

# TORNILLO ELEMENTARY SCHOOL



## CAMPUS IMPROVEMENT PLAN



2008-2009



NEEDS ASSESSMENT  
2008-2009

I. Data Reviewed

- a. TAKS Performance Summary
- b. TAKS Scores
- c. Attendance
- d. 6 weeks grades/Failure Reports
- e. Benchmark Assessments
- f. G/T Testing Results
- g. TAKS I, TAKS ALT Results
- h. Teacher Lesson Plans
- i. TELPAS, RPTE for 2<sup>nd</sup> and 3<sup>rd</sup> Grade LEP Students
- j. Teacher Surveys
- k. Results of TPRI, VIP, scores in Reading Grade K-3
- l. Writing Samples for TELPAS K-3

II. Significant Findings

- a. Reading scores indicate need to emphasize skills in Basic Understanding (Comprehension), Vocabulary and Critical Thinking Skills.
- b. Need more writing practice at each grade level in English.
- c. Students failure rate due to lack of Fluency in Reading.
- d. Need to develop process for parental involvement in Reading and Math.
- e. Implementation and Integration of Technology in the classroom is improving, Success Maker, etc, but emphasize on using Technology to enhance learning.
- f. Vocabulary Development needed to emphasize fluency, reading.

III. Recommendations

- a. Positive attitude and build on student's self esteem, build on rapport with students and high expectations to address their needs, especially in developing English Language.
- b. Build on Vocabulary to promote understanding in Reading.
- c. Address and teach to different learning styles, (tactile, visual, etc.)
- d. Tutoring programs to start earlier and identify need of student through benchmark testing and aligned with TAKS objectives.
- e. Parent Training in Reading and Math Program and in developing study habits.
- f. Building a strong English Environment in the classroom a must and developing the Writing Skills of students.

#### IV. Staff development

- a. Collaborating with other teachers , across grade levels.
- b. TAKS objectives alignment with TEKS PK-3.
- c. Reading training – (Voyager, etc.) 3 TIER Model.
- d. Reading Academies best practices – small group instruction, etc.
- e. ESL strategies for all teachers.
- f. Benchmark Testing aned development of Benchmark Tests.
- g. Teacher mentoring.
- h. Technology training.
- i. Strategy for getting Non-Certified Teachers certified.

#### V. Staff Development Days

- a. Fluency and Vocabulary Development Strategies/Procedures.
- b. One day or less for building rapport and classroom management.
- c. ESL strategies for one day for all teachers.
- d. One day looking at data and using data to affect instruction.
- e. Modifications for special education and regular ed students.
- f. Integration of technology in the classroom.
- g. TOP (Texas Observation Protocol)Training for all Teachers.
- h. Mentor Teachers Modeling lessons, Reading/Math/ESL.

TORNILLO ELEMENTARY SCHOOL  
 SITE BASE COMMITTEE MEMBERS  
 2008-2009

<b>NAME</b>	<b>POSITION</b>	<b>CONTACT INFORMATION</b>	
Sandra Mendez	Teacher	P.O.Box 170, Tornillo, TX 79853	765-3100 ext. 3109
Alicia Alvarado	Teacher	P.O.Box 170, Tornillo, TX 79853	765-3100 ext. 3118
Jimmie Hays	Teacher	P.O.Box 170, Tornillo, TX 79853	765-3100 ext. 3125
Virginia Trujillo	Teacher	P.O.Box 170, Tornillo, TX 79853	765-3100 ext. 3101
Marichu Tima-An	Teacher	P.O.Box 170, Tornillo, TX 79853	765-3100 ext. 3130
Antonio Rosales	Non-Teaching Professional	P.O.Box 170, Tornillo, TX 79853	765-31100 ext. 3157
David Brown	Professional	P.O.Box 170, Tornillo, TX 79853	765-3000 ext. 3045
Beatriz Flores	Business	P.O. Box 91, Fabens, TX 79838	764-3537
Adrienne Schultz	Business	9640 N. Loop, El Paso, TX 79927	859-0118
Celia Gardea	Community Member	P.O. Box 84, Tornillo, TX 79853	764-3653
Tomas Rebeles	Community Member	P.O. Box 197, Tornillo, TX 79853	764-2146
Sofia Olivares	Parent	P.O. Box 784, Tornillo, TX 79853	764-5827
Estela Nunez	Parent	P.O. Box 493, Tornillo, TX 79853	764-8311

# TORNILLO ELEMENTARY SCHOOL

2008-2009

## Mission

The mission of Tornillo Elementary School is to work together as faculty, staff, parents, and community to provide a quality and safe learning environment that encourages individual success in and out of the classroom, in a fun way, so all students have the opportunity to achieve to their maximum potential.

## Motto:

Building Tomorrow's Leaders

### CIC Members:

Severo Alcoset	Principal	Sofia Olivares	Parent
Sandra Mendez	Teacher	Estela Nunez	Parent
Alicia Alvarado	Teacher	Adrienne Schultz	Business
Jimmie Hays	Teacher	Beatriz Flores	Business
Virginia Trujillo	Teacher	Celia Gardea	Community Member
Marichu Tima-An	Teacher	Tomas Rebeles	Community Member
David Brown	Dist. Rep.		
Antonio Rosales	Non-Teaching Professional		

### Staff:

Martha Becerra Gonzalez, Valerie Russell, Virginia Peña, Jackie Butler, Teresa Nelson, Sandra Mendez, Claudia Cruz, Loretta Aguilar, Nora Ruiz, Elvia Madrid, Brenda Lopez, Maria Salcido, Maria Hernandez, Alicia Alvarado, Juana Rodríguez, Marissa Lopez, Jimmie Hays, Carol Ginty, Araceli Terrazas, Rosalinda Garcia, Paula Garcia, William Cramer, Myrna Vasquez, Blanca Sanetra, Virginia Trujillo, Marjey Sell, Gay Mylius, Cody Burris, Alex Leal, Marichu Tima-An, Tonie Hill, Sara Alvillar, Irene Bustamante, John Mylius, Delia Brooks, Elizabeth Portillo, Norma Alonso, Lorenza Rodriguez, Ofelia Gardea, Antonio Garcia, Leticia Sotelo, Severo Alcoset, Antonio Rosales, Teresa Bouton, Dania Sotelo, Rose Mary Aldaz, Erica Ortega.

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Reading Goal: To increase students' skills in Reading and Reading Comprehension at all grade levels PK-3<sup>rd</sup>

Objective: By May 2009, those students able to take the TAKS assessment will pass with a 85% mastery or better on the Reading Portion of the test.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
<p>1. Reading material geared to students' instructional reading level.</p> <p>2. Use of Best Teaching Practices in Reading.</p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Read alouds</li> <li>-Fluency Checks</li> <li>-Guided reading</li> <li>-Fidelity to Core Reading Program</li> <li>-TIER III Reading Model</li> </ul> <p>3. Tutorial Programs</p> <ul style="list-style-type: none"> <li>-After School</li> <li>-During the School Day</li> <li>-Summer School</li> <li>-Saturday School</li> </ul>	<p>-Principal/ All teachers (PK-3)</p> <p>-Librarian weekly rotation schedule</p> <p>Teacher</p> <p>-CEI Reading Lab Assistants</p> <p>-Special Program Teachers</p> <p>-Voyager Reading First Coordinator</p> <p>Principal</p> <p>K-3 Teachers</p> <p>Voyager Reading First Coordinator</p>	<p>-Practice TAKS Tests \$2,000 State Comp Monies</p> <p>-TAKS Material \$1,000</p> <p>-Reading Assessments State adopted textbooks (Scholastic)</p> <p>Teacher made materials and TEKS curriculum</p> <p>Reading First Grant</p> <p>Voyager Reading Program Supplies \$1,000</p> <p>ARI Funds—\$1,500</p> <p>SRA Corrective Reading Resource Teacher</p> <p>-General Supplies \$18,500</p> <p>CEI Reading Lab Site License \$3, 000-Title I Funds Accelerated Reader</p> <p>-Voyager-Reading First Grant \$200,000</p> <p>OEYP Funds</p> <p>Migrant Funds \$3,000</p>	<p>- Daily Instruction Aug. 08 – May 09</p> <p>- Practice TAKS Nov. 08– Feb. 09</p> <p>Aug. 08– Apr. 09 (1<sup>st</sup> – 2<sup>nd</sup> Grades)</p> <p>Jan. 09 &amp; Apr. 09 (Kinder Only)</p> <p>-Math 1<sup>st</sup>-Nov 5, 2008</p> <p>-Benchmark Testing, Sept. Nov., Jan., Feb., Mar., Apr.</p> <p>-Reading –Oct. 9<sup>th</sup> – 1st (Pre-Test) Oct. 10<sup>th</sup> 2-3</p> <p>-Daily Assessments Aug. 08 – May 09</p> <p>-Progress Monitoring every 2 weeks</p> <p>-Benchmarking is every 6 weeks</p> <p>-Checkpoints for Kinder every end of each unit (or 6 weeks)</p>	<p>-Practice TAKS Assessment 3<sup>rd</sup> grade</p> <p>-Post TAKS</p> <p>-Grade level desegregated data</p> <p>-Pre/Post Testing (mock)</p> <p>-TAKS scores</p> <p>-Benchmark assessments – 6 wks</p> <p>-Assign prescription tutoring for each student grades 1-3</p> <p>-Monthly meeting to show literacy program progress</p> <p>-K-3 Reading Assessments</p>	

Tornillo Elementary School  
2008-2009  
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Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
<p>4. Teaching word meaning, supporting details, summarization, relationships and comprehension outcomes, inferences, to all students.</p> <p>5. LEP served students will receive in English Instruction in Reading in Pre-K -3<sup>rd</sup> grade utilizing Voyager Reading strategies.</p> <p>6. K-3 bilingual students will reach an English LAS score of 4 by the time they reach 4<sup>th</sup> grade. -A variety of ESL methods will be used to develop students' skills in the English language.</p> <p>7. TEKS Curriculum / Scope &amp; Sequence to be implemented by teachers (PK – 3<sup>rd</sup> ).</p>	<p>-All Teachers -Paraprofessionals -Special Ed Teacher -CEI Staff -K-3<sup>rd</sup> Teachers -Bilingual Teachers</p> <p>Voyager Reading Coordinator</p> <p>Principal</p>	<p>-\$3,000 CEI – Title I -Title I Funding-\$99,000,salaries -\$5,000 Staff Development in Reading Strategies/ -\$2,000 Supplies -\$1,000 Fee for Workshops in TAKS Reading -\$1,500 Accelerated Reading Initiative Grant and Accelerated Math Grant \$1,500</p> <p>Voyager-Reading First Grant</p>	<p>- Daily Instruction Aug. 08 – May 09</p> <p>-TAKS (practice)</p> <p>Reading Benchmarks Sep. 08 thru Apr.15, 09</p> <p>Aug. 08 – May 09 Implementation of Reading activities</p>	<p>-Practice TAKS test taken and scored. -Grade level will meet to share results and map out semester reading instruction. - Students will be placed in tutoring on individual basis based on practice TAKS results and teacher recommendation.</p>	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Reading Goal: To increase students' skills in Reading and Reading Comprehension at all grade levels PK-3<sup>rd</sup>

Objective: By May 2009, those students able to take the TAKS assessment will pass with a 85% mastery or better on the Reading Portion of the test

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
8. Development of Scope & Sequence activities (Horizontal & Vertical Alignment).	-All Teachers -Principal	- Scope & Sequence activities development	-Workshop days Aug. 08 / Nov. 08	-Teachers and staff will review, monitor & set goals using Scope & Sequence guides.	
9. Additional staff development in Reading Vocabulary Development and Fluency	-Region 19 ESC and Voyager consultants -Reading First Technical Assitant Reading Coach	Supplies-Title I Funds \$1,600 -Local monies -Reading First Grant	-Staff Training Aug. 08 – May 09	-Monthly meeting -Modeling lessons from training	
10. Small group instruction for Reading	-Teachers PK-3 <sup>rd</sup> -Reading Coach -Principal	-State Comp Ed -Region 19 ESC Headstart Program  Transition Program/Activities	-Aug. 08 – May 09  -Aug. 08 – May 09	-Constant monitoring with walkthroughs - Inservice training -Transition Committee Meetings sign in -School Visits from Headstart to Elementary School	
11. Pre-Kinder Program -Early Literacy -Transition activities PK/Headstart to Kinder	-Pre-K Teachers -Principal -Region 19 ESC Transition Committee				

Tornillo Elementary School  
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Campus Improvement Plan

Math Goal: To increase students' skills in mathematics at all grade levels PK-3<sup>rd</sup>

Objective: By May 2009, all students will take a grade level TAKS assessment will pass with a 85% mastery or better on the Math Portion of the TAKS test.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Grade level will use Math Specification booklets to monitor which objectives will be tested on TAKS.	-All Teachers -Principal	-TAKS Specification booklets -State comp monies -\$2,000 Supplies	-On-going instruction	-After practice test, results will be tabulated.	
2. Teachers will use TEKS curriculum to monitor/chart student progress (grade level expectations.)	-All Teachers -Principal	-\$200 Local monies -Mock tests (3 <sup>rd</sup> Grade) AMI Funds Supplies - \$1,400.00 Saxon Math – K-1 Sharon Wells Math 2-3	-6 weeks Benchmarks Sep. 08 – May 09	-Results from practice TAKS test will be tabulated (recommend to TAKS tutoring).	
3. Teachers will receive math Assessment Training and use TEKS Guidelines.	-All Teachers (Grds. PK-3) -Region 19 ESC Math Training Saxon Math K-3 Sharon Wells Consultants	-\$2,000 Workshop/In service/Manipulatives -Math Initiatives -Additional manipulative to supplement math program	-Sep. 08 – May 09	-Via a Mock Test Assessment -Post TAKS test	
4. Teachers will apply TEKS Standards to promote mastery – reasonableness, problem-solving, using solution strategies, mathematical representation and problem solving plan. -Calendar math -Manipulative usage -Problem of the day -Problem solving check list	-Grade level facilitators (SBDMC) -All Teachers -Administrators -Principal -Sharon Wells/Consultant/Trainer.	-Additional manipulative to supplement math program -Region 19 ESC Staff Math Workshops -\$5,000 Sharon Wells Title I	-On-going instruction with TAKS objectives (TEKS curriculum)	-Grade levels will meet to analyze data -Practice TAKS Test Pre/Post	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Math Goal: To increase students' skills in mathematics at all grade levels PK-3<sup>rd</sup>

Objective: By May 2009, all students will take a grade level TAKS assessment will pass with a 80% mastery or better on the Math Portion of the test.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
5. Align instruction and set goals to meet Scope & Sequence and TAKS objectives.	-All Teachers -Principal -Region 19 ESC support	-\$3,000 Costs for substitutes & materials AMI Funds	-In-service days -On going monitoring -Curriculum alignment Sept. 08	-Teachers and staff will review and monitor Scope & Sequence and development of activities.	
6. Supplemental math support programs will be provided for classroom use (Sharon Wells & Saxon Math) Reinforce TAKS math objectives daily. -Use of math concepts -Use of math operations -Use of problem solving	-All Teachers Math Coach (Mr. Rosales)	-Supplemental materials -Sharon Wells -\$5,000 Title I -\$1500	-Aug. 08 – May 09	-Daily instruction -Lesson plans -Observations & walkthroughs -TAKS Results (mock and actual)	
7. Strategies will be implemented in all grade level which integrate Math and Science skills through hands-on activities	-K-3 <sup>rd</sup> Teachers -Daily Instruction	-Saxon Math -Sharon Wells -Manipulatives -Calendar math	On going Aug. 08 – May 09	-Lesson plans -Walkthroughs -Student projects	



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Writing Goal: To increase student skills in the writing process.

Objective: By May 2009, all students will take a grade level TEKS assessment with 85% mastery in Writing.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
4. Teachers will participate in staff development addressing the following: -Writing Process -TAKS strategies -Holistic Scoring	-All teachers -Principal -Region 19 -Principal	-Local funds -State comp \$1,000	-On Going September 2008 to April 2009	-Grade levels will review Practice TAKS results	
5. Teachers will facilitate students application of writing skills using available technology *Reporting *Writing *Proof Reading Publishing of school activities, current parent information Campus Newsletter	-All teachers	-Supplies -Technology	-Sept. 2008 to May 2009	-Student products Sept. 2008-May 2009	
6. Align Scope & Sequence K-3 <sup>rd</sup> TEKS to TAKS objectives Step Up To Writing	-All Teachers -Principals -Region 19	-Same cost as stated before on page 6	-Workshop days -On going monitoring Aug. 2008-May 2009	-Teachers/staff will review and monitor Scope and Sequence and goal setting. -Lesson plans	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Science Goal: To organize and implement a Science Program that will increase the knowledge of science of all students at all grade levels PK-3<sup>rd</sup>

Objective: By May 2009, all students will take a grade level TEKS assessment with a 80% mastery in science.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Purchase of science equipment & materials	-Administration	-\$500-\$1,000 As needed local funds	- Aug. 08 – May 09	-Purchase Orders	
2. Training of teachers in current science teaching techniques and skills, strategies, etc.	-Administration -Region 19 ESC consultants	-\$500 - \$1,000 local funds Materials, Workshops, Consultants	- Aug. 08 – May 09	-Purchase Orders -Teachers' feedback -Lesson plans	
3. Student participation in Science Fair	-Teachers & Staff -Students -Parents	-\$500 Awards/Ribbons/Trophies State Comp.	- Dec. 08/Jan 09	-Feedback -Student participation	
4. Prepare students for TAKS testing in the Science Curriculum	-Teachers (PreK – 3 <sup>rd</sup> )	-TAKS supplies (State Comp Funds)	- Oct. 08 Jan. 09 Apr. 09	-Evaluations/Assessments -6 Weeks Benchmarks	
5. Science Utility Lab where students and teachers can teach their lessons and find every material needed.	-Science Committee Members -Principal -Classroom Teachers	-Local Funds--\$2000, Supplies, equipment	-Aug. 08- Sept. 08	-Lab Schedule -Science Themes/ Lessons -Science Fair Participation	

Tornillo Elementary School  
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Social Studies Goal: To organize and implement a Social Studies Program that will enable all students to acquire knowledge of past and present and acquire experiences about the world around them at all grade levels PK- 3rd.

Objective: By May 2009, all students will take a grade level TEKS assessment with a 80% mastery in Social Studies.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Provide for maps and globes in every classroom for the study of geography	-Administration	-As needed \$500 per year	-Sept. 2008-May 2009	-Purchase Orders -Student Evaluation -Teacher made tests -Lesson plans	
2. Provide activities with multi-cultural awareness for students	-Teachers PK-3 <sup>rd</sup>	-As needed for supplies \$100-\$200	-Sept. 2008-May 2009	-Purchase Orders -Student Evaluation -Teacher made tests -Lesson plans	
3. Activities which give students awareness of State, US, and World History	-Teachers PK-3 <sup>rd</sup>	-State Adopted textbooks -Teacher made materials and TEKS curriculum	-Sept. 2008-May 2009	-Purchase Orders -Student Evaluation -Teacher made tests -Lesson plans	
4. Activities which enable students to identify economic information- beginning level concepts, needs and wants to high level concepts such as industrial development, etc.	-Teachers PK-3 <sup>rd</sup>	-State Adopted textbooks -Teacher made materials and TEKS curriculum -Supplies as needed \$100-\$200 -State Adopted textbooks	-Sept. 2008-May 2009	-Purchase Orders -Student Evaluation -Teacher made tests -Lesson plans	
5. Provide activities which enable students to develop respect and responsibility to their country, community, and society.	-Teachers Pk-3 <sup>rd</sup> -Administration -Counselor	-Teacher made materials -TEKS curriculum Projects-Campus no cost	-Sept. 2008-May 2009	-Self –Esteem Classes -Discipline Reports -Project Evaluations -Lesson Plans	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Special Education Goal: To increase the number of Special Education students to be served in the least restrictive environment (regular classroom).

Objective: By May 2009, Special Education students will take an alternative assessment or the TAKS I with Mastery.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Resource/Content Mastery teacher to provide one on one academic help for students.	-Administrators -Resource/Content Mastery Teacher & Staff -PK-3 <sup>rd</sup> Teachers	-Special Ed funds -Local funds -State Comp funds 6.5 % of each Teacher's Salary	-Aug. 08 – May 09	-IEP -Lesson plans -Periodic assessments -Parent/teacher conferences	
2. Provide the least restrictive environment for students to meet their academic and social needs.	-Mainstream Teachers	-Local funds and State Comp Funds	-Aug. 08 – May 09	-Enrollment in regular class setting	
3. Provide for materials and supplies to help students achieve on the alternative TAKS test (TAKS I)	-Administration -Special Ed Teachers	-Special Ed funds -Local funds -SRA Corrective Reading	-Aug. 08 – May 09	-Mastery of IEP goals -Mastery of TAKS I -Student achievement of one grade level higher than baseline	
4. Training of all teachers a). Initial Referrals b). Re-Evaluation of Sp. Ed. Students c). Related Services for Students d). Restraining Model	-Special Ed Director -Principal -Core team members	-Region 19 ESC	-Sept.08– Apr. 09	-Training sign-in sheets -Training evaluations -Certified core team members	
5. Inclusion of students in all academic and social activities of the school	-Special Ed Director -Principal -All Teachers	-Local funds -School-to-Careers funds	-Aug. 08 – May 09	-Field trip feedback forms -Classroom rosters	

Tornillo Elementary School  
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Campus Improvement Plan

Gifted and Talented Goal: Tornillo Elementary will continue to identify students for the G/T program with talents in academic leadership and creative areas of the curriculum for all grade levels K– 3<sup>rd</sup>.

Objective: By May 2009, at least 5% of our student population will be identified as Gifted and Talented.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Training for Teachers in the Gifted and Talented format (Depth & Complexity)	-Administration -Teachers K-3 <sup>rd</sup>	-\$1,000 Training Cost Title I Funds	-In-services Sept. 08 – May 09	Teacher will review, monitor, and implement TEKS curriculum with Depth & Complexity.	
2. Identification of students for G/T Program	-Teachers -Parents -Counselor	-Campus Costs -\$500 Tests	-Nov. 08 – Dec. 08	Students will be nominated through parent surveys, teacher survey, IQ testing, Renzuli behavioral scales etc.	
3. All teachers to become certified in G/T (30 hours)	-Administration -PK – 3 <sup>rd</sup> teachers	-Local funds	-Sep. 08 – May 09	-Sign-in Sheets for G/T trainings -Certification of Teachers	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Technology Goal: To fully integrate Technology into the instructional and administrative programs

Objective: By May 2009, Campus will show an increase in integration of computers and other technology in the classroom.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Budget will be allocated for upgrades and for purchase of supplies needed for continued use of computers and other technology in the classroom and for staff development	-Principal -Administration -Tech Support	-General Fund	-Aug. 2008-May 2009	-Usage of Computers in Classrooms/Office and Lab Settings	
2. Increase inventory of software and hardware.	-Principal -Administration -Tech Support	-General Fund	-Aug. 2008-May 2009	-Computer Inventory increase in Campus	
3. School-wide use of Powerschool and Powergrade.	-Administration PEIMS Clerk Classroom Teachers	-District Funds	-Report Cards—6 wks -Progress Rpts.--3 wks -Lesson Plans-Weekly	-Six weeks Check Point -Three Week Check Point	
4. The use of Assistive Technology Devices to enhance Reading skills in the classroom; ie., Leapfrog Reading Leap Pads/Mats and Libraries	Principal	ARI Reading Funds \$4,000	June 08---Aug. 08	Purchase Orders Inventory of Material	
5. Accelerated Reader	Classroom Teachers	\$200, renewal fee, District Funds	Sept. 08---May 09	Student Reading level Reports Lesson Plans	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Positive School Climate Goal: To promote a positive school climate for students to be in attendance at school.

Objective: By May 2009, student attendance will be at 96% - 97%.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Recognition every six weeks. Names of every student not absent that six weeks will be posted in the school hallways outside the classroom door by teachers.	-Attendance Clerk -All teachers -Administration	-\$1000 Certificates/Awards/ Incentives State Comp.	-Six week intervals -On going through the school year	-Daily absent slips -PEIMS Record	
2. Recognition will be conducted for highest attendance percentage in grade PK- 3 <sup>rd</sup> . Incentives will be awarded to these classes.	-Attendance Clerk -All teachers	-\$500, Popcorn, Juice, other incentives	-Every six weeks - On going Aug. 2008- May 2009	-Six weeks PEIMS Report	
3. Parents will be contacted for students with excessive absences.	-Principal -Teacher/Attendance Clerk -CIS Social Worker -Counselor	-Letter to parent -Student Attendance Procedures in handbook -Excessive Absences Report to Court -On going Aug. 2008- May 2009	-Daily reports - On going Aug. 2008- May 2009	-Daily attendance	
4. At the end of the year, students having no absences for the year will receive recognition – Trophies, bike giveaway.	-Principal -Attendance Clerk -Counselor		-\$500	-PEIMS Report six weeks and yearly	

Tornillo Elementary School

2008-2009

Campus Improvement Plan

Positive School Climate Goal: To promote a positive learning and safe environment for students at school.

Objective: By May 2009, student attendance will be at 96%.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
5. End of the Year (“Bike Raffle”) for all students with perfect attendance will be entered. ( 1 boy and 1 girl)	-Counselor -Prinipal	-\$500 – Activity Funds	-Aug. 2008-May 2009	-PEIMS Report	
6. All students’ birthdays will be recognized on a daily basis.	-Principal	-Certificates, Awards, and Trophies -Donations approx. \$300		-Birthday List/PEIMS Report	
7. Extra curricular activities will be implemented to build team effort and competitive individuals, Spelling Bee, U.I. L. Academic Competition	-U. I. L. Coordinator -Teachers -Parents -Volunteers -Principal	-\$100 -Pencils, Birthday Cards State Comp Morning Announcements  -\$800 – Local Co Curriculum Funds.	-Aug. 2008-May 2009		
8. Students will participate in UIL activities	All Teachers	-\$250 per event sponsored		-Student List -Volunteer List	
9. Implemented to expose students to Social Skills, Drug Awareness, Building a Positive Self-Esteem, Responsibility, and Problem Solving.	-Principal -Counselor -K-3 <sup>rd</sup> grade Teachers			-Student List participating	
10. Student Achievement will be recognized every six weeks	-Principal -Teachers	-\$100 Supplies and training materials	-Sept. 2008-March 2009 2 weekly meetings	-Discipline Referral -Daily Attendance	
11. Students will participate in safety and evacuation drills on a monthly basis.	-Principal, Safety Committee, teachers	-\$2000, Awards/ Activity Accts. - Pizzas, Juice, Principals Activity Account	-Aug. 2008-May 2009	-Student Honor Roll list every 6 weeks	
12. Increase awareness of safety and safety procedures.		-\$300 General Funds/Safety Posters, training on safety procedures.	-Every six weeks  -Monthly	-Evidence of Saftey posters, evacuation plans, fire drills, evaluations on safety procedures	

Tornillo Elementary School  
2008-2009  
Campus Improvement Plan

Parental Involvement Goal: To promote and increase parent participation in all school activities.

Objective: By May 2009, at least 50% to 75% of Tornillo Elementary students' parents will have participated in school activities 100%.

Strategies/Activities	Person Responsible	Resources Allocated	Timeline	Formative Assessment Check Point	Actual Outcomes
1. Develop activities that make parents become active in school & community -School related Fund Raisers -Parent nights, guest speakers, pertinent topics and Programs by students. Parent Chat with the Superintendent.	-Principal -Teachers -Parents	-Community donations	-Aug. 08 – May 09	-Monthly meetings	
	-Fund raiser committee	-Supplemental supplies	-Oct. 08 – May 09	-Monthly meetings	
	-Social worker/Counselor -Principal				
2. Develop and implement a structured Parent Volunteer program.	-Social worker/Counselor -Principal	-Supplemental supplies	-Sept. 08 – Aug. 08	-Monthly meetings -Training lists	
3. Develop and implement monthly Parent Information days (Coffee and Cookies) -Guest speaker on topics that relate to parent interest, Migrant meeting/clinic	-Social worker/Counselor -Principal	-Supplemental supplies	-Oct. 08 – May 09	-Monthly meetings -Feedback on presentations (evaluations)	
	-Migrant liaison	Migrant funds	-Sep. 08 – May 09	-Monthly meetings	
4. Science Fair information meeting			November 2008	Parent Sign In Sheet	
	Science Fair Committee	Local Funds Activity Funds			
5. Character courts information Parent meeting with Counselor and Principal.	Counselor, Principal	Local Funds Activity Funds	November/December 2008.	Parent Sign In Sheet	
	Principal, Counselor, and Teachers			Agenda Parent Sign in Sheet	
6. Develop a Campus PTO			November 08 to April 09		

## **TORNILLO ELEMENTARY SCHOOL**

### Statement of Beliefs

- We believe that all student should be life-long learners
- We believe that all students should be empowered with the competencies, skills, and personal qualities to succeed and to contribute productively to a global society
- We believe that education should include a well-rounded curriculum that instills the creativity, knowledge, and skills that individuals need to achieve personal happiness
- We believe that educators, community, and students should work together toward a common vision
- We believe that education is opportunity for self-fulfillment and happiness that should be met with responsibility
- We believe that all students can learn if taught according to their individual learning styles
- We believe that the dual culture and dual language of our community is an advantage that should be drawn upon
- We believe in fostering the concepts of self-respect, respect for others, and a feeling of belonging
- We believe that learners must be provided with a safe and nurturing environment, training, and the resources necessary for life-long learning
- We believe that supportive parental involvement is essential to the learning process
- We believe the wise use of technology can maximize the teaching/learning success of all
- We believe that school must foster quality communications with students, parents and the annunity.