Tornillo Independent School District

Tornillo Junior High

2018-2020 Campus Improvement Plan

Mission Statement

The mission of Tornillo Junior High School is to create a community of motivated learners in a safe and supportive environment. Every student will be challenged to learn, grow, and accomplish academic, social, and personal goals.

Vision

Believe we can succeed, with pride we will achieve

Value Statement

Educating Children today to be the Leaders of Tomorrow

Comprehensive Needs Assessment

Revised/Approved: October 16, 2015

Demographics

Demographics Summary

Tornillo Junior High is one of 4 campuses in Tornillo Independent School District. Tornillo Junior High serves 241 students in grades six through eight. There are a total of 74 students in the 6th grade cohort, 93 students in the 7th grade cohort, and 74 students in the 8th grade cohort. 125 students are male and 116 students are female; 100% of the population is Hispanic; 6.8% of the population receive Special Education services; 5.41% is identified as Gifted and Talented students; and 40% are ELL students. Total of leavers in the 2017-2018 school year is 0. (2017-2018 PEIMS Summer Submission). Attendance for our campus during the 2017-18 school year was at 97.2% which is low for a middle school.

The school-wide Title I program at Tornillo Junior High consists of parental involvement activities such as parent presentations facilitated by the administrator. There is an extended day for all content subject areas to assist students in need. There is one At-Risk Aide assigned to At-Risk students and a Community in Schools (CIS) professional to attend students social/emotional, academic, attendance and parental support issues.

A supportive counseling program prepares students for the next phase in education in preparations for College Readiness with the TSI preparation in 8th grade. High School credit is also available through Algebra I, Spanish I, and Spanish II. The counselor provides personal graduation plans to include House Bill 5 endorsement choices. The Gifted and Talented program allows students to demonstrate skills in self-directed learning, thinking, research, and communication. Gifted and Talented students also participate in Destination Imagination which is an academic competition designed to bring GT students together to work as a team on theme-centered challenges. Extra-curricular activities offer students involvement and participation in a variety of U.I.L sports, U.I.L academics, and Student Council. Tornillo Junior High is also proud to support a chapter of the National Junior Honor Society. Tornillo Junior High realized that recognizing students for their accomplishments is important in building leadership in students. Ceremonies such as Honor Roll, Attendance Recognition, and End of the Year Awards celebrate student achievements.

Tornillo Junior High technology services for all students include having all classrooms equipped with an Interactive White Board that enhances student learning and supports instruction. Each teacher has a laptop to use during planning and instructional time.

Tornillo Junior High has a total of 19 certified teachers, 1 administrator, 1 counselor, 2 At-Risk paraprofessionals, 2 office staff members, 1 library paraprofessional, and 1 ISS paraprofessional.

Demographics Strengths

The community of Tornillo is a small rural town with a small population. The small population allows for relatively low teacher to students ratios. The geographic location of the campus in relation to the other schools in the district makes it very easy to transport their children to campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A percentage of our students live in Mexican towns across the border from the town of Tornillo and some in the outskirts of the town itself, which limits the tutoring available to them. **Root Cause**: Transportation is an issue to keep the students for tutorial sessions on weekdays and on Saturdays.

Problem Statement 2: Attendance for students is relatively low at 97.2%. **Root Cause**: The community needs more awareness programs geared towards the importance of daily attendance.

Student Academic Achievement

Student Academic Achievement Summary

The State of Texas Assessments of Academic Readiness (STAAR), a more rigorous standardized testing program, emphasizes "readiness" standards which are the knowledge and skills that are considered most important for success in the grade and subjects, for which the student is enrolled. The assessments also are set to help get students college and career ready.

The Texas Education Agency has established testing for students in grades 6-8. All grade levels are tested in the areas of Math and Reading. In addition, the 7th grade level cohort is assessed in the area of Writing, and the 8th grade cohort in the areas of Science and Social Studies.

The following data reflects the Spring 2018 STAAR tests:

Reading

6th Grade

61.5% Approaches

30% Meets

13% Masters

7th Grade

63% Approaches

32% Meets

11% Masters

8th Grade

81% Approaches Grade Level (at 3rd Administration)

32% Meets

15% Masters

Mathematics

6th Grade

64% Approaches

19% Meets

4% Masters

7th Grade

77% Approaches

29% Meets

7% Masters

8th grade

93% Approaches Grade Level (at 3rd Administration)

39% Meets

13% Masters

EOC Algebra I

100% Approaches

95% Meets

50% Masters

Writing

7th Grade

58% Approaches

22% Meets

3% Masters

Science

8th Grade

54% Approaches

28% Meets

9% Masters

Social Studies

8th Grade

52% Approaches

13% Meets

2.4% Masters

TELPAS COMPOSITE RATING OVERVIEW

Grade Level	# of Stds Rated	Beginning (%)	Intermediate (%)	Advanced (%)	Advanced High (%)
6th	31	3	6	58	32
7th	40	3	13	63	23
8th	32	9	13	41	38

Student Academic Achievement Strengths

Tornillo Junior High STAAR results in Mathematics were higher than Reading, Science, and Social Studies. Seventh grade Reading and Writing improved 10 and 6 points respectively from the previous year. Eighth grade Social Studies increased 5 point from last year's STAAR scores. EOC Algebra I had an approaching passing rate of 100% with 95% at the meets category.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Reading scores in 6th, 7th and 8th grade were only at 30% to 32% meets category and 11% to 15% masters categoriy. **Root Cause**: Large academic gaps and below grade level reading skills are evident among all three grade levels.

Problem Statement 2: Math problem solving skills show low passing rates for meets and masters standards in all three grade levels. **Root Cause**: Low levels of basic math skills are evident among several students in all three grade levels.

Problem Statement 3: Very few 7th grade students are at meets and/or masters levels in writing. **Root Cause**: Writing skills among 7th grade students have not been developed to the extent needed.

Problem Statement 4: Science and Social Studies skills are at very low levels in the meets and masters categories. **Root Cause**: Students have not developed the necessary skills to perform at the required grade levels for these subjects.

Problem Statement 5: ESL performance across grade levels have a 33.33% approaches level in STAAR Reading. **Root Cause**: The ESL students have not developed the language acquisition skills necessary to perform at high levels in Reading.

School Processes & Programs

School Processes & Programs Summary

Tornillo Junior High supports and encourages a respectful teaching/learning climate that in turn will yield a positive achievement growth in all content areas, to include all group sub-populations. All teachers have a 51 minute planning period that will allow them time to prepare lesson plans, disaggregate data and take on-line trainings. An At-Risk Aide provides in-class support to at-risk students. The Special Education model has transitioned from a self-contained setting to an Inclusive Model. Special education students spend more time in the classroom and less time in resource classes. Tornillo Junior High, in collaboration with all stakeholders to include: federal, state, and district personnel will work to close the achievement gaps in all student populations to include the offering of a rigorous learning environment that complements and addresses the skills needed in the 21st Century Learning global economy. Student achievement will be monitored and assessed through the adequate appropriation of funds and effectiveness of implementation of learning program as determined by federal and state guidelines. The principal is the only administrator on campus. He coordinates with district administrators to ensure that the needs of the campus are addressed. Campus teams that assure all organizational programs are implemented are: RTI, SIT, and Attendance Committee.

A supportive counseling program prepares students for the next phase in education in preparations for College Readiness with the TSI preparation in 8th grade. High School credit is also available through Algebra I, Spanish I, and Spanish II. The counselor provides personal graduation plans to include House Bill 5 endorsement choices. The Gifted and Talented program allows students to demonstrate skills in self-directed learning, thinking, research, and communication. Gifted and Talented students also participate in Destination Imagination which is an academic competition designed to bring GT students together to work as a team on theme-centered challenges. Extra-curricular activities offer students involvement and participation in a variety of U.I.L sports, U.I.L academics, and Student Council. Tornillo Junior High is also proud to support a chapter of the National Junior Honor Society. Tornillo Junior High realized that recognizing students for their accomplishments is important in building leadership in students. Ceremonies such as Honor Roll, Attendance Recognition, and End of the Year Awards, all celebrate students for their achievements.

Tornillo Junior High technology services for all students include having all classrooms equipped with an Interactive White Board that enhances student learning and supports instruction. Each teacher has a laptop to use during planning and instruction time.

The school strives to provide a safe and positive learning environment for students, faculty, and staff. Parental engagement opportunities have supported the efforts to provide a quality rigorous education to take our students beyond excellence. Our teachers are committed to utilize best practices and develop targeted intervention plans focused on current data and actively participate in PLCs to drive instruction. Parents feel comfortable in visiting our school and feel welcomed as they participate in the parental involvement activities offered throughout the year. The counselor also provides individual, small, and large group sessions on current relevant issues that arise at the campus such as responsible ways of using social media.
We have used the Tornillo Junior High Climate Survey results to obtain information about the campus and how to improve practices to promote student academic success and parental involvement. The Climate survey has been instrumental in helping us identify areas of strength and areas that need refinement in practice. The survey has helped us reflect and raise awareness to school staff, students, and parents and make necessary changes to support a positive

learning and working environment. We hired a Communities In School (CIS) Liaison to help reach out to families that typically do not attend parent teacher conferences, RTI meetings, SPED ARD meetings, or who are going through a difficult period in their lives due to the loss of an immediate family member, divorce or military deployment. We also enlisted her help to conference with students with a high number of discipline referrals and/or maintaining good grades.

School Processes & Programs Strengths

- All teachers have a 51 minutes planning period daily.
- Spanish I, Spanish II, Algebra I are high school credit courses
- Fundamental Five
- Computer labs are available for students to use for Istation and other programs
- Weekday and Saturday tutorials for core subjects
- Music classes
- Common Threads Nutrition Program
- Career Investigation opportunities

Tornillo Junior High leaders, faculty and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level. Through the efforts of a highly committed and professional administration, faculty and staff, Tornillo Junior High will continue to engage in practices and initiatives to make it an excellent campus. With the support of the Excellence Academy and the Institute of Public Schools Initiative, Tornillo Junior High will refine instruction. The use of reading folders and composition journals will allow students and teachers to monitor growth in the area of literacy. An English camp for students who need extra support to acquire fluency in the English language helps students to be successful in the general education setting.

Perceptions

Perceptions Summary

Tornillo Jr. High School continues to be a highly qualified campus. All teachers have the proper certifications in the areas they teach. For the past 4 years, the campus has lost only 2 teachers that left for other districts. Teachers typically stay for long periods of time at TJHS because of the excellent climate and positive culture at the school. Our entire faculty and staff value education very much and we instill a sense of pride in our students where they see the educational process as a means for them to have a successful life beyond public education. The main task assigned to our teachers is to get our students ready for high school by making them excellent readers, writers and mathematically sound. Customer service is of the outmost importance at our campus, and we make sure everyone is treated with dignity and respect.

Perceptions Strengths

Tornillo Jr. High is known for being the friendliest campus in the district. The positive school culture and pleasant atmosphere is felt form the minute one steps into the campus. The discipline and structure are fundamentally sound which provides for a safe and comfortable learning environment for all. Our mission is to educate and inspire all students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society. Our campus is where pride runs high, commitment is deep and learning is always taking place.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Finance and Operational Performance: Ensure that all available district resources are utilized effectively, efficiently, and transparently to provide a safe learning and working environment, well-maintained facilities, and updated teaching and learning environments to meet the needs of the 21st Century learner.

Performance Objective 1: Administrative Goal: Administration will ensure financial resources are supportive of the instructional goals and objectives of the district in the attainment of student success by educating 100% of staff regarding fiduciary responsibilities which will result in continued fiscal transparency at all levels by May 2019 as measured by participation in meetings/trainings.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 3		Administrators Finance department	The campus fiduciary requirements will be met.			
1) Provide administrators and counselors training and continuous support as needed throughout the school year to include, but not limited to, budget training, district wide business office training, campus and district improvement plan training. Also, include any counselors' training.		Funding Sources: 199 - General Fund - 1837.96				
Critical Success Factors CSF 3 CSF 6		Administrator Office staff	Increase in administrator's effectiveness and organizational skills.			
2) Provide furniture, office machines, and office supplies to maintain records and functionality of the campus main office. Adobe Photoshop license will be provided for Vista Employee.		Funding Sources: 199 - General Fund - 2000.00				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: Finance and Operational Performance: Ensure that all available district resources are utilized effectively, efficiently, and transparently to provide a safe learning and working environment, well-maintained facilities, and updated teaching and learning environments to meet the needs of the 21st Century learner.

Performance Objective 2: Implement new and improve school safety and security initiatives, procedures, and practices according to state mandates and recommended federal, state, and local guidelines.

    Evaluation Data Source(s) 2: Incident reports, preparedness tracking drills forms, district facility safety and security audits, inventory, sign-in sheets.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Review, consolidate, and standardize district and campus Emergency Operation Plans for both instructional and non-instructional facilities.	3.2	EOP Committee members	Updated EOPs, clear roles & responsibilities, condensed and formatted for more effective or practical plan.			
	Funding Sources: 199: PIC 11 Instructional - 0.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Expand and improve on communication systems and technology tools that will promote and enhance school safety and security measures.	3.2	Technology Department Security Supervisor Security Department Campus Safety Committee Campus Administration	New, upgrade, or improved public announcement systems, video surveillance equipment, fire alarm systems, and intrusion alarm systems, two-way radios, building access controls, visitor management system. Public announcement and phone system inter-operability. Mass phone/text notification, social media, and emergency alert APP integration.			
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Plan, schedule, and conduct safety drills, safety inspections, and district facility safety and security audit checklist.	3.2	Campus Administration, Human Resources, Security Department, Facilities, Technology	Prepare students and staff by practicing and responding to multiple emergency scenarios. Reduced safety inspection non-compliance findings. Evaluate results of checklist to make improvements.			
	Funding Sources: 199 - General Fund - 0.00					

Critical Success Factors CSF 3 CSF 6 4) Provide safety and security training to all stakeholders.		Security Department Campus Safety Committee Campus Administration HOPE Staff	Successful completion of safety and security related training through EduHero, FEMA, Texas School Safety Center, conferences, online webinars, meetings, CPR, AED, and on-site training.			
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 5) Implement reporting tools and preventive programs to address bullying, cyber bullying, drugs, and gang activity.	2.4, 2.5, 2.6	Counselors, CIS, Campus Administration, Security Department	Minimize number of bullying, cyber bullying, drugs, and gang related incidents reported via Anonymous Alerts. Increased awareness with students, staff, and community.			
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 3 CSF 6 6) Positive Proof will be renewed to continue monitoring the identification of visitors at our campus. This is targeted to provide safety for all students, teachers, and staff.	2.6	Administration	Safety Awareness for all school community. Impact overall student safety.			
	Funding Sources: 199: PIC 21 State Gifted & Talented - 400.00					

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Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain a highly effective and committed team of employees.

Performance Objective 1: Texas Education Priority1: Recruit, Support, and Retain Teachers and Principals
GPM #1 - Increase the level of support for teachers and principals through coaching by continuing to have 100% of formal T-TESS observation and feedback cycle completed by May 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide TEKS Resource System to teachers in order to engage in lesson planning and ensure required curriculum coverage.		Administrators Teachers Technology	This strategy will results in teachers producing high quality lesson plans that are aligned to the state's required curriculum			
			Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00			
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide staff development and instructional support for core and elective teachers, counselor and paraprofessionals in professional development to include, but not limited to, ELPS, Sheltered Instruction, district facilitated training, RTI, SPED, regional conferences, out of state conferences, ESC 19, Excellence Academy, IPSI, dyslexia.		Administrator	Increase in student achievement on fall/spring benchmarks, course grades, as well as STAAR results. Certificates and PD hours.			
			Funding Sources: 199: PIC 11 Instructional - 6300.00, 211 Title I, Part A Improving Basic Programs - 7837.96, 199:PIC 30 State Compensatory Education (SCE) - 1000.00, 263 Title III, LEP - 150.00			
Critical Success Factors CSF 6 CSF 7 3) Conduct appreciation activities for faculty and staff to include teacher appreciation week and other days to celebrate faculty and staff		Campus Administration, CIS	Improve teacher morale and limit the number of teachers leaving the district			
			Funding Sources: 199 - General Fund - 2000.00			
Critical Success Factors CSF 1 CSF 4 CSF 7 4) GT 30 hour training and 6 hour training for yearly update will be provided.	2.4, 2.5	Campus and District GT Coordinator	All teachers will obtain and maintain certifications as mandated by TEA.			
			Funding Sources: 199: PIC 21 State Gifted & Talented - 1000.00			
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Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and to celebrate any accomplishments.

Performance Objective 1: Build an academic foundation where student accomplishments will be recognized.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Support and celebrate student recognition programs to include, but not limited to, A and AB Honor Roll, Perfect Attendance, Student Council, National Junior Honor Society, G/T, 8th grade promotions, End of Year Awards and field trips.		Administration, Teachers, Counselor, CIS	Motivate students to reach high academic levels.			
		Funding Sources: 199: PIC 11 Instructional - 0.00				
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Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and to celebrate any accomplishments.

Performance Objective 2: Texas Education Priority 2: Build a foundation in all academic areas. Every student sub population will increase by at least 10% performance in STAAR scores.

Evaluation Data Source(s) 2: 2018-2019 STAAR scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Resource and Inclusion services will be offered to SPED students. Instructional supplies and materials including technology equipment will be purchased for SPED classrooms.		Administrator District SPED Coordinator Special Education teachers	Overall academic performance of students participating in the Special Education program will increase 5% at the end of the school year.			
Funding Sources: 224 IDEA B, Formula SpEd - 3000.00						
Critical Success Factors CSF 1 CSF 2 2) Acquire supplemental materials and school supplies to enrich the learning experience of all students including ELL students.		Administrator Teachers District SPED Coordinator District Instructional Coordinator District GT Coordinator District Migrant Coordinator	ELL students STAAR scores will increase 5%.			
Funding Sources: 199: PIC 25 State Bilingual/ESL - 4810.00						
Critical Success Factors CSF 1 CSF 2 3) Acquire testing materials for identification, placement, and evaluation in special programs to include, but not limited to, SPED, G/T, ELL.		Administrator Special Programs Coordinators	Students will be correctly identified and their needs will be met through the respective special program services.			

Critical Success Factors		Administrator	G/T students will acquire field experiences to enrich their			
CSF 1 CSF 4		G/T Coordinator	academic background.			
		Teachers				
4) Supplemental materials and school supplies will be acquired to enrich the learning experience of all GT students. Participation in Team Quest competitions, awards, field trips, and snacks will be provided.		Funding Sources: 199: PIC 21 State Gifted & Talented - 1500.00				
Critical Success Factors		Administrator	STAAR scores will be positively impacted.			
CSF 1		Teachers				
		Special Program				
5) Supplemental materials and school supplies will be		Coordinators				
acquired to enrich the learning experience of all students. The materials include, but are not limited to, measuring up, motivational math, motivational reading, leveled books, folders, UTEP retreats, novels and composition books.		Funding Sources: 211 Title I, Part A Improving Basic Programs - 7522.00, 199: PIC 11 Instructional - 10890.86, 199:PIC 30 State Compensatory Education (SCE) - 455.00				
6) Provide daily review programs to practice previously learned skills in Reading and Math.		Principal, teachers	Students will have daily opportunities to continue practicing and internalizing previously taught concepts until grade level mastery is acquired.			
		Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00				

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Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and to celebrate any accomplishments.

Performance Objective 3: Texas Education Priority 4: Improve Low Performing Schools
GPM #4 - All interdisciplinary areas will support district efforts to improve student reading and writing performance by a minimum of two grade levels for 100% of students as measured by I- Station (PK-12) and STAAR Reading (6-8) and Writing (7) by the end of the 2018-2019 school year.

Evaluation Data Source(s) 3: STAAR Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Utilize computer programs such as, but not limited to, Renaissance Reading AR. and IStation. STEM-scopes will also be purchased to improve the TEKS lessons in the Science classrooms.		Administrators Teachers Technology	Increase students' reading levels. Increase Science instruction.			
		Funding Sources: 199:PIC 30 State Compensatory Education (SCE) - 10000.00, 199: PIC 11 Instructional - 4034.71				
Critical Success Factors CSF 1 2) Increase students writing time through the implementation of Writing Across all Content Areas.		Administrators Teachers	Overall increase in performance on STAAR writing scores.			
Critical Success Factors CSF 1 3) We will order scholastic magazines to use as supplementary reading materials for ESL classes. The magazines will include Reading, Science and Social Studies material.		Administrators Teachers	Increase students' reading levels.			
		Funding Sources: 199: PIC 25 State Bilingual/ESL - 1253.00				
Critical Success Factors CSF 1 4) Provide writing supplemental materials to include, but not limited to Being a Writer, to monitor the application and delivery of writing instruction school wide through the use of specific targeted traits of writing.		Principals, teachers	By encouraging students to write regularly with passion and intent as it builds an understanding of and appreciation for the skills and conventions of writing, it is expected that writing skills will improve during the school year. Evaluation check points will occur during the middle and end of each nine weeks as well as in Writing Benchmarks.			
		Funding Sources: 211 Title I, Part A Improving Basic Programs - 0.00				

Critical Success Factors CSF 1 CSF 2 CSF 4 5) 5) Implementation of Reading/Writing Across all content area. Provide students and teachers with the necessary instructional/reading materials (Journals) that will come to enhance the educational process of all students.	2.4, 2.5, 2.6	Administration, Teachers, Counselor, CTE Coordinator, CIS	Provide students the opportunity to obtain instruction in skills not mastered during the school year and provide opportunities for teachers to reteach TEKS not mastered during the school year to assist students in Reading and Writing.			
	Funding Sources: 211 Title I, Part A Improving Basic Programs - 5000.00					

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Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance as mandated by federal and state accountability measures; i.e. state assessed areas, by providing early intervention so that all students meet on-level standards and to celebrate any accomplishments.

Performance Objective 4: Texas Education Priority 4: Improve Low Performing Schools
GPM #5 - The number of Distinction Designations by campus will increase from 0 to 1 or more as measured by the TEA accountability reports that are released prior to the 2018-2019 school year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4		Administrators Teachers	This strategy is expected to result in an increase in academic achievement in the content areas.			
1) Provide tutoring and intervention periods for at-risk students to improve academic achievement in the core academic areas to include, but not limited to, Saturday and after school tutoring sessions. Provide snacks to students during Saturday and after school tutoring sessions to boost learning.			Funding Sources: 211 Title I, Part A Improving Basic Programs - 7219.76			
Critical Success Factors CSF 1 CSF 2 CSF 4		Administrators Teachers Counselor CIS	This strategy is expected to prepare students to be ready for the following school year.			
2) Summer School will be provided to 8th grade students, and if necessary to 6th and 7th grade students, that were not successful in STAAR.						
Critical Success Factors CSF 1 CSF 4 CSF 5		Administrator Migrant Coordinator Migrant Aide	Overall increase in migrant population STAAR results.			
3) Provide Migrant and Homeless students and families services and instructional supplies to include, but not limited to, classes for parents, school supplies, field trips, extra assistance in the classroom, extra instructional time, Summer camp and clothing for school uniforms which are required.			Funding Sources: 212 Title I, Part C Migrant Education - 1000.00, 211 Title I, Part A Improving Basic Programs - 100.00			

Critical Success Factors CSF 1 CSF 7 4) Acquire technology equipment and refill/replacement parts to include, but no limited to, computers, IPads, projectors, ink, cartridges, document cameras, whiteboards, printers, chrome books, headphones and covers. Subscriptions and licenses to computer programs will also be purchased.		Administrators Special population coordinators Technology department	Instructional time will be maximized. Enhance testing experience.			
	Funding Sources: 199: PIC 11 Instructional - 4051.92, 199: PIC 23 State Special Education (Sp Ed) - 113.32, 199: PIC 25 State Bilingual/ESL - 684.92					
Critical Success Factors CSF 1 5) Provide Home-bound services to students who meet eligibility criteria.		Administrator Counselor Teachers	Home-bound students will not fall behind academically.			
	Funding Sources: 199: PIC 11 Instructional - 500.00					
Critical Success Factors CSF 1 6) Acquire miscellaneous instructional materials that will assist students and teachers in the classroom. This will include regular supplies for instruction, food supplies for the Common Treads nutrition program, and also tables and chairs to use in collaborative settings. Purchases for Project Lead the Way will also be included.		Administrators Teachers Counselor CIS	This strategy is expected to result in an increase in academic achievement in all areas.			
	Funding Sources: 199: PIC 11 Instructional - 7000.00					
7) Provide supplemental Social Studies materials to enrich the curriculum established by the state to include, but not limited to, Studies Weekly in 6th grade, Explorers in 7th grade, and U.S. History in 8th grade.		Principal, teachers	Students' social studies curriculum will be enriched by the use of additional resources. Improvement results will be measured at the mid and end of each nine week grading periods and during Fall and Spring benchmarks.			
	Funding Sources: 199: PIC 11 Instructional - 0.00					
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Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student with the education and opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 1: The campus will ensure all 8th grade students will be provided opportunities to be ready for high school dual credit classes and college entrance preparation.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 4 1) PSAT and TSI testing opportunities will be available for all 8th grade students.	2.6	Counselor, teachers and administration.	The students will have ample opportunities to test to be eligible for dual credit courses once they get to high school. The PSAT will allow the students practice so that eventually they succeed when taking the SAT test as seniors.			
Funding Sources: 199: PIC 11 Instructional - 1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Career and Technology Education courses will be available to all 8th grade students.	2.5, 2.6	Principal and CTE teachers	8th grade students will have the opportunity to be involved in a preparatory CTE course designed to follow career paths into high school and beyond.			
✔ = Accomplished ◐ = Considerable ◐ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 5: Home-School-Community Partnerships: Ensure that all available district resources and practices are utilized and implemented to form effective partnerships that will yield success for every student.

Performance Objective 1: At least 25% of parents and / or guardians of children in grades 6-8 will participate in family educational outreach events by May 2019.

Evaluation Data Source(s) 1: Parent sign-in sheets at campus family events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Increase the number of collaborative educational involvement activities and events for parents and community members to include, but not limited to, coffee with the principal, Campus Literacy Night, open house, teacher-parent meetings, health fair, ELL Parent Night, Grandparent's celebration, Latino Literacy program, food pantry, and Homecoming festivities.	3.1, 3.2	Campus Administration, Teachers, Counselor, CIS, Class Sponsors	Communicate campus goals and objectives to improve learning community partnerships and reach the objective of attaining 85% of parental participation by May 2019			
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 4 CSF 5 2) Contract with Communities in Schools to provide additional support in the areas of social/emotional, parental involvement, attendance, instructional support, and collaboration with outside agencies.	3.1, 3.2	CIS, Administration	Increase in parent participation and Improvement of overall academic and social/emotional student performance.			
	Funding Sources: 199:PIC 30 State Compensatory Education (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Continue to use multiple forms of communication (web page, school messenger, parent nights, monthly and weekly flyers, and marquee) to inform parents and community of student success in an effort to promote a positive learning environment.	3.2	Campus Administration, Teachers, Counselor, CIS	Web page information updates monthly, calendar and informational flyers mailed to all parents in English and Spanish, messages to parents via school messenger, informational flyers and posters posted throughout the campus			

| Critical Success Factors
CSF 5 CSF 6

4) Provide informational sessions about technology, student discipline, drug awareness, sexual abuse, sexual harassment, date violence, bullying, drop out prevention to the parents. | 3.1, 3.2 | Counselor, CIS | Educate the parents and community of various dangers affecting our students in today's society. | | | |

✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Expand and improve on communication systems and technology tools that will promote and enhance school safety and security measures.
3	2	5	Supplemental materials and school supplies will be acquired to enrich the learning experience of all students. The materials include, but are not limited to, measuring up, motivational math, motivational reading, leveled books, folders, UTEP retreats, novels and composition books.
3	3	2	Increase students writing time through the implementation of Writing Across all Content Areas.
3	3	3	We will order scholastic magazines to use as supplementary reading materials for ESL classes. The magazines will include Reading, Science and Social Studies material.
3	4	2	Summer School will be provided to 8th grade students, and if necessary to 6th and 7th grade students, that were not successful in STAAR.
3	4	3	Provide Migrant and Homeless students and families services and instructional supplies to include, but not limited to, classes for parents, school supplies, field trips, extra assistance in the classroom, extra instructional time, Summer camp and clothing for school uniforms which are required.

State Compensatory

Budget for Tornillo Junior High:

Account Code	Account Title	Budget
6100 Payroll Costs		
6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$20,000.00
	6100 Subtotal:	**$20,000.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Marco Tristan	Principal
Paraprofessional	Julie Barrera	Secretary
Non-classroom Professional	Elizabeth Otero	Counselor
Paraprofessional	Adsmin Campos	CIS
Classroom Teacher	Claudia Soto	Teacher
Classroom Teacher	Adriana Gomez	Teacher
Classroom Teacher	Damaris Duran	Teacher
Classroom Teacher	Jeffrey Suboter	Teacher
Parent	Anita Valenzuela	Parent
Parent	Maria Castillo	Parent

District Funding Summary

181 - Extra Curricular Activities

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$600.00
				+/- Difference	$600.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TCEA	PIC 11	$1,837.96
1	1	2			$2,000.00
1	2	2	N/A		$0.00
1	2	3	N/A		$0.00
1	2	4	N/A		$0.00
1	2	5	N/A		$0.00
2	1	3			$2,000.00
5	1	1			$0.00
				Sub-Total	$5,837.96
				Budgeted Fund Source Amount	$73,183.97
				+/- Difference	$67,346.01

199: PIC 11 Instructional

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	N/A		$0.00
2	1	2	Registration fees, travel expenses, training materials. - Counselor (fund)	6239	$300.00
2	1	2	Excellence Academy (ex)	6239	$6,000.00
3	1	1			$0.00

3	2	5	Supplemental Misc. Supplies and Materials (fund)	6399	$10,890.86
3	3	1	STEM-scopes		$4,034.71
3	4	4	Technology equipment	6399	$2,000.00
3	4	4	Technology equipment >500	6395	$2,051.92
3	4	5	Home-bound services	6118	$500.00
3	4	6			$7,000.00
3	4	7		6300	$0.00
4	1	1			$1,000.00
				Sub-Total	$33,777.49
				Budgeted Fund Source Amount	$45,179.97
				+/- Difference	$11,402.48

199: PIC 21 State Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			$400.00
2	1	4	N/A		$1,000.00
3	2	4	Miscellaneous supplies	6399	$0.00
3	2	4	Student travel	6412	$900.00
3	2	4	Awards and fees	6499	$600.00
				Sub-Total	$2,900.00
				Budgeted Fund Source Amount	$3,250.00
				+/- Difference	$350.00

199: PIC 23 State Special Education (Sp Ed)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	4	Technology equipment		$113.32
				Sub-Total	$113.32
				Budgeted Fund Source Amount	$4,500.00
				+/- Difference	$4,386.68

199:PIC 30 State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Registration fees, training materials. Region 19 -Teachers (fund)	6239	$200.00
2	1	2	Travel (fund)	6411	$500.00
2	1	2	Dyslexia Training (exp)	6239	$300.00
3	2	5	Homeless Students attending UTEP Retreat	6412	$455.00
3	3	1	IStation. A/R	6399	$10,000.00
5	1	2			$0.00
				Sub-Total	$11,455.00
				Budgeted Fund Source Amount	$15,400.00
				+/- Difference	$3,945.00

199: PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Supplemental Materials	6399	$3,390.00
3	2	2	Reading Materials	6329	$1,000.00
3	2	2	Awards and fees	6499	$420.00
3	3	3			$1,253.00
3	4	4			$113.32
3	4	4			$571.60
				Sub-Total	$6,747.92
				Budgeted Fund Source Amount	$12,053.00
				+/- Difference	$5,305.08

211 Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	District Wide funded program purchased through Region 19	6239	$0.00
2	1	2	IPSI (ex)	6239	$6,000.00
2	1	2	TCEA	PIC 30	$1,837.96
3	2	5	Supplemental Misc. Supplies and Materials (fund)	6399	$7,522.00
3	2	6		6300	$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4		6300	$0.00
3	3	5			$5,000.00
3	4	1	Extra Duty-Tutoring	6118	$7,219.76
3	4	3			$100.00
				Sub-Total	$27,679.72
				Budgeted Fund Source Amount	$33,407.00
				+/- Difference	$5,727.28

212 Title I, Part C Migrant Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$2,000.00

224 IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Misc. Supplies	6399	$2,500.00
3	2	1	Travel	6412	$500.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$1,000.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Professional Development_ESC 19 (exp)_SIOP	6239	$150.00
				Sub-Total	$150.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$4,850.00
				Grand Total	$92,661.41