

**Tornillo Independent School District**  
**Tornillo Elementary**  
**2018-2020 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Needs Assessment Overview

Our campus has been off of formily improvement required the last 2 years. Although we are not a tested campus, we are constantly reviewing the data and trying to get our students on reading grade level. We know that we must get our students ready for the third grade test and upper grade testing. Currently we have our kindergarten monolingual class without it's teacher. The teacher is out on FMLA. She has been out the last three months. She is scheduled to arrive back in January. We have a permanent substitute who has been a previous TLI aide for three years on our campus. She has been substituting the last two years. We are now in our second year of language acquistion (traditional bilingual program). Our bilingual teachers have transitioned from teaching English immersion to teaching in the Spanish language. This proving successful due to increased Istation scores in reading.

With the bond passing, our classes have the heating and cooling mechanisms necessary for the right conditions in learning. We have very few leaks if any. We now have a science lab which our students can practice their science skills. We have saved the most among the other schools when it comes to energy savings. We have created and made reading, writing, and math a priority. Also we need to increase fund raising activities. We need to continue to monitor and have better attendance rate. We want to start moving from Epson projectors to interactive TV's. We eventually would like to purchase playground equipment for our prek students.

Our plan academically is to make sure our students get Tier I instruction from the beginning of the school year to end of the school year. Our campus is focusing on language aquisition, reading, writing, and math. We are currently helping our students with these foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. We use strategies such as the Common Instructional Framework to enhance instruction. Our SIT team meets monthly to review the needs of our campus.

## Demographics

### Demographics Summary

Tornillo ES has grades pre-k through 2nd grade. We have 254 students.

The student population is 100.00% Hispanic, 0.00% African-American, 0.00% Anglo, 0.00% Asian, 49% male, and 51% female.

The staff at TES includes 17 teachers, 4 paraprofessionals, and 1 administrator.

The drop-out rate of 0%. The average daily attendance rate for our campus is 97.62%. Tornillo Elementary School has 81.04% English Language Learner students, 57.48% bilingual students, 1.6% students in the Gifted and Talented program, 1.5 % are identified for 504 services. We are serving 4.83 % special education students. We have 1.9% of homeless students. Our at risk population is 86.22%. Our migrant population is at 2.36% and our economically disadvantage is 88.97%.

We have parents who are concerned about their children and want them to have the best education. We have high turn out of parents attending Coffee with the Principal (avg 20). When the campus or district have an event, parents and students attend. An example of the events include CWP and Evening with The Superintendent.

### Demographics Strengths

Most of our students are Hispanic and are reading at a higher rate than previous years. Many of our bilingual students are performing better on the Istation exams. This is due to Tier 1 instruction and an increase in the usage of Istation and the Accelerated Reading Program. Teachers are monitoring their Istation and encouraging students to get on reading grade level. We are talking to parents at coffee with the principal about the importance of reading. We have explained to parents to read at home at least 20 minutes a day.

Our Special Education students are in an inclusion setting and making gains socially and academically. The migrant students and parents of migrant students are offered many services by the migrant coordinator. They attend a summer camp every year. Our counselor and CIS coordinator offer an array of services to meet the needs of our students.

Our teachers' avg teaching experience is approximately about 10 years. Our attendance is at 97.62 percent.

We have reading initiatives that include parent involvement. The students have increased their reading levels due to parent involvement.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is lack of communication between parent and teacher, parent and admin, and parent and student. **Root Cause:** Parents who live in Mexico cannot cross over to the United States. Parents cannot come to the school because they lack transportation.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Again, we are continuing to focus on language acquisition, reading, writing and math. We are encouraging our students to read as much as they can in either Spanish or English. We are using Being a Writer to bolster writing among our students. We are using guided math to help our students increase their math skills. Our goal is to prepare our students in those domains as well as get them ready for when they enter third grade, which is a critical year for them as they will be taking the STAAR test.

Identified areas of need include: Istation results, benchmarks, State Reports, PBMAS, AYP, campus and district reports, 9 week exams, progress reports, PLC notes, attendance reports, and state Accountability Reports 2018.

Targeted subject areas include: mathematics, reading, and writing and student progress year to year. In regards to TELPAS, there needs to be growth in the areas of listening and speaking, which our students tends to struggle with.

Tornillo Elementary was grouped together with the Intermediate School because we are not a tested campus. This translates into us receiving a B+ rating. Specific needs include:

- Improved technology resources to increase interaction and visual representation of cognitive processes to allow at-risk students to comprehend and internalize academic concepts.
- Tools to support collaborative and active learning.
- Supplemental resources to increase the level of rigor to foster cooperative learning practices.

### **Student Academic Achievement Strengths**

According to Istation reading results, 71% are on either Tier II or Tier I in reading in the monolingual classes. 72 % are either Tier 2 or Tier 1 in the Bilingual classes.

Math BOY data indicates 29% of students at a Tier III, 29% at a Tier II and 42% at a Tier I. Most of the students are passing their classes with good grades. They are averaging A's, B's, and some C's. We have few student failures.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There are limited conversations in instructional lessons between the students, which signifies lack of purposeful talk. Lack of purposeful talk amongst students can contribute to low performance by ELL students on the listening and speaking portions of the TELPAS. **Root Cause:** Some faculty members have not made it a priority to have students converse more and encourage conversations among the students. Teachers need to release instruction to the students. Student led lessons will foster an environment where students are continually given the opportunity to share and discuss material.

**Problem Statement 2:** Math instruction needs to be of equal importance to reading and writing instruction. **Root Cause:** A top campus initiative is to improve the state accountability measures, especially in reading. .

**Problem Statement 3:** Students enter our school with a variety of academic backgrounds. Students who attend Pre-K or Headstart, will likely come to us with a stronger academic foundation. On the contrary, students who come to us having never attended either program, will need to be taught basic foundational skills. **Root Cause:** Some of the parents choose to keep their children at home until kindergarten. Some of these students do not yet know the alphabet.

**Problem Statement 4:** We are in the 2nd year of having a traditional bilingual program. Before, our students were taught and immersed in the English language, but got behind because their native language was Spanish. Our 1st grade bilingual teachers are getting acclimated to how a true bilingual program should be run. **Root Cause:** Parents want their children to learn English. In addition, students who have a stronger English background and are in the bilingual program tend to give up on learning in Spanish. They want to be moved back from a bilingual class to a monolingual class.

## School Processes & Programs

### School Processes & Programs Summary

The processes include an open door policy allowing faculty and staff to voice concerns. We have solution and concern form for our parents to fill out. The admin team strongly encourages parents to address concerns with the teacher before it gets to the principal. The programs we have, include Istation which assists in determining reading levels. We have Accelerated Reading to encourage more reading among our students. Our goal is to have the students develop a love of reading at an early age.

We currently have a teacher on FMLA. We have asked teachers and instructional coaches to go in and model until the teachers arrives back in January. Our Science coach and art teacher has helped set up the Science fair in the new science lab.

Our campus meets for PLC's every Friday to discuss data and review lesson plans.

### School Processes & Programs Strengths

The grade level teams are planning more as a team and completing lesson plans that are more interactive. The teachers are now focused on getting our students from Tier 3 and 2 into Tier 1. We are focused on reading levels and reading through AR. Teachers rely on each other for support and accomplishing tasks. They are motivating each other and sharing the responsibility that these are all our students. The principal has encouraged to teachers communicate about concerns so we can solve concerns at the lowest levels possible. He has encouraged teachers to build better relationships with parents.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Parents, teachers, and faculty tend to go around the principal rather than go to him with a concern. **Root Cause:** We are training parents and faculty to use the processes more and encourage more issues to be solved at the lowest levels possible.

## Perceptions

### Perceptions Summary

There are three things we do at Tornillo Elementary School. 1) We make sure we let every student and teacher know they are important by announcing a student and employee of the day everyday. We read a small biography about the teacher and the student. 2) We celebrate student and teachers birthdays. They get a certificate and candy bar. We have Employee of the Day. They get a certificate and a candy bar. 3) We read the vision every day in the announcements. We read our school motto which is read, read, and let's keep on reading. We read it in Spanish. The admin team stays on message so parents, faculty, and staff know that reading is the foundation. The perception is vital because the reading levels in the past have been stagnant all the way through high school. Our kindergarten students are taking books home which in previous administrations they were not allowed.

### Perceptions Strengths

Our parents, faculty, and students know there are many positive things we do at Tornillo Elementary School. We have exhibited our activities via twitter. We have talked to our parents at CWP about student of the day and birthdays. Teachers and students have expressed gratitude by acknowledging their birthdays and how we have made them feel important with the student of the day. The principal always greets new parents with a handshake and with the phrase "welcome to our campus!" Mr. Cervantes always greets parents and students at the door every morning, every school day. Mr. Cervantes addresses a parent concern within 24 hours. Parents know that I do not neglect their concerns.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is very little college awareness within the school faculty, staff and students. **Root Cause:** There were concerns about where to place college memorabilia because there was painting and construction going on.



# Comprehensive Needs Assessment Data Documentation

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


# 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:** 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) 1:** Incident reports, preparedness tracking drills forms, district facility safety and security audits, inventory, sign-in sheets,

## Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) To Acquire custodial supplies to maintain a well cleaned school.		Admin, Clerical staff, and Custodians	Supplies to keep our school clean, neat, and to prevent illnesses among our students and staff.			
	Funding Sources: 199 - General Fund - 2490.00					
2) Offer Social Emotional Learning lessons to enhance more positive behaviors among our students. This is offered as well through Energy Bus initiatives.		Admin, Counselor, Faculty and Staff	Offer Social Emotional Learning initiatives to keep students on grade level emotionally and academically.			
						

**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:** For the 2018-2019 school year, Tornillo ES will implement a plan of providing instructional materials to meet the needs our school and technology.

**Evaluation Data Source(s) 2:** Maintain files and reports for office staff and teachers.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) To acquire office supplies to support office and instructional needs. Also we need supplemental materials to include technology equipment.		Admin, clerical staff, and teachers.	Supplies for clerical staff and teachers to use for instruction. The result of buying supplies will make our efficient as well meeting classroom instructional needs.			
	Funding Sources: 199 - General Fund - 3232.27					
2) To acquire supplies to maintain books and technology for the library.		Admin, clerical staff, and teachers.	To maintain and keep books and technology from deteriorating.			
						

**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:** Increase the number of teachers scoring a rating of proficient or above on TTESS.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Teachers feedback on a daily basis through Eduphoria format. Enough feedback before actual 45 minute observation.		Admin	Increase the number of teachers scoring a rating of proficient or above on TTESS.			
2) Teachers will attend professional opportunities either district, regional, or national level.		Admin and Teachers	Teachers will gain the necessary training and skills to meet the needs of our students academically.			
3) Admin and teacher conferences to discuss instruction. PLC's to enhance lesson plans and instruction.		Admin and Teachers	Increase the number of teachers scoring a rating of proficient or above on TTESS.			
						

**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 2:** Provide teachers opportunities to obtain certifications. Also help teachers receive training in teaching advanced course such as GT and CTE.

**Evaluation Data Source(s) 2:** Human resources and records.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Provide GT training's for monolingual/bilingual/Special Programs teachers.		Campus and district administrators	New teachers can take the 6 hour GT update or take the 30 hour training course.			
	Funding Sources: 199: PIC 21 State Gifted & Talented - 500.00					
2) Provide all the faculty and staff opportunities to obtain degrees or master degrees.		District personnel	Faculty and staff have opportunities to take college classes to bolster the dual credit program.			
3) Provide all the faculty and staff opportunities to obtain CTE certifications.		Administration and office staff.	We are a small district that has many needs. These opportunities allow teachers to have options in a district.			
						

**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 3:** Increase number of on-line and face to face professional development in the areas of reading, writing, math, science, and advanced academics.

**Evaluation Data Source(s) 3:** Certifications kept by office staff

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>1) Offer professional development opportunities for pre k teachers to provide support to monolingual, parental denial, and bilingual students to include but not limited to Circle Training.</p>	2.5, 2.6	Admin and Teachers	Teachers of PreK students will increase their knowledge on how to implement the prekindergarten guidelines.			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 2000.00					
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>2) Offer professional development opportunities for monolingual/bilingual teachers to include but not limited to, Border Schools Conference, Region 19 sessions, La Cosecha.</p>	2.6	Campus and district administrators	Teachers of bilingual students will increase their knowledge on how to support the needs of bilingual students. Hence improving bilingual students academic performance			
	Funding Sources: 199: PIC 11 Instructional - 500.00, 199: PIC 21 State Gifted & Talented - 500.00, 199: PIC 25 State Bilingual/ESL - 1420.00					
<p>3) Offer professional development opportunities for the school counselor to attend and gain additional resources and services for our campus.</p> <p>To include hotel reservations and flight.</p>		Admin and Counselor	This training to for the counselor to keep up with the latest information on school counseling in the state of Texas.			
	Funding Sources: 199: PIC 11 Instructional - 1350.00					

**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 4:** Include paraprofessionals in teacher development for educational strategies to impact student achievement.

**Evaluation Data Source(s) 4:** Sign-In-Sheets

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Paraprofessionals will attend district staff development to assist increasing academic achievement.		Paraprofessionals and Admin	Paraprofessionals being trained will allow them to know and carry out district academic initiatives.			
						

**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 5:** Provide substitutes with orientation for campus and district goals.

**Evaluation Data Source(s) 5:** Human Resources and Records

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Monitor and make sure substitutes have substitute folders with lesson plans.		Administration and office staff	We do not have a whole lot of instruction time. When a teacher is out, we need to make sure students do not miss out on good instruction.			




**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 6:** Improve principal instructional effectiveness to increase district and campus performance.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Principal will attend district training's and allow Region 19 to shadow and provide principal constructive feedback.		Admin	To improve principal craft and help teachers improve instruction.			
						

**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 college career readiness standards.**

**Performance Objective 1:** We will use reading Istation to assess reading levels for our students.

**Evaluation Data Source(s) 1:** Istation Reports

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Review milestones on a monthly basis. Focus on helping teachers getting from Tier 2 to Tier 1 and assist teachers getting Tier 3 students to Tier 2.		Admin and Teachers	This will assist with getting students on reading grade level by the end of the school year.			
2) Provide intervention times in the daily schedule so teachers can focus specific reading skills and increase reading levels.		Admin and teachers.	So students can improve reading skills and obtain a Tier 2 or Tier 1 levels.			
3) Have a Reading Fair in the Spring Semester.		Admin and teachers.	Students can continue to have the love of reading. Also the students will be able practice the listening and speaking piece of TELPAS when the present their project to the other students.			
						

**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 college career readiness standards.

**Performance Objective 2:** Math Istation results for 2019 will indicate math levels for our students. Students will be on math grade level by the end of the school year.

**Evaluation Data Source(s) 2:** Istation Reports

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Review milestones on a monthly basis. Focus on helping teachers getting from Tier 2 to Tier 1 and assist teachers getting Tier 3 students to Tier 2.		Admin. and Teachers	Students will be on math grade level by the end of the school year.			
						

**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 college career readiness standards.

**Performance Objective 3:** Students will obtain 4500 points on AR which is equivalent to 9000 books.

**Evaluation Data Source(s) 3:** Accelerated Reading Reports.

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Offer every student in k-2 access and opportunity to check out books.		Admin and Librarian Aide	We want our 1st and 2nd grade classes to read and have a love for reading. Increase from 9000 library books read to 10,000 books this year.			
						

**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 college career readiness standards.

**Performance Objective 4:** Offering GT and UIL resources, materials, and opportunities so students can enhance their skills.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Offering resources to enhance GT skills and prepare students for UIL competition. Purchase testing and instructional materials for GT. Purchase the reading materials and supplies for UIL competitions.		Admin, GT/UIL coordinator.	Students will have the opportunity to utilize their GT skills and be challenged. Students will be prepared and ready for UIL competition. These resources will allow the students to gain self confidence.			
	Funding Sources: 181 - Extra Curricular Activities - 500.00, 199: PIC 21 State Gifted & Talented - 550.00					
						

**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 college career readiness standards.

**Performance Objective 5:** We we will learn social studies through the TEKS standards and web programs.

**Evaluation Data Source(s) 5:** Report Cards and Grades

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Students will be using the Social Studies Weekly to enhance early childhood Social Studies skills.		Admin and Teachers	Reinforce Social Studies standards and keep students on track to pass the STAAR exam in the upper grades.			
						

**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 college career readiness standards.

**Performance Objective 6:** We we will learn science through the TEKS standards, programs, and web materials.

**Evaluation Data Source(s) 6:** Report Cards and Grades.

**Summative Evaluation 6:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Offer the STEM Scopes materials for faculty members to increase science knowledge and skills.  Students will be given the opportunity to develop a science project and participate in the science fair.		Admin and Teachers	Reinforce Science standards and keep students on track to pass the STAAR exam in the upper grades.			

**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:** For the 2018 and 2019 school year: resources and materials will support our students that are at risk, bilingual, and general ed. students for prepare for college, career, and military readiness.

**Evaluation Data Source(s) 1:** Reports and Informational meetings

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
<b>Critical Success Factors</b> CSF 1  1) To acquire instructional materials to support lesson delivery in the classroom to include, but not limited to easels, post it notes, construction paper, chart tablets, etc. This is to include technology equipment.	2.4, 2.6	Admin and teachers	Students will enjoy a better educational experience and will have more opportunities to practice concepts and skills in a variety of presentations.			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 1000.00, 199:PIC 30 State Compensatory Education (SCE) - 13000.00, 199: PIC 11 Instructional - 6000.00, 199: PIC 23 State Special Education (Sp Ed) - 3100.00					
2) Purchasing writing materials to include, but not limited to Being A Writer in Spanish for bilingual students.		Admin and Teachers	Increase academic achievement in writing for our bilingual students.			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 400.00					
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4  3) Acquire technology equipment and hardware to support labs, classrooms, desktops, and I pads in bilingual classrooms.	2.6	Admin and Teachers	Technology equipment to effectively support technology classrooms, hardware, and software.			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 0.00					
4) The school will purchase musical instruments to enhance the school music program.		Admin and Music Teacher	Research states that music enhances academic performance.			
	Funding Sources: 211 Title I, Part A Improving Basic Programs - 7730.23					
						




**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 2:** For the 18-19 school year 100% of TISD students that are special ed. and part of our sub populations will be placed in proper learning environments. This will provide these students the necessary skills and tools to be college and career ready.

**Evaluation Data Source(s) 2:** PEIMS Reports.

**Summative Evaluation 2:**

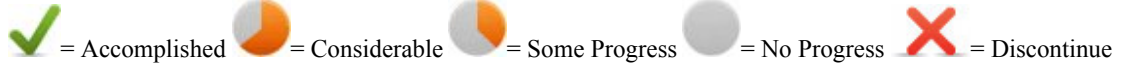
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Review Snap Shot Dates and make sure students are in the right placement.		Admin and Office Staff.	We need to make sure the PEIMS coordinator has the right information especially after ARD's or LPAC meetings.			
						

**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 3:** 100% of TISD students will have opportunities to become well rounded individuals to support student interests, student health, and student experiences.

**Evaluation Data Source(s) 3:** Debriefs about the successes of these experiences. We will take down minutes about the experiences.

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Offer prek-2nd grade and special ed. students experiences in and outside of our campus. These activities can be incentives for students such field trips, snacks, meals, and entrance fees. Field trips to include GT and UIL programs.		Admin and Teachers	Student will gain real life experiences in our community.			
	Funding Sources: 199: PIC 11 Instructional - 2000.00, 199: PIC 23 State Special Education (Sp Ed) - 1300.00, 199: PIC 21 State Gifted & Talented - 250.00, 181 - Extra Curricular Activities - 750.00					
2) Offer College Awareness through banners, posters, pamphlets, etc.		Admin, Teachers, and Counselors	Students will be more aware of college opportunities and the belief they will go to college.			
3) We will be coming up with incentives for end of year awards, field day, PBIS, AR, Istation, AB honor roll, and perfect attendance.		Admin, counselor, CIS, and campus secretary.	To have motivational incentives so students can continue to have a love of academics. Increase attendance.			
	Funding Sources: 199 - General Fund - 2000.00					
4) Tornillo Elementary School will be hosting the annual UIL competition. We will be purchasing the UIL trophies and snacks for concession stands.		Admin, teachers, office staff.	These trophies will allow our student to compete with other schools and have an incentive for the competition.			
	Funding Sources: 199 - General Fund - 2000.00					
						

**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:** The district will increase parental involvement by providing opportunities for parents and community members at least once a month to come together in an effort to engage families to get involved in activities that will improve student academic achievement and school performance.

**Evaluation Data Source(s) 1:** Sign-In-Sheets

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Coffee With the Principal.		Admin and clerical staff.	Academic informational meetings for parents.			
Funding Sources: 199 - General Fund - 400.00						
						

**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 2:** By the end of September 2018, our campus will increase the community and parent participation in annual events.

**Evaluation Data Source(s) 2:** Sign-In-Sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Parent Liaison will provide parents information pertaining to Title I		Parent Liaison	To inform parents about the Title I school opportunities.			
2) Evening With The Superintendent.		Admin and office staff	Our campus will design a lesson that parents can take home and work with his or her child.			
						

**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 3:** For the 2018-2019 school year, the campus will offer at least 1 customer service training session per semester to staff, students, and volunteers to ensure that a positive and welcoming school climate is established district-wide.

**Evaluation Data Source(s) 3:** Sign-In-Sheets or Certificates

**Summative Evaluation 3:**

**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 4:** By the end of the 2018-2019, the district will partner with at least 6 new businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 4:**


**Summative Evaluation 4:**

**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 5:** For the 2018-2019, the district and campuses will increase the number of notifications sent via newsletters, e-mail, web page, and/or social media apps, etc. to parents, businesses, and community members to at least once a week.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) To keep parents involved and informed about the schools' day to day activities.		Admin and clerical staff.	To keep parents involved and informed about the schools' day to day activities.			
						

**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 6:** Provide informational sessions about technology, student discipline, drug awareness, sexual abuse, sexual harassment, date violence, bullying, drop out prevention, accelerated instruction, credit recovery and state assessment to parents once a month.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Through coffee with the principal the parents will obtain information about technology, student discipline, drug awareness, sexual abuse, sexual harassment, date violence, bullying, drop out prevention, accelerated instruction, credit recovery and state assessment to parents once a month.		counselor	To keep parents involved and informed about school hurdles that school face.			
						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	To Acquire custodial supplies to maintain a well cleaned school.
1	2	1	To acquire office supplies to support office and instructional needs. Also we need supplemental materials to include technology equipment.
2	1	1	Teachers feedback on a daily basis through Eduphoria format. Enough feedback before actual 45 minute observation.
2	1	2	Teachers will attend professional opportunities either district, regional, or national level.
2	2	1	Provide GT training's for monolingual/bilingual/Special Programs teachers.
2	2	2	Provide all the faculty and staff opportunities to obtain degrees or master degrees.
2	3	1	Offer professional development opportunities for pre k teachers to provide support to monolingual, parental denial, and bilingual students to include but not limited to Circle Training.
2	3	2	Offer professional development opportunities for monolingual/bilingual teachers to include but not limited to, Border Schools Conference, Region 19 sessions, La Cosecha.
2	3	3	Offer professional development opportunities for the school counselor to attend and gain additional resources and services for our campus. To include hotel reservations and flight.
2	4	1	Paraprofessionals will attend district staff development to assist increasing academic achievement.
3	1	1	Review milestones on a monthly basis. Focus on helping teachers getting from Tier 2 to Tier 1 and assist teachers getting Tier 3 students to Tier 2.
3	1	2	Provide intervention times in the daily schedule so teachers can focus specific reading skills and increase reading levels.
3	2	1	Review milestones on a monthly basis. Focus on helping teachers getting from Tier 2 to Tier 1 and assist teachers getting Tier 3 students to Tier 2.
3	3	1	Offer every student in k-2 access and opportunity to check out books.
3	5	1	Students will be using the Social Studies Weekly to enhance early childhood Social Studies skills.
3	6	1	Offer the STEM Scopes materials for faculty members to increase science knowledge and skills. Students will be given the opportunity to develop a science project and participate in the science fair.
4	1	1	To acquire instructional materials to support lesson delivery in the classroom to include, but not limited to easels, post it notes, construction paper, chart tablets, etc. This is to include technology equipment.
5	2	1	Parent Liaison will provide parents information pertaining to Title I
5	2	2	Evening With The Superintendent.

Goal	Objective	Strategy	Description
5	6	1	Through coffee with the principal the parents will obtain information about technology, student discipline, drug awareness, sexual abuse, sexual harassment, date violence, bullying, drop out prevention, accelerated instruction, credit recovery and state assessment to parents once a month.



## **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)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nora Ruiz	Teacher	Title I	100.0%

## 2018-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Thomas Cervantes	Principal
Classroom Teacher	Teresa Nelson	Principal
Classroom Teacher	Marissa Delgado	Teacher
Classroom Teacher	Hernandez Maria	Teacher
Classroom Teacher	Sandra Mendez	Teacher
Parent	Gloria Bosquez	Parent

# District Funding Summary

181 - Extra Curricular Activities					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1		6300	\$500.00
4	3	1		6400	\$750.00
<b>Sub-Total</b>					\$1,250.00
<b>Budgeted Fund Source Amount</b>					\$6,590.00
<b>+/- Difference</b>					<b>\$5,340.00</b>
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6300	\$2,490.00
1	2	1		6300	\$3,081.00
1	2	1		6300	\$151.27
4	3	3		6400	\$2,000.00
4	3	4		6400	\$2,000.00
5	1	1		6400	\$400.00
<b>Sub-Total</b>					\$10,122.27
<b>Budgeted Fund Source Amount</b>					\$38,283.00
<b>+/- Difference</b>					<b>\$28,160.73</b>
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2		6200	\$500.00
2	3	3		6400	\$1,350.00
4	1	1		6300	\$6,000.00
4	3	1		6400	\$2,000.00
<b>Sub-Total</b>					\$9,850.00
<b>Budgeted Fund Source Amount</b>					\$841,758.00

					<b>+/- Difference</b>	<b>\$831,908.00</b>
<b>199: PIC 21 State Gifted &amp; Talented</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
2	2	1		6200	\$500.00	
2	3	2		6200	\$500.00	
3	4	1		6300	\$550.00	
4	3	1		6400	\$250.00	
					<b>Sub-Total</b>	<b>\$1,800.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$1,837.00</b>
					<b>+/- Difference</b>	<b>\$37.00</b>
<b>199: PIC 23 State Special Education (Sp Ed)</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
4	1	1		6300	\$3,100.00	
4	3	1		6400	\$1,300.00	
					<b>Sub-Total</b>	<b>\$4,400.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$125,505.00</b>
					<b>+/- Difference</b>	<b>\$121,105.00</b>
<b>199: PIC 30 State Compensatory Education (SCE)</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
4	1	1		6300	\$13,000.00	
					<b>Sub-Total</b>	<b>\$13,000.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$155,114.00</b>
					<b>+/- Difference</b>	<b>\$142,114.00</b>
<b>199: PIC 32</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
					\$0.00	
					<b>Sub-Total</b>	<b>\$0.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$160,369.00</b>

					<b>+/- Difference</b>	<b>\$160,369.00</b>
<b>199: PIC 25 State Bilingual/ESL</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
2	3	1	Bilingual Funds	6200	\$2,000.00	
2	3	2		6200	\$1,420.00	
4	1	1	bilingual funds	6300	\$1,000.00	
4	1	2	bilingual funds.	6300	\$400.00	
4	1	3			\$0.00	
					<b>Sub-Total</b>	<b>\$4,820.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$14,000.00</b>
					<b>+/- Difference</b>	<b>\$9,180.00</b>
<b>211 Title I, Part A Improving Basic Programs</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
4	1	4	Musical Instruments	6300	\$7,730.23	
					<b>Sub-Total</b>	<b>\$7,730.23</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$36,507.00</b>
					<b>+/- Difference</b>	<b>\$28,776.77</b>
					<b>Grand Total</b>	<b>\$52,972.50</b>