic acceleration -Provide opportunities to make up instructional time missed -Court Filing -Dropout prevention <p>Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings,</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Attendance Officer, At Risk District Coordinator</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 282: ESSER III</p>	Formative			Summative
	Oct	Feb	May	June
				66

Strategy 2 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> -Early Intervention & Accelerate Learning -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 <p>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</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Campus Administrators, PEIMS Coordinator, CIS, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator, Attendance Officer, At Risk District Coordinator</p> <p>Funding Sources: - 199:PIC 30 State Compensatory Education (SCE)</p>	Formative			Summative
	Oct	Feb	May	June
				67

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a safe and nurturing learning environment to all by providing a safe physical and digital Infrastructure, professional development/Training to Staff [TEC 11.252(3)(F)], Parents, and Students to include Resources/Materials, Curriculum, and Funds to address the following safety areas to include 24 hour access to Anonymous Alerts for the purpose of reporting incidents anonymously:</p> <p>Prevention Areas:</p> <ul style="list-style-type: none"> -Bullying [TEC 37.0832] -Cyber-bullying -Digital Citizenship -Sexual abuse, sex trafficking, and other maltreatment of children -Violence prevention programs [TEC 11.252(3)(B)(iii)] -Dating violence [TEC 37.0831] -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] -Conflict resolution programs [TEC 11.252(3)(B)(ii)] -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] -Social Emotional & Mental Health -Physical Health -Positive Character Traits -Bleeding Control Stations -CPR before Graduation -Sexual Harassment -Emergency Drills to include Active Shooter -Personal Protective Equipment (PPE) <p>Strategy's Expected Result/Impact: Title 1 Crate uploaded training sign-in sheets and agendas for parents, staff, and students. Documented classes/lesson on program delivered through the use of walk-through, class agendas, presentations, calendars, and/or schedules.</p> <p>Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, and School Counselors, District Parent Liaison, CIS and Security Officers, At Risk District Coordinator</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs, Personal Protective Equipment - 282: ESSER III</p>	Formative			Summative
	Oct	Feb	May	June
	68			

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental funding for Fine Arts, UIL, Physical Education, and Enrichment Programs (via programs, extra duty pay, staff/student travel, field trips, equipment, general supplies, and summer camps) to support a well-rounded students and bridging this access towards college and avenues of higher learning.</p> <p>Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Campus Administrators, Specialty Coordinators, At Risk District Coordinator</p> <p>Funding Sources: - 199: PIC 11 Instructional, - 181 Extra Curricular Activities, - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: HOPE- DAEP services will be provided as specified in [TAC 19 103.1201(b)].</p> <p>-Trained Staff (health & emergency situations, behavior management, safety procedures that focus on positive & proactive behavior management)</p> <p>-Academics: Individual Student Learning Plan</p> <p>-Social Skills: Social/Emotional Program, Problem Solving, Conflict Resolution, Anger Management, Diversity, Dating Violence</p> <p>-Procedures to report abuse, neglect, or exploitation</p> <p>-Transition procedures & plans</p> <p>Placement Prevention Strategies:</p> <p>-Restorative Practices</p> <p>-PBIS/SEL Program</p> <p>-Mentoring Program</p> <p>-Home & School Partnership</p> <p>-Counseling Sessions</p> <p>-Drug & Tobacco Prevention</p> <p>-Anger Management</p> <p>-Student Code of Conduct Awareness</p> <p>-Safety workshops/ training's & Awareness</p> <p>Strategy's Expected Result/Impact: Student Attendance & Grade Records, pre- and post- assessment results, drop out rates, graduation rates, recidivism rates, transition plans, training/workshop agendas/sign-in sheets,</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, PEIMS Coordinator, Campus Administrators, Counselors, CIS, At-Risk District Coordinator</p> <p>Funding Sources: - 199: PIC 28 DAEP</p>	Formative			Summative
	Oct	Feb	May	June
				69

Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Certified librarians and trained paraprofessionals will provide access to equitable resources and activities in various formats as tide to college, career, curriculum state standards and community.</p> <p>Staff Responsible for Monitoring: Librarians, campus administrators, librarian aides, and instructional coaches.</p>	Formative			Summative
	Oct	Feb	May	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 78% in 2019 to 90% by June 2024.

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

High Priority

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

Strategy 1 Details	Reviews			
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, and Campus Administrators</p> <p>Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP</p>	Formative			Summative
	Oct	Feb	May	June
				71

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum: -Curriculum Standards -Lesson Objectives -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources: -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources -Sheltered Methods: Communicated, Sequenced, & Scaffolded</p> <p>Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY.</p> <p>Classroom/District Assessments, STAAR & TELPAS results</p> <p>LPAC & RTI Student Quarterly Progress Monitoring</p> <p>Monitoring of progress of Summit K-12 lessons</p> <p>TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators</p> <p>Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP</p>	Formative			Summative
	Oct	Feb	May	June
				72

Strategy 3 Details	Reviews			
<p>Strategy 3: Identification and Placement, Implementation, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students:</p> <ul style="list-style-type: none"> -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration <p>Strategy's Expected Result/Impact: Identification, placement, and reclassification testing materials to comply with LPAC requirements</p> <p>Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments.</p> <p>Extended day/week/year acceleration participation student attendance rosters</p> <p>In school acceleration personnel (CIS, At-Risk Inst. Aides, Inst. Specialists) schedules</p> <p>Scheduled transition activities for Headstart at EOY</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators</p> <p>Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP</p>	Formative			Summative
	Oct	Feb	May	June
				73

 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 78% in 2019 to 90% by June 2024.

Performance Objective 4: Tornillo ISD will continue to meet 4 out of the 4 indicators in the College, Career and Military Readiness in the Closing the Gaps Domain.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licenses) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations.</p> <p>Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures.</p> <p>Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects.</p> <p>Awarded Certifications</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p> <p>Funding Sources: - 199: PIC 11 Instructional</p>	Formative			Summative
	Oct	Feb	May	June
				74
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategies for recruiting highly effective teachers:</p> <ul style="list-style-type: none"> -Competitive CTE Stipends -Small Class Sizes -Grow our Own: Opportunities to attain CTE certifications -Reimburse cost of approved CTE certification after verification of passing exam <p>Strategy's Expected Result/Impact: Class Rosters, Stipends awarded yearly, number of CTE Teachers certifying in additional areas, CTE course offerings, Attended Job Fairs, Social Media Postings</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade</p> <ul style="list-style-type: none"> -AVID -PLTW -Student program of study resource -CCMR District Wide Fairs -Nearpod: Common Sense Media -Fine Arts -Field Trips -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 <p>Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture,/mindset, schedules, event calendars, classes</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor</p> <p>Funding Sources: - 289 Title IV, - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				75
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide on-going sources of information in various platforms to junior high and high school students, teachers, counselors, and parents on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</p> <ul style="list-style-type: none"> -FASFA Nights -Texas Grant Program -Scholarships -College Sign-Up Day -College/CTE Visits/Presenters -Military <p>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</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Prepare and support/guide students to make informed curriculum choices to be prepared for success beyond high school by</p> <ul style="list-style-type: none"> -CTE Certifications and Degrees -Dual Credit/Early College Associates Degree -Military -TSI -SAT/ACT -Pre-AP/AP Classes -AVID <p>Strategy's Expected Result/Impact: Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in AVID/CTE/ ECHS/Dual Credit</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide on-going staff development for professional staff of the district [TEC 11.252(3)(F)] in CCMR fields of study, skill sets to lesson plan and deliver CCRS Standards based lessons, and improve teacher pedagogy in their respective field and skills sets.</p> <p>Strategy's Expected Result/Impact: Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS,</p> <p>Staff Responsible for Monitoring: Compliance Officer, District Academic Coordinator, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor</p>	Formative			Summative
	Oct	Feb	May	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.

High Priority

Evaluation Data Sources: Event agendas, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: To develop along/evaluate with parents a written parent and family engagement policy. Strategy's Expected Result/Impact: Parents will be engage in providing feedback for the family engagement policy. Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				77
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and implement scientifically research-based programs, materials, books, and other resources in support of Parent Liaison activities meant to increase campus parental involvement 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</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To build district and school's capacity to engage families to participate in social, cultural, and educational events.</p> <p>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 EL parent conference, local parent conferences, luminarias, district wide events etc. Tornillo ISD will offer a Parent Resource Center within the district's facilities</p> <p>Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 263 Title III, LEP, - 281: ESSER II</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Reserve at least 1% of its Title I funds to support parent and family engagement activities; involve parents in deciding how to use those funds.</p> <p>Strategy's Expected Result/Impact: Reserve funds to secure a Parent Liaison position to ensure that parent, families and communities are continuously engaged and participating in district related activities. Title I funds are distributed to all campuses as well.</p> <p>Staff Responsible for Monitoring: District Administrators, Finance Director, Compliance Director</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
				78
Strategy 5 Details	Reviews			
<p>Strategy 5: Communities in Schools (CIS) workers to promote parent and family engagement activities, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals where needed.</p> <p>Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance)</p> <p>Staff Responsible for Monitoring: Campus Principals, Compliance Director, Communities in Schools,</p> <p>Funding Sources: - 199:PIC 30 State Compensatory Education (SCE)</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: All campus communication will be sent home in the appropriate language to the degree possible</p> <p>Strategy's Expected Result/Impact: Parent will be informed of activities and events and more willing to participate.</p> <p>Staff Responsible for Monitoring: Campus Principals, CIS</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue working in partnership with different community partners to include, but not limited to, GED, English classes, Adult Ed, Technology classes, CDL certification, and after school Child services.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Compliance Director, Community Services Project Manager, District Academic Coordinator</p> <p>Funding Sources: - 270 Title V, RLIS, - 211 Title I, Part A Improving Basic Programs, - 263 Title III, LEP</p>	Formative			Summative
	Oct	Feb	May	June
				79
Strategy 8 Details	Reviews			
<p>Strategy 8: Parent Liaison will coordinate with other Federal and State programs, including preschool programs to reach out to every parent subpopulation in the district.</p> <p>Strategy's Expected Result/Impact: Parents of every subpopulation will be integrated in the parent, family and community engagement plan.</p> <p>Staff Responsible for Monitoring: District administrators, Parent Liaison, Compliance Director.</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To offer assistance to parents in understanding the education system and the state standards and how to support their children's achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Parent Liaison, Instructional Team.</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information to teachers, principals, and other staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools.</p> <p>Strategy's Expected Result/Impact: Parents will be acknowledged and empowered as an essential part of education.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Campus Administrators, Compliance Director</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To provide a variety of materials and training to help parents work with their children in different areas to include wellness, nutrition and academics.</p> <p>Strategy's Expected Result/Impact: Instructional materials will be available for students at home. Parent will know how to use them to help their children make better educational and healthy decisions.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Campus and District Administrators, Compliance Director</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships and shared responsibilities for student success.</p> <p>Strategy's Expected Result/Impact: Stakeholders surveys are administered and analysis is provided to District Leadership Team.</p> <p>Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director</p> <p>Funding Sources: - 211 Title I, Part A Improving Basic Programs</p>	Formative			Summative
	Oct	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

181 Extra Curricular Activities					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
2	1	4			\$0.00
2	2	4			\$0.00
2	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

199: PIC 21 State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 22 State Career & Technical Education (CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 23 State Special Education (Sp Ed)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00 ⁸³
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 28 DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 30 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	7			\$0.00

199:PIC 30 State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$0.00
2	2	2			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

199: PIC 32

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

199: PIC 35

84

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

199: PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

211 Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00

211 Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	4	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00 ^{B5}
3	1	3			\$0.00
3	1	4			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

212 Title I, Part C Migrant Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00

212 Title I, Part C Migrant Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$10.00
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
225 IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
1	7	2			\$0.00
1	7	4			\$0.00
2	1	4			\$0.00
2	2	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
3	1	3			\$0.00
3	1	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	4	3			\$0.00
Sub-Total					\$0.00 ⁸⁷
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
270 Title V, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
3	1	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

480: PLTW					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00 ⁸⁸
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 38 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
199: PIC 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

281: ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
282: ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	3	Personal Protective Equipment		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00 ⁹
+/- Difference					\$10.00
279: TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Technical Assistance		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Grand Total Budgeted					\$290.00
Grand Total Spent					\$0.00
+/- Difference					\$290.00