

Tornillo Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



Mission Statement

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

Vision

Believe we can succeed; with pride we will achieve!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	8
Perceptions	12
Climate Surveys	12
Well-Rounded Students	12
Priority Problem Statements	13
Goals	15
Goal 1: Tornillo ISD will ensure that the performance on all STAAR/ EOC subjects will be at the meets level by incrementally increasing at a rate of 6% per year from 35% in 2024 to 65% by 2029.	15
Goal 2: Tornillo ISD will ensure that the percentage of seniors graduating College, Career, or Military ready will increase from 95% in 2024 to 100% by June 2029.	27
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.	43
State Compensatory	46
Budget for District Improvement Plan	46
Assurances	47
Statutorily Required Assurances	47
District Funding Summary	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

- Tornillo Intermediate School: Pre-Kindergarten–6th Grade
- Tornillo Junior High School: 6th–8th Grade
- Tornillo High School: 6th–12th Grade

Enrollment by Campus -Fall 2025 Snapshot

- Tornillo High School: 225 students
- Tornillo Junior High School: 95 students
- Tornillo Intermediate School: 328 students

Total District Enrollment: 648 students

Demographics Strengths

- **Small Learning Community:** Close relationships among students, teachers, administrators, and Board members foster a strong sense of community.
- **High Morale:** Strong staff and student morale contribute to a positive and supportive school environment.
- **Cultural Connection:** A predominantly Hispanic staff and student population promotes shared cultural understanding and a strong sense of belonging.
- **Academic Support:** Dedicated tutoring funds provide academic support to students across all campuses.
- **Professional Development:** High-quality professional development prepares teachers to effectively serve diverse student populations.
- **Innovative Technology:** Technology programs support diverse learning styles and both traditional and online learning environments.
- **Experienced Staff:** Most teachers have more than 10 years of classroom experience, providing valuable expertise and stability.
- **Collaborative Culture:** Teachers work collaboratively to strengthen instruction and improve student outcomes.
- **Innovative Scheduling:** K–12 scheduling models maximize instructional time and address students' diverse learning needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Minimal progress toward meeting the criteria required for students to exit the Bilingual/ESL program.

Root Cause: Professional development in ELP planning, sheltered instruction lesson development and delivery, and progress monitoring has been identified as a high priority to strengthen language acquisition outcomes for English Language Learners (ELLs).

Problem Statement 2 (Prioritized): According to TELPAS results, fewer than 15% of Emergent Bilingual (EB) students in each grade level are performing at the Advanced High proficiency level.

Root Cause: Limited opportunities for students to practice and apply English language skills may be contributing to lower levels of demonstrated English proficiency on the TELPAS assessment.

Problem Statement 3 (Prioritized): The average attendance rate across all grade levels remains below 98%.

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

Student Learning

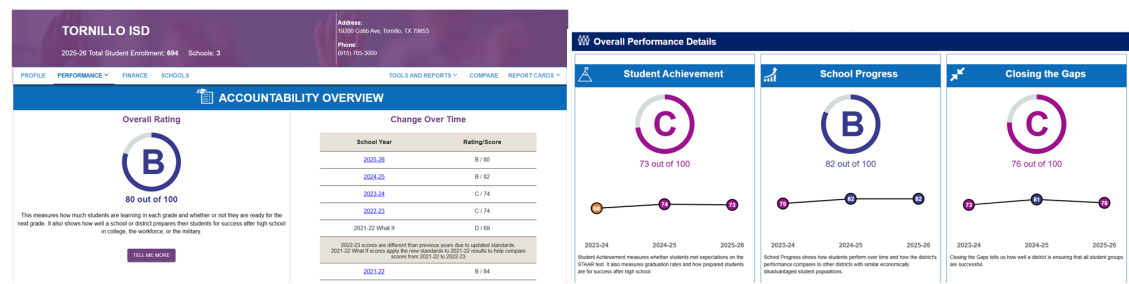
Student Learning Summary

For 2026-2027, Tornillo ISD received a B letter grade in the state accountability rating with an overall 80%. In the Student Achievement Domain: Achievement is at a 73 score, school progress is at a 82 score and closing the gaps is at a 76 score. Senior completion rate is 92.7%, while our College, Career, and Military Readiness is 86% .

Tornillo District - B Rating

- Tornillo High School - B Rating Tornillo
- Jr. High School - B Rating
- Tornillo Elementary- D Rating

District Accountability



Student Learning Strengths

- **CCMR Readiness:** Steady annual growth in enrollment, certifications, and students meeting CCMR criteria above regional averages.
- **Academic Acceleration:** Flexible scheduling supports accelerated learning across grade levels.
- **1:1 Technology:** 100% of students have access to a technology device.
- **Dual Language:** PK–5th grade dual language programming supports bilingualism and academic achievement.

- **Innovative Learning:** TEA partnerships and grant funding support blended learning, Strong Foundations, AP, and Computer Science.
- **SEL & Student Culture:** Advisory supports SEL development and positive student-staff relationships.
- **Positive Student Response:** Students are demonstrating increased adherence to expectations for behavior, attendance, dress code, and technology use.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math STAAR scores low at 4th grade, 6th and 7th grade.

Root Cause: Foundational learning gaps are hindering conceptual understanding of the high rigor curriculum.

Problem Statement 2 (Prioritized): In TELPAS, the percentage of EB students at the Advanced High level is lower than 15% in all grade levels.

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

Problem Statement 3 (Prioritized): 3rd grade STAAR Spanish is 40 point lower than 3rd grade STAAR English at the Meets level

Root Cause: Foundational learning gaps are hindering conceptual understanding of the high rigor curriculum.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

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

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

Bilingual/ESL

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

PK–5: One-Way Dual Language 50/50 model builds literacy and academic skills in the students' native language while progressively developing English proficiency.

Grades 6–12: ESL instruction incorporates sheltered instruction strategies across content areas and provides targeted support for Emergent Bilingual students at varying levels of language development.

Instruction provides meaningful opportunities to develop listening, speaking, reading, and writing skills in English.

Gifted and Talented

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

Title I, Part A

TISD campuses operate under a schoolwide Title I model designed to support all students, with an emphasis on those at risk of not meeting state academic standards. Title I funds support academic programs, parent and family engagement, foster care and homeless education, and services for eligible private and nonprofit schools. The district prioritizes strong family and community partnerships to support student success.

Title I, Part C – Migrant Education

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

Special Education

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

Guidance and Counseling

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

Career and Technical Education

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

State Compensatory Education

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

Disciplinary Alternative Education Program

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

Summer and Intersession Intervention

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

Fine Arts

TISD provides PK–12 opportunities in visual and performing arts. Music offerings include drumline, choir, and guitar, with plans to expand opportunities in concert and marching band and color guard. PK–12 art programs develop creativity, artistic skills, critical thinking, and self-expression through diverse media and experiences.

Library and Instructional Media

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

Technology

TISD integrates technology to enhance instruction, support diverse learning needs, and provide personalized learning opportunities. The Technology Services Department provides innovative tools and efficient solutions that support teaching, learning, staff operations, and family engagement.

Truancy and Chronic Absenteeism

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

Physical Education

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

Early Childhood Literacy and Mathematics

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

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

Early Childhood Literacy and Math Program

- Phonics Instruction- Dual Language Kinder-2nd Grade use of Bluebonnet Reading.
- K-5 Reading program is Bluebonnet Reading. PreK Reading Program is Teaching Strategies.
- K-5 Math program is HQIM (Bluebonnet Math)
- PreK-12 use IXL Math
- K-2 Tech component is Boost
- Professional Development for HQIM resources

District Processes & Programs Strengths

Curriculum and Instruction

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

Bilingual/ESL

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

Gifted and Talented

TISD provides G/T students with differentiated and appropriately challenging instruction through in-class support, independent learning, and collaboration with peers. Services are provided across core content and specialty areas based on students' identified strengths and areas of giftedness.

Title I, Part A

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

Title I, Part C – Migrant Education

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

Special Education

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

Guidance and Counseling

The counseling program provides age-appropriate, sequenced services addressing intrapersonal and interpersonal effectiveness, postsecondary education and career readiness, and personal health and safety to support students' overall development and future success.

Career and Technical Education

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

State Compensatory Education

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

DAEP/HOPE Academy

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional rounds have yield a misalignment of high engagement practices in Bilingual Classrooms.

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.

Problem Statement 2 (Prioritized): At least 15% lower math scores in 4th, 6th, and 7th grade as compared to the state.

Root Cause: Foundational math skills.

Perceptions

Perceptions Summary

Climate Surveys

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

Parent Survey: 2025–2026

Staff Survey: 2025–2026

Student Survey: 2025–2026

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

Stakeholder Engagement

TISD provides structured opportunities for ongoing communication and collaboration with families and the community. Monthly engagement activities include **Evening with the Superintendent, Coffee with the Principal, parent trainings, and campus-sponsored family events**.

Well-Rounded Students

Based on parent and student feedback, TISD has allocated resources and funding to expand PK–12 extracurricular programs and activities for the 2025–2026 school year, supporting students' academic, social, and personal development.

Perceptions Strengths

Climate Survey and Stakeholder Engagement Highlights

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

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

TISD has also experienced strong participation from families, students, and community members in district-sponsored engagement activities, including Evening with the Superintendent, Coffee with the Principal, and campus family nights.

Problem Statements Identifying Perceptions Needs

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

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

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Perceptions

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

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

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Minimal progress toward meeting the criteria required for students to exit the Bilingual/ESL program.

Root Cause 3: Professional development in ELP planning, sheltered instruction lesson development and delivery, and progress monitoring has been identified as a high priority to strengthen language acquisition outcomes for English Language Learners (ELLs).

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to TELPAS results, fewer than 15% of Emergent Bilingual (EB) students in each grade level are performing at the Advanced High proficiency level.

Root Cause 4: Limited opportunities for students to practice and apply English language skills may be contributing to lower levels of demonstrated English proficiency on the TELPAS assessment.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The average attendance rate across all grade levels remains below 98%.

Root Cause 5: Limited parent and student awareness and accountability regarding the short- and long-term impact of attendance on student outcomes remains a concern. Inconsistent adherence to campus attendance procedures is also affecting academic systems and overall student attendance.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Math STAAR scores low at 4th grade, 6th and 7th grade.

Root Cause 6: Foundational learning gaps are hindering conceptual understanding of the high rigor curriculum.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In TELPAS, the percentage of EB students at the Advanced High level is lower than 15% in all grade levels.

Root Cause 7: Students lack of practice in the second language to demonstrate English Proficiency in the TELPAS test.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 3rd grade STAAR Spanish is 40 point lower than 3rd grade STAAR English at the Meets level

Root Cause 8: Foundational learning gaps are hindering conceptual understanding of the high rigor curriculum.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Instructional rounds have yield a misalignment of high engagement practices in Bilingual Classrooms.

Root Cause 9: Lack of access to challenging coursework for all students that prepares them for college and career readiness and restricts access to meaningful learning opportunities.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: At least 15% lower math scores in 4th, 6th, and 7th grade as compared to the state.

Root Cause 10: Foundational math skills.

Problem Statement 10 Areas: District Processes & Programs

Goals

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

Performance Objective 1: Reading and Writing Language Arts

- Third grade students to score Approaches or higher on STAAR will increase from 52% in 2024 to 92% in 2029
- Fourth grade students to score Approaches or higher on STAAR will increase from 33% in 2024 to 73% in 2029
- Fifth grade students to score Approaches or higher on STAAR will increase from 42% in 2024 to 82% in 2029
- Sixth grade students to score Approaches or higher on STAAR will increase from 39% in 2024 to 79% in 2029
- Seventh grade students to score Approaches or higher on STAAR will increase from 14% in 2024 to 54% in 2029
- Eighth grade students to score Approaches or higher on STAAR will increase from 38% in 2024 to 78% in 2029
- English 1 results will indicate a 5% increase from 35% in 2024 to 60% in 2029
- English 2 results will indicate a 6% increase from 34% in 2024 to 64% in 2029

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with ELAR research based programs, high quality instructional materials, and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as mclass, iXL, bluebonnet, amplify, boost, riveting, HQIM, and iTEKS resource system. Implementation will Improve reading levels, improve STAAR scores, decrease learning gap. Staff Responsible for Monitoring: Instructional support, Instructional specialist Funding Sources: - 199 General Fund, - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with Language Arts professional development in order for them to integrate reading and writing strategies across all content areas. Staff Responsible for Monitoring: Administrator, Instructional Coaches, Grade Level Leads Funding Sources: - 199 General Fund, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Math

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

Strategy 1 Details	Reviews			
Strategy 1: Provide PK-12 teachers with Math research based programs, high quality materials, technology resources, and professional development (local and out-of-town) to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as iXL, Carnegie, Bluebonnet Math, Mathia, HQIM, IXL, and iTEKS resource system. Implementation will improve STAAR scores, decrease learning gap. Staff Responsible for Monitoring: Instructional support, Instructional specialist, Administrator Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Science

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

High Priority
Evaluation Data Sources: STAAR/EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Provide PK-12th grade teachers with research based programs, materials, and technology, professional development resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lead4ward, adoption materials, HQIM-Savvas, . Implementation will improve STAAR scores, and decrease learning gap. Staff Responsible for Monitoring: Administrator, Content/Grade Level Lead, Instructional Coach Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Social Studies

Eighth Social Studies results will indicate an increase in Approaches or higher from 16% in 2024 to 56% in 2029
US History results will indicate a 3% increase from 46% in 2024 to 60% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, high quality materials, and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as Lead4ward, adoption materials, and Studies Weekly. Implementation will improve STAAR scores, and decrease learning gap. Staff Responsible for Monitoring: Instructional support, Instructional Coach, Administrator, Grade Level/Content Lead Funding Sources: - 199: PIC 11 Instructional, - 199 General Fund, - 199:PIC 30 State Compensatory Education (SCE)	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, high quality materials and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as MClass, HQIM, and iTEKS resource system. Implementation will Improve reading levels, and improve number of students that are at reading at grade level. Staff Responsible for Monitoring: Instructional support, Instructional specialist, Administrator, Content Lead Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 199: PIC 11 Instructional, - 199 General Fund	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

- PreK students on grade level or above in CLI will increase from 80% in 2024 to 95% in 2029
- Kinder students on grade level or above in IXL will increase from 74% in 2024 to 94% in 2029
- First grade students on grade level or above in IXL will increase from 42% in 2024 to 90% in 2029
- Second grade students on grade level or above in IXL will increase from 53% in 2024 to 90% in 2029

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with research based programs, materials, and technology resources to support content acceleration. Strategy's Expected Result/Impact: Monitoring and evaluating programs such as iXL, HQIM, and iTEKS resource system. Implementation will decrease learning gap and improve the number of students performing at grade level. Staff Responsible for Monitoring: Instructional support, Instructional specialist Funding Sources: - 199: PIC 11 Instructional, - 199: PIC 11 Instructional, - 199 General Fund	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: TISD will utilize and expect campuses to implement the Effective School Framework in Effort to Achieve the Student Outcome Goals Identified by the Needs Assessment.

Strategy 1 Details	Reviews			
Strategy 1: Effective, Well-Supported Teachers: -Strong school leadership (PD, coaching, technology for administrators as specified in lever 1 of ESF) -Provide campus with control over teacher hiring and placement -Provide incentives for the strongest teachers to work in the lowest-performing schools -Maintain Teacher Incentive Allotment Annual Subscription -Recruit adequate numbers of qualified candidates -Have timely, efficient, and responsive hiring processes. -High need schools will be fully staffed by 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. -Members of leadership team will have tools necessary to support HQIM -Provide teachers with materials/resources/equipment/technology necessary deliver lesson effectively and efficiently -Incentives such as light snacks or meals for Professional development days or after school training -Teacher Appreciation -Campus and school logo'd items to help build strong sense of community and culture Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. Attendance Sign-In Sheets, Number of professional development attended, Walk-through of training implementation, Increase students reading at grade level. Staff Responsible for Monitoring: Superintendent and Principals Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs, - 199 General Fund, - 199:PIC 30 State Compensatory Education (SCE)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Positive and Safe School Culture: -Provide data system to track pertinent school culture data -Provide campuses with Health Management Solution System -Provide campuses with access to external student support services. -Ensure that campus buildings are well maintained, ventilated, safe, and conducive to learning -Promote positive school culture through positive recognitions, incentives, certificates, snacks for meetings, after school activities (PBIS, Coffee with the Principal). Recognition of students for behavior, attendance, & academics. -Promote college & career readiness through displays throughout the school such as banners, window coverings, and bulletin boards. -Celebrate and recognize all teachers and staff. -School facility improvements, such a multipurpose cafetorium, to support students health needs and offer a high quality indoor school facilities. -Agreement with local law enforcement agencies to get assigned School Resource Officers (SRO)/Guardian as needed -Attend and Provide Professional Development on Safety Laws, Regulations, Procedures -To maintain safe and secure entry access to all district buildings -To maintain student facilities safety Strategy's Expected Result/Impact: Campus Instructional Leaders will have evidence of each of the essential actions, the development process, monitoring of implementation and outcomes. TPESS, Instructional Rounds Campus Leader Feedback. Create a safer environment by having School Resource Officers assigned to campuses. Staff Responsible for Monitoring: Superintendent, Campus administrators Funding Sources: - 199: PIC 11 Instructional, - 181 Extra Curricular Activities, - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional	Formative			Summative
	Oct	Jan	Mar	June

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

Strategy 5 Details		Reviews			
Strategy 5: Ensure teachers, staff, and classrooms have operational, office supplies and instructional materials needed for effective classroom instruction. Strategy's Expected Result/Impact: Instruction will not be affected by the lack of instructional materials inside and outside the classroom. Staff Responsible for Monitoring: Principals, Instructional Specialists Funding Sources: - 199 General Fund, - 199: PIC 11 Instructional, - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

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

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Dyslexia [TEC 11.252(a)(3)(B)(iv)], Special Education (academic and behavior): Provide staff training in screening, identification, program service delivery to include resources/materials to implement, accommodate, and accelerate learning and address social/behavior needs. Strategy's Expected Result/Impact: Increase identification of dyslexic students in the district. Staff training. Increased student reading level through BOY, MOY, EOY test results. Program progress monitoring data sheets. Staff Responsible for Monitoring: Special Ed./504 District Coordinator, Compliance Officer, Instructional Specialists, Dyslexia provider teacher, Classroom teacher. Funding Sources: - 199: PIC 23 State Special Education (Sp Ed), - 199: PIC 11 Instructional, - 199 General Fund		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Accelerated Education [TEC 11.252(c)(3)(H)]: Provide Title 1 (Instructional Specialists) flex master schedule, Summer School supplies, and acceleration courses (Credit Recovery), to include resources/materials to supplement, support, and intervene with EOC/HB4545 and Tier II & III At-Risk Students in each special populations and programs. Strategy's Expected Result/Impact: Improved student outcomes every 9 weeks and state assessments, personnel schedules, student rosters, 4 weeks progress monitoring reports, individual learning plans reviewed by RTI, At-Risk Loads Staff Responsible for Monitoring: Compliance Officer, Campus Administrator, and Special Ed./504 Coordinator, Counselors, Classroom teacher. Funding Sources: - 199: PIC 11 Instructional, - 211 Title I, Part A Improving Basic Programs		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, and interactive instructional programs (licenses) to supplement tiered instruction in a blended learning format for At-Risk students and special programs (intervention: academics, linguistic, social & emotional, fine arts, physical education). Tech Lending Grant awarded to help provide students equipment necessary to access and use digital instructional materials at school and at home. Strategy's Expected Result/Impact: Improved LSG student outcomes on state and local assessments. Improved academic, linguistic, SEL as measured by mastery of TEKS, ELPS, CCRS lessons plans/informal assessments. Walk-throughs & Instructional Rounds. Staff Responsible for Monitoring: Technology Director, Instructional Specialists, Campus Administrators, Superintendent, Compliance Officer, Instructional Technology Specialist Funding Sources: - 429: Tech Lending Grant		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Strategies for Recruiting & Retaining Highly Effective Teachers: Provide competitive stipends for Bilingual, Special Education, ELAR, Science, CTE, Math, Teacher Leads, Resident Mentor Teachers, New Teacher mentors, and Masters/Doctoral Degreed teachers. Provide staff opportunities/grants to attain higher ed. certifications/degrees and dual credit accreditation. Participate in the Teacher Incentive Allotment (TIA) Program to attract and retain top performing teachers to increase student growth. Strategy's Expected Result/Impact: Teacher Retention & Recruitment yearly trends reports, number of teachers taking advantage of grants to attain certification and/or degrees, leadership roles within grade level/department, filling vacancies before the first day of school, number of specialized training. Staff Responsible for Monitoring: HR/Compliance Officer, CTE Coordinator.		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Gifted and Talented HB3 and Advanced Placement: G/T and Advanced Placement program design services will be implemented as outlined in TEC 29.121 & The Texas State Plan for G/T and Advanced Placed Students: -Identification (recommendation, testing, etc.) -Professional Development & Certification -Curriculum & Instruction -Assessment -Parent/Community Involvement -Advisory Committee -Student field trips Strategy's Expected Result/Impact: Quarterly Progress Measure of G.T Design Plan Implementation, Agendas, Calendars, Number of referrals & Identified G/T students, Professional Development , Lesson Plans, Surveys, Projects, Flex Master Schedules Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director, G.T Coordinator Funding Sources: - 199: PIC 21 State Gifted & Talented	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Special Education Student Group: Provide, Support, Fund, & Implement the following to achieve successful student outcomes in special education in all Continuum of Services: -Professional Development (District, Local, State, & Out of State) for academic instruction, IEP, ARD's, 504's, Behavior, Autism and like disorders -Technology & Licences, Materials, Resources, Field Experiences/work, Field Trips -Early Identification -Acceleration -Enrichment -Testing Materials -Parent Engagement -Curriculum & Instruction to advance Tier II & III Sped. Students in grade level standards & state assessments. -Sanitation/Cleaning products -Motivational/Reward items to improve desired behavior or work production as per IEP Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Staffing Data, LSG Quarterly Performance as measured by campus & district benchmarks & State Assessments, Schedules: (Instructional Aides, Co-Teachers) & annual ARD progress reports, RTI, Quarterly Identification numbers, Lesson Plans, Walk-Throughs of student impact. Identification process Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, Sped/504 Coordinator, Tech. Director Funding Sources: - 199: PIC 23 State Special Education (Sp Ed)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Economically Disadvantaged Student Group- Provide/Fund Plan, & Intervene Early in the following areas: -Early Education, Full Day Pre-Kindergarten -Child Find Services -Academic & SEL Acceleration through RTI -Nutrition: NSLP & Food Pantry -Community Based Resources/Outreach: Health, Family- Texas Workforce Commission, WIC, DFPS, Child Care etc. -Title 1 District Parent Liaison Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, PEIMS Quarterly Data, Head Start & Pre-Kindergarten Enrollment, CNS Quarterly Participation, FASFA Completion, Academic Progress Monitoring Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, Counselors, District Parent Liaison, PEIMS Specialist, Sped/504 Coordinator. Funding Sources: - 225 IDEA B, Preschool SpEd	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: At-Risk Students Identified by PEIMS: A. The student did not advance from one grade level to the next for one or more school years. B. The student is in grades seven to 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester. C. The student did not perform satisfactorily on a state assessment instrument and who has not, in the previous or current school year, performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument. D. The student is in pre-K, kindergarten, or grades one to three, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. E. The student is pregnant or is a parent. F. The student has been placed in a DAEP during the preceding or current school year. G. The student has been expelled during the preceding or current school year. H. The student is currently on parole, probation, deferred prosecution, or other conditional release. I. The student was previously reported through the (PEIMS) as having dropped out of school. J. Is an emergent bilingual student. K. The student in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official. L. The student is homeless, M. The student resided in the preceding school year or resides in the current school year in a residential placement facility in a district. N. The student has been incarcerated or has a parent or guardian who has been incarcerated. O. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548. To receive Compensatory and Accelerated Instruction via an individual action plan to be in place during school, extended day/week/year learning, after school programs, enrichment activities and progress monitored. To pay salaries for employees that will help to improve instructional practice and student achievement. Strategy's Expected Result/Impact: RTI Progress Monitoring every 6 weeks, Accelerated Instruction Lesson Plans & Walk-Throughs, Local & State Assessment Progress Measured, Monthly Related Services, Home Visits, Staff Responsible for Monitoring: Compliance Officer, Campus Administrator, PEIMS Officer, Counselors, Sped/504 Coordinator, Migrant Coordinator & Teachers Funding Sources: - 199:PIC 30 State Compensatory Education (SCE), - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide and Implement the Following Student Attendance Prevention Measures: -Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Find Leavers -Re-enroll drop outs -Provide academic acceleration -Provide opportunities to make up instructional time missed -Court Filing -Dropout prevention -Staff to Attend Professional Development Training regarding Attendance Strategy's Expected Result/Impact: Audit reviews of individual plans, Review Attendance Reports, Campus Action Plans falling below 97%, Sign in Sheets, Trainings, Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, PEIMS Specialist, Counselors, Parent Liaison, Campus Attendance/RTI Committees Funding Sources: - 199 General Fund, - 199: PIC 11 Instructional	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Dropout reduction [TEC 11.255] Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] & Student Retention: -Early Intervention & Accelerate Learning -Credit Recovery Programs -National Elementary Honor Society (NEHS) -National Junior High Honor Society -Student Council -Mentoring Program -High Dosage and High Impact Tutoring -Intensify Differentiated Learning -Create a High Expectations & Achieving Learning Environment -Rich & Engaging Curriculum -Hire well-trained staff & provide continuous professional development -Collaborate & Communicate often with Parent -Distribute School Supplies during Open House Strategy's Expected Result/Impact: Audit reviews of individual plans, Campus Action Plans when failure rates are higher than 30% on core subjects, K-3 Progress Monitor BOY, MOY, EOY reading & math results 90% must be on level. STAAR/ EOC results must be at 60% Meets and 30% Masters, Sign in Sheets, Trainings, Mentoring Plans Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/RTI Committees, Sped/504 Coordinator Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 199: PIC 22 State Career & Technical Education (CT)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental funding for Fine Arts, Sports UIL, Academic UIL, Physical Education, and Enrichment, Library Services, School Wide Reading Programs, After School Programs (via programs, extra duty pay, staff/student travel, field trips,, wear and tear/damages to equipment, general supplies, and summer camps, Awards, participation fees, technology for performances and community events, Increase Reading Culture Incentives), Extended Learning Days and Professional Development to support a well-rounded students and bridging this access towards college and avenues of higher learning and the community. Strategy's Expected Result/Impact: Supplemental Materials/resources purchased for program, implementation of programs, awards, attendance rosters, professional development attended, technology to run service programs. Staff Responsible for Monitoring: Compliance Officer, Campus Administrators, Specialty Coordinators Funding Sources: - 199: PIC 11 Instructional, - 199 General Fund, - 211 Title I, Part A Improving Basic Programs, - 289 Title IV, - 181 Extra Curricular Activities	Formative			Summative
	Oct	Jan	Mar	June

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

Strategy 6 Details	Reviews			
Strategy 6: Tornillo will provide a safe, inclusive, and supportive learning environment and address and respond to bullying, violence, and acts of hate. Provide support to students to address mental, behavioral, emotional, and physical health, and wellness needs, to include resources/materials, and training. Staff, Parent/Guardian, & Student Awareness on Impact on Student Outcomes, Texas Ed. Code & Texas Family Code. -PBIS/SEL Behavior Strategies -Professional Development for staff on behavior techniques -Monitoring Attendance Daily, Weekly & RTI/Attendance Committee Every 4 Weeks -Develop & Progress Monitor Individual Plans -Parent Communication -Home Visits -Mentoring Program -Attendance Small Groups -Attendance incentives Strategy's Expected Result/Impact: Compliance Officer, Attendance Officer, Program Coordinator, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/Stronger Connections Advisory Teams Funding Sources: - 289 Title IV, - 199 General Fund	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide a safe, inclusive, and supportive learning environment and address and respond to bullying, violence, and acts of hate. Provide support to students, parents, faculty, and staff to address mental, behavioral, emotional, and physical health, and wellness needs to include resources/materials/supplies, professional development/training, Social and Emotional Contracted Services. Prevention Areas: -Reb Ribbon - Anti-Drug Awareness -Bullying [TEC 37.0832] -Cyber-bullying -Digital Citizenship _Positive Character Traits programs -Informed Trauma Care materials/conferences _SEL trainings/Conferences -Sexual abuse, sex trafficking, and other maltreatment of children -Violence prevention programs [TEC 11.252(3)(B)(iii)] -Substance abuse -Dating violence [TEC 37.0831] -Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] -Conflict resolution programs [TEC 11.252(3)(B)(ii)] -Suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] -Social Emotional & Mental Health programs -PBIS Training and Conferences -PBIS materials and supplies -SEL materials and supplies -Social Emotional Learning Motivational Speaker -Social Skills: Problem Solving, conflict resolution, anger management, substance abuse -Restorative Practices -Counseling sessions -Safety workshops/training and awareness -Mentoring program -Student Code of Conduct Awareness Staff Responsible for Monitoring: Compliance Officer, Attendance Officer, Program Coordinator, Campus Administrators, PEIMS Coordinator, Counselors, Parent Liaison, Campus Attendance/Stronger Connections Advisory Teams Funding Sources: - 289 Title IV, - 199 General Fund, - 199: PIC 11 Instructional, - 244 Perkins Career & Technical Education	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement, Support, & Progress Monitor the Dual Language One-Way/ESL Program Model as specified in DLI program effectiveness rubric: -Teacher Certification -Language Allocation -Program Duration -Program Language & Literacy -Program Content -Program Culture -Acceleration of English Language Development Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 6-8 by MOY and 9-11 by EOY. Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, and Campus Administrators Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Instructional Design- Implement, Support, & Progress Monitor Lesson Planning & Curriculum: -Curriculum Standards -Lesson Objectives -Region 19 Staff Development -Internal Professional Development -Instructional staff will attend local, state, and national conferences in bilingual education best practices. -Language Usage -Differentiated Instruction & Data Analysis, -Classroom Assessments -State Assessments & Progress Monitoring -Instructional Design-Implement, Support Purchases, & Progress Monitor Methods and Resources -Culturally Responsive Teaching -Content-Based Instruction -Authentic Bi-literacy Inst. -Resources to include materials for ELs -Educational Field Trips -Sheltered Methods: Communicated, Sequenced, & Scaffolded Strategy's Expected Result/Impact: Implementation will improve from an overall category score of 3 to 8 by MOY and 9-15 by EOY. Classroom/District Assessments, STAAR & TELPAS results. LPAC & RTI Student Quarterly Progress Monitoring. Monitoring of progress of Summit K-12 lessons. TEKS Academy Artifacts & Lesson Planning, Walkthroughs, Instructional Rounds Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators Funding Sources: - 199: PIC 25 State Bilingual/ESL, - 199: PIC 11 Instructional, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Identification and Placement, Implementation, Support Program & Purchases, and Progress Monitor Accelerated and Transition for Bilingual/ESL Students: -K-1 LEP Extended Year Program -Headstart to Kinder Transition -Academic and Linguistic Acceleration -Testing Materials -Resources to run LPAC meetings Strategy's Expected Result/Impact: Identification, placement, and reclassification testing materials to comply with LPAC requirements Improved student outcomes as progressed measured quarterly on campus/district assessments and annual state assessments. K-12 Summit to increase fluency in all areas of second language Extended day/week/year acceleration participation student attendance rosters. In school acceleration personnel (At-Risk Inst. Aides, Inst. Specialists) schedules. Scheduled transition activities for Headstart at EOY Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]: Provide technology professional development, devices, infrastructure, and interactive instructional programs (licenses) to staff and students to provide the tools necessary to apply CTE blended teaching and learning program expectations. Provide on-going staff development for professional staff of the district [TEC 11.252(3)(F)] in CCMR fields of study, skill sets to lesson plan and deliver CCRS Standards based lessons, and improve teacher pedagogy in their respective field and skills sets. Strategy's Expected Result/Impact: CTE Technology funding allocations and expenditures. Lesson Plan and walk-throughs indication of planned and applied technology devices and application/creation of programs/projects. Awarded Certifications Professional Development Sign-in Sheets, Certificates, Lesson Plans, Walk-Throughs, Instructional Rounds, Student artifacts indicative of application of CCRS, TTESS Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors Funding Sources: - 244 Perkins Career & Technical Education, - 211 Title I, Part A Improving Basic Programs, - 199: PIC 11 Instructional, - 199 General Fund, - 199: PIC 38 CCMR, - 199 General Fund, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide career education, training, and resources to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]: K-12th Grade -TSI Testing and Instructional Support -PLTW -Student program of study resource -CCMR District Wide Fairs -Fine Arts -Fine Arts equipment -Field Trips tied to TEKS Standards -Presenters -Pathways embedded practices and skills -Promotional Awareness Resources & Materials -CCMR Goal Setting PK-12 Strategy's Expected Result/Impact: Meet the annual CCMR enrollment and certification goals, College/Career/Military culture./mindset, schedules, event calendars, classes Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor Funding Sources: - 199: PIC 22 State Career & Technical Education (CT	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide on-going sources of information in various platforms to junior high and high school students, teachers, counselors, and parents on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)] Strategy's Expected Result/Impact: 100% FASFA Completion, Scholarships Awarded, College/CTE/Military enrollment, and agendas/calendars of higher ed. presenters and/or campus visits, Sign in Sheets for parents/family/community engagement training's/information events Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Prepare and support/guide students to make informed curriculum choices to be prepared for success beyond high school by promoting different types of College prep exams. Effective Advising Framework grant to support CCMR goals to include but not limited to counseling, college tours, test prep, technology, PD for counselors and CTE Coordinator. -CTE Certifications and Degrees -Dual Credit/Early College Associates Degree -Military -TSI -PSAT -SAT/ACT -Pre-AP/AP Classes -Textbooks/Early College Strategy's Expected Result/Impact: Student Audit Cards, Number of student taking SAT/ACT exams, students enrolled in AVID/CTE/ ECHS/Dual Credit Staff Responsible for Monitoring: Compliance Officer, Instructional Specialists, Campus Administrators, CTE Coordinator, Counselors, College and Career Readiness Advisor Funding Sources: - 199: PIC 11 Instructional, - 199: PIC 22 State Career & Technical Education (CT), - 199: PIC 38 CCMR, - 244: Effective Advisory Framework Grant, - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

High Priority

Evaluation Data Sources: Event agendas, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: -Purchase and implement scientifically research-based programs, electronic devices, materials, books, presentation equipment, and other resources in support of Parent Liaison activities meant to increase campus parental involvement. -To provide a variety of materials and training to help parents work with their children in different areas to include wellness, nutrition and academics. Strategy's Expected Result/Impact: Parents will be educated with the latest in research-based information to help them make better educational decisions for their children Staff Responsible for Monitoring: Parent Liaison, Compliance Director Funding Sources: - 211 Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To build district and school's capacity to engage families to participate in social, cultural, and educational events to receive educational materials and learn how to use them to help students at home. Strategy's Expected Result/Impact: Offer opportunities for parents to participate in school events such as coffee with the principal, Evening with the Superintendent, Grandparents celebration, regional parent involvement conference, district Special Programs Parent conference, local parent conferences, luminarias, Read Across Tornillo, district wide events, incentives for parent volunteers and student registration, etc. Tornillo ISD will offer a Parent Resource Center within the district's facilities. Staff Responsible for Monitoring: Parent Liaison, District Administrators, Compliance Director Funding Sources: - 211 Title I, Part A Improving Basic Programs, - 199: PIC 99 Undistributed, - 263 Title III, LEP	Formative			Summative
	Oct	Jan	Mar	June

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

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

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

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