

Tornillo Independent School District

Tornillo Intermediate

2018-2020 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Tornillo Intermediate School will prepare, nurture, and inspire students to become engaged in their own learning, their environment, and the world. Students will develop their creative problem-solving and critical thinking skills to innovate solutions to complex challenges. The entire community will collaborate to create an environment that allows students to reach these goals.

Vision

To Prepare, Nurture, and Inspire lifelong learners and leaders

Board Members and Superintendent

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tornillo Intermediate school is home to grades 3, 4 and 5. Our school was built in 2001 as the district's middle school and later became the Intermediate campus. Our campus serves approximately 202 students. Our community is predominantly Hispanic and economically disadvantaged. Please refer to the graph below:

Female	108	53%
Male	94	47%
Hispanic	202	100%
American Indian or Alaskan Native	0	0%
Asian	0	0%
Black or African American	0	0%
Native Hawaiian Pacific Islander	0	0%
White	0	0%
Two or More	0	0%

Special Education	504	LEP	Bilingual Served	At-Risk	GT	Migrant	Homeless
11	2	160	101	172	12	8	11

Currently, we have 2 students that were identified with a crisis code (Hurricane Harvey victims). We have a mobility rate of 9.2%.

The purpose of this plan is to build accountability for the highest quality instruction through research-based strategies and best practices in instruction. Tornillo Intermediate teachers plan and align their instruction and assessments in an effort to meet the needs of all their students. Tornillo Intermediate uses a variety of data to determine strengths and weaknesses in our instructional framework. Our School Improvement Team (SIT) collaborate to design a plan that is in the best interest of students.

Demographics Strengths

Tornillo Intermediate has 92% of its population as economically disadvantaged therefore it is designated as a Title I campus.

Our GT students get to participate in field trips that challenge them and help them develop their strengths. Students also present to parents, community and staff during GT showcase. All teachers have GT hours and new teachers will have their hours completed by Spring 2019.

Our special education students are making gains in the classroom. Most of our students receiving services are inclusion students to increase self esteem and challenge students. As far as state testing we still have room for improvement and we are confident that our students will make greater gains after co-teaching training they received in the summer.

Our homeless students are priority in terms of them getting what they need to be successful. Our counselor and CIS coordinator work closely with teachers and families to ensure needs are met.

Migrant students also have several opportunities at TISD such as summer camp to help migrant students learn from experiences. The district worked closely with outside agencies to create these opportunities for our migrant students. Students also received support from a migrant instructional aide.

The staff population is 100% Hispanic, have an average teaching experience of 8 years.

Campus attendance rates are 97%, which are higher than the district and the state. Our campus goal for attendance is 98% for the 2018-19 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance did drop approximately .2% from prior year. **Root Cause:** We need to increase community awareness of attendance benefits and reporting to school on time.

Student Academic Achievement

Student Academic Achievement Summary

Tornillo Intermediate faculty and staff are working to provide students with the best education and bring experiences to our students to support a well rounded educational experience. Teachers provide tutoring twice a week to students that need additional interventions. Students also receive differentiated instruction throughout the day to meet their specific needs. Students in 3rd grade receive instruction from one teacher in all content areas. Students in grades 4 and 5 learn in a team teaching environment. Students receive instruction from 2 teachers for 2 of the subject areas. We obtain data from a variety of sources such as teacher created assessments, campus based assessments, district common assessments, benchmark data, Istation, TELPAS, STAAR and teacher observations.

Our science scores dropped significantly in the 2017-18 STAAR (37.33% in 2018 and 56.57% in 2017).

We had growth in reading and an overall decline in math. Overall, our students did make a lot of progress which is reflected in STAAR progress measure, but not in our approaching standard percentages. The greatest declines were seen in our 5th grade scores. In the area of writing we still need to make progress since scores have been stagnant.

Grade	Subject	2017	2018	Diff
3rd	Reading	47%	63%	16%
3rd	Math	54%	66%	12%
4th	Reading	39%	56%	17%
4th	Math	73%	69%	4%
4th	Writing	56%	57%	1%
5th	Reading	57%	37%	20%
5th	Math	73%	67%	6%
5th	Science	56%	37%	19%

TELPAS composite scores are still not in for the 2017-18 school year, but students did drop in the areas of listening and speaking. We did not have any students exit the program.

Grade	Tier 1	Tier 2	Tier 3
3	42%	42%	17%
4	49%	31%	19%
5	51%	18%	31%

Grade	Tier 1	Tier 2	Tier 3
3	79%	12%	9%
4	69%	19%	12%
5	32%	33%	35%
Made Progress	Expected Progress	No Progress	
	4th Grade Math		
39	7	13	
	4th Grade Reading		
39	7	13	
	5th Grade Math		
25	18	20	
	5th Grade Reading		
31	4	28	

Student Academic Achievement Strengths

Students are making progress, but not sufficient progress to get students to Approaches, Meets or Masters levels in STAAR. Students in math also made significant progress when you compare the same students from year to year. The results do not demonstrate the efforts when we compare the same grade in two years because we are looking at different student groups. Overall, we need to continue to focus on Tier 1 instruction and we have a strong base as teachers already collaborate, support each other and are open to suggestions. We have great teachers and they are willing to do what it takes for student growth.

In looking at students that made progress from one year to the next, our 4th grade students made significant progress on the STAAR test, particularly students that were very low the grade before. Some students had an increase of 30%. Teachers have done a great job with grouping and providing interventions to the Tier 3 students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: For the 2017-18 academic year, there was a 19% decrease in science scores. **Root Cause:** Students need engaging, hands-on experiences to help them learn the content. Greater emphasis needs to be placed on science in grades 3 & 4.

Problem Statement 2: STAAR Reading scores are not at the district's cut off points for Approaches(56%), Meets (24%), and Masters (8%) levels. **Root Cause:** Critical thinking and analytical skills in reading are needed so we can see all students make the necessary progress. Lessons must be differentiated to meet the needs of all student subgroups.

Problem Statement 3: 2017-18 STAAR writing scores increased from 56% to 57%. **Root Cause:** Greater focus in writing is needed school-wide to improve teacher comfort, expertise and resources.

Problem Statement 4: Math scores did not show gains for the 2017-18 school year. Math was 71% campus wide in Approaches. **Root Cause:** There is a need for differentiated instruction to target all learners, including our higher performing students.

School Processes & Programs

School Processes & Programs Summary

All teachers attended five days of staff development at the beginning of the year. Staff development was geared towards reading, writing, lesson planning, special education strategies and developing a positive culture. We have monthly staff meetings to target an area of need according to administrative walk throughs. Teachers also meet on a weekly basis with the administrator one to one or with a peer. During these meetings teachers are provided with strategies to help them in the areas of reading, math or writing. We also look at at-risk criteria, interventions or answer any questions teachers might have regarding instruction. Teachers also meet weekly as a grade level during PLCs. This time is specifically geared to provide teachers time to look at lesson plans, data, student needs and make adjustments to instruction. During this time we also provide PD to teachers if we see there is a need to address something. Administrator also provides teachers feedback on lesson plans (glows and grows). Instructional aides also participate in teacher PD to build capacity within our staff.

All teacher schedules include a writing block to provide opportunity for students to write at all levels. Teachers in grades 3 and 5 use Being a Writer and 4th grade teachers will continue to use Empowering Writers. Teachers in grade 4 will attend additional training on grammar to better support students. Teachers using Being a Writer kits received training at BOY staff development and during the half day PD in August.

We will continue to work on our RtI process. Teachers began documenting their interventions on Eduphoria. We will continue to improve the process to ensure students are being progress monitored and getting interventions specific to the area of concern. In an effort to better support teachers, all teachers were trained on Johnny Can Spell and receive additional refresher courses about once every 6 weeks. Teachers also complete online training on JCS.

Students in special education receive instruction in co-teach or resource setting depending on student needs and IEP. Students that qualify for speech services also receive speech.

GT students are provided differentiated instruction by their classroom teacher and are not pulled out for services. Our GT coordinator organizes various events throughout the year for students including a GT showcase for parents. Our coordinator will also attend training to strengthen our GT program. STAAR scores for students identified as GT will also increase for the 2018-19 school year from the previous year.

In addition to the academic programs mentioned above we are working to create a positive learning environment for our students by implementing the following:

- Tornillo Intermediate obtained the first Little Free Library in our community to support literacy.
- Tornillo Intermediate joined the Energy Bus to transform our campus culture.
- 5th grade students will visit Carlsbad Caverns yearly.

- Our librarian offers a wide variety of activities after school to provide students with additional outlets. Students can also get help with homework everyday.
- We pay special attention to cultural diversity by celebrating 16 de septiembre, dia de los muertos, Halloween, Christmas Around the World.
- All grade levels are required to attend at least one field trip a year.
- Students participate in Veteran's Day, Earth Day and Digital Learning Day.
- Tornillo Intermediate students have art and music classes. Students in grade 3 learn to play the recorder and students in grades 4 and 5 play guitar.
- Talent shows, various performances throughout the year, and Evenings with the Superintendent provide opportunities for our students to showcase their many talents.
- Students will also be afforded the opportunity to participate in robotics, choir, spirit club, science fair, and math bee.

School safety is a priority at TIS we will continue to invest in our safety system to screen visitors. We will continue to have our emergency drills.

School Processes & Programs Strengths

One of the strengths at Tornillo Intermediate is our teaching staff. We have dedicated teachers that are invested in our students and the future of our campus. Teachers are committed to student success and their efforts are evident in all they do. Teacher collaboration is key to an effective plan and our teachers are highly effective in part because of their commitment to each other. Teachers share lesson plans and plan using Smart technology. Lessons are interactive and engaging. This is our first official year with the interactive lessons and the staff has embraced the challenge.

Our campus also has high parental support in the sense that parents trust teachers with the instructional decisions they make for their children. Parents are very involved and we have high attendance rates for our Coffee with the Principal and Evening with the Superintendent. Events such as Christmas program and Mother's Day program also are highly attended by our community. Our goal is to make parents our partners in education by providing them with training in literacy and having their support at home as well.

This year all our 5th grade students will receive a device for our 1 to1 initiative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Writing instruction was primarily focused on 4th grade. Writing scores were at a 57% only 1 % increase from prior year. **Root Cause:** Lack of writing training, instruction and resources school wide. Grades 3 and 5 also need writing resources and training to see significant improvement in STAAR scores.

Problem Statement 2: There was a large number of students in Tier 3 (reading STAAR scores at 57%), 43% of students failed the STAAR test. **Root Cause:** Improvement is needed in Tier 1 instruction. Teachers need training on differentiated instruction to support diverse learners. All subpopulations should be addressed to include GT, Migrant, ELs, Special Education and adding rigor to lessons.

Perceptions

Perceptions Summary

Our goal is to provide a safe and supportive learning environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns, making safety a priority. All faculty, staff and students have received training on emergency drills. We believe that students and parents feel comfortable with our staff and administration and can report any bullying situation.

This year we initiated PBIS at our campus. We expect incidents to be reduced with positive supports. We also launched SEL lessons. There were 78 office referrals for the 2017-18 school year and expect a reduction for the 2018-19 school year. Teachers receive weekly lessons that focus on PBIS and SEL.

We also aim to promote College and Career Readiness. TISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice. We promote college Thursday every week in the announcements and in class.

At Tornillo Intermediate we put students first. Every decision we make we take into account the impact it will have on student learning, safety and overall benefit to our school community.

This year we also plan to increase the trainings we offer parents in an effort to create close partnerships for the benefit of students' academic and personal growth.

We also plan to continue improving our physical space by purchasing furniture, books for our library and reading spaces throughout our campus.

Perceptions Strengths

Tornillo Intermediate is nestled in this dynamic, close knit community. Our community, parents and staff are extremely supportive of all our efforts. We might not have many parent volunteers, but parents do show their support in other ways such as; attending parent teacher conferences, Coffee with the Principal, extra curricular functions, Evening with the Superintendent, supporting our school with academic and behavior decisions.

This year we tried to make some changes to our physical space by painting our school, redesigning our library and making our atmosphere more inviting for students, parents and community. We also received new furniture for three of our 3rd grade classes and art room. The energy is high and full of positivity at TIS.

In an effort to promote a college bound culture, teachers have received training on the Common Instructional Framework. Our school will be adorned with college banners and we will highlight a university every two weeks. Students will also "experience" universities via virtual college tours.

Tornillo Intermediate in partnership with parents and all school and community stakeholders will invest time and resources to ensure that a safe and supportive learning environment is cultivated throughout the school's learning programs, professional development, and community outreach training. Our school community will continue to receive training to implement school wide Safe Schools Emergency Operation Plan and anti-bullying efforts along with SEL. Our counselor will provide whole, small, and individual counseling and collaborate with community outreach programs/organizations that will support the overall well-being of all students served as specified by The American School Counselor Association (ASCA). Our campus is also served by a Communities in Schools social worker to help support school/students/community by addressing student needs and providing the school community with social services available to them, yielding better student learning achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus referrals show that students need more instruction on respecting each other's differences. **Root Cause:** We need to focus on SEL and teach students to be inclusive and respectful. Weekly lessons on SEL are needed to reduce referrals.

Problem Statement 2: We need to develop a stronger partnership with parents to help students academically. **Root Cause:** We need to strengthen our outreach efforts and opportunities to provide parents training in the area of reading.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance 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, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: For the 2018-19 school year Tornillo Intermediate will implement plan of action to ensure 100% of its stakeholders feel safe at school and school events 100% of the time.

Evaluation Data Source(s) 1: Visitor sign in logs, observation of procedures and district intruder reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 5 CSF 6 1) Visitors will sign in when visiting the campus and will present valid ID if they wish to enter the building.		Front office staff, admin, teachers, staff members, district personnel and students.	Increased security and knowledge of campus visitors			
Critical Success Factors CSF 6 2) Teachers will conduct lessons 2 per week on SEL and PBIS.	2.5, 2.6	Teachers, administration, staff	Students will learn in a safe environment			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: For the 2018-19 school year, Tornillo Intermediate will fulfill 100% of the requirements for safety audits and drills.

Evaluation Data Source(s) 2: Drill Logs, reaction time and response

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 6 1) Teachers will continue lessons with students to prepare them for emergency scenarios. Staff will continue to work together to improve in all areas.		All campus personnel	Increased preparedness in case of an emergency			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain highly qualified teachers, principals, and staff.

Performance Objective 1: During the 2018-2019 school year, Tornillo Intermediate will allocate funding to provide teachers training in all core subject areas and EL support in order to meet 100% of system safeguard indicators

Evaluation Data Source(s) 1: Walk throughs, observations, common assessments, TELPAS, STAAR and teacher reflection conversations during PLCs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Teachers & admin will attend professional development to support writing. 4th grade teachers will attend Alice Nine training.	2.4, 2.6	Teachers, administration	Improvement in student writing and teacher content knowledge. Increased teaching strategies to support all learners.			
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will attend professional development opportunities to support EL students. Trainings that support language acquisition, working with diverse population, ELPS, or bilingual focus.	2.4, 2.5, 2.6	Teachers, admin	Increased TELPAS scores, support students' second language acquisition and increased STAAR scores.			
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Teachers will have opportunities to collaborate and observe each other to increase teacher effectiveness.	2.4, 2.5, 2.6	Teachers and administration	Increase teacher effectiveness and student performance			

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 4) Teachers will attend training & receive resources based on individual needs such as classroom management, rigor, content or any other area needing growth.	2.4, 2.5, 2.6	Teachers and administration	Increased student achievement and teacher effectiveness			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain highly qualified teachers, principals, and staff.

Performance Objective 2: For the 2018-19 school year, Tornillo Intermediate teachers will be knowledgeable on T-TESS SLOs and 80% will be at proficient or above.

Evaluation Data Source(s) 2: Walkthroughs, T-TESS observations, teacher meetings

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 CSF 6 CSF 7 1) Teachers will receive training, resources and time to work on SLOs and T-TESS goals.	2.4, 2.5, 2.6	Teachers & administration	Increased teacher effectiveness, STAAR scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain highly qualified teachers, principals, and staff.

Performance Objective 3: For the 2018-19 school year, 100% of staff will receive training on SEL, PBIS and positive reinforcements to foster a learning environment that is safe for students.

Evaluation Data Source(s) 3: Discipline referrals

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 1) Counselor, teachers and staff will receive training on SEL, PBIS and strategies to help students cope.	2.4, 2.6	Counselor, Teachers, administration	Reduction in discipline referrals			
Funding Sources: 199 - General Fund - 600.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Highly Effective Staff: Ensure that all available district resources are utilized to recruit, support, and retain highly qualified teachers, principals, and staff.

Performance Objective 4: For the 2018-19 school year, 100% of teachers will be trained on GT courses needed to serve students and will have their yearly update.

Evaluation Data Source(s) 4: GT STAAR scores

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 CSF 7 1) New teachers will receive 30 hrs of GT training required. GT coordinator will also attend training to better support our staff.	2.4, 2.5, 2.6	Teachers, administrator & GT coordinator	STAAR scores improvement, IStation, benchmarks, 9 week assessments			
Funding Sources: 199: PIC 21 State Gifted & Talented - 1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 1: For the 2018-2019 school year, Tornillo Intermediate will increase STAAR reading scores at Meets from a 24% to a 50% for all students.

Evaluation Data Source(s) 1: STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will be provided with materials and resources to support reading instruction. Technology equipment such as Smart boards, keyboards, and laptops will be purchased as needed.	2.4, 2.5, 2.6	Teachers & administration	Increased reading levels in Istation, increase scores in common assessments and STAAR scores			
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide students with additional instruction outside the school day for reading interventions.	2.4, 2.5, 2.6	Teachers and administration	Increased reading levels for students			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) Create opportunities for students to engage in various activities to include reading clubs, games, homework lab, istation practice time and other after school activities to support learning and school involvement. Provide misc. supplies to facilitate instruction and create a learning environment through bulletin boards, classroom posters, etc. Provide library with materials to support program with games, manipulatives, books and general supplies.	2.4, 2.5, 2.6, 3.1	Teachers, librarian, faulty & staff	Motivate students, STAAR scores, 9 week assessments and Istation scores.			
	Funding Sources: 199 - General Fund - 200.00, 199: PIC 11 Instructional - 500.00					

Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6	2.4, 2.5, 2.6, 3.1	Librarian & administration	Increase circulation numbers			
4) Library will receive resources needed to promote literacy in our school to include books, labels, and general supplies.	Funding Sources: 199 - General Fund - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 2: For the 2018-2019 school year, Tornillo Intermediate will increase STAAR writing scores at Meets from a 22% to a 50% for all students.

Evaluation Data Source(s) 2: STAAR scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) All teachers will continue to receive training and supplemental materials to attain campus wide alignment.	2.4, 2.5, 2.6	Teachers and administration	Improved writing and increased STAAR and TELPAS scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 3: For the 2018-2019 school year, Tornillo Intermediate will increase math STAAR scores at Meets from a 28% to a 50% for all students.

Evaluation Data Source(s) 3: STAAR scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will receive resources and training to support guided math. This includes books, manipulatives and other resources teachers need to support individual student needs.	2.4, 2.5, 2.6	Teachers and administration	Increased Istation and STAAR scores.			
	Funding Sources: 199 - General Fund - 500.00, 211 Title I, Part A Improving Basic Programs - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 4: For the 2018-19 school year Tornillo Intermediate will increase STAAR science scores from a 37% to a 70% at approaches for all students

Evaluation Data Source(s) 4: STAAR scores, benchmarks, 9 week assessments

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 CSF 7 1) Campus will purchase science resources to include STAAR prep, lab materials, Stem-Scopes resources and training.	2.4, 2.5, 2.6	Teachers & administration	Increased STAAR scores & student interest in science, benchmark scores and 9 week assessment data			
Funding Sources: 211 Title I, Part A Improving Basic Programs - 2000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 5: For the 2018-19 school year GT students will increase STAAR scores by 10% in approaches and meets.

Evaluation Data Source(s) 5: STAAR scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 1) GT students will participate in field trips and we will provide varied activities to develop their skills. Materials will be purchased to focus on STEM, robotics, and other resources to provide them a variety of opportunities.	2.4, 2.5	Teachers, Administration & GT coordinator	STAAR scores			
Funding Sources: 199: PIC 21 State Gifted & Talented - 2000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Academic Performance: Ensure that all available district resources are utilized to improve student academic performance in all state assessed areas by providing all students meet on-level standards and college career readiness standards.

Performance Objective 6: Increase attendance for the 2018-19 school year to 98% from 97% year for all students.

Evaluation Data Source(s) 6: Attendance reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 5 1) CIS calls parents of students that are absent and makes home visits for students with excessive absences	2.4, 2.5, 2.6, 3.1	CIS & administration, teachers	Increased attendance			
Critical Success Factors CSF 4 CSF 5 CSF 6 2) CIS provides a number of activities/incentives to promote good attendance. CIS develops a plan to work with students with excessive absences.	2.5, 3.2	CIS, administration & teachers	Attendance reports & tardies			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student the opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 1: By the end of May 2019, students at Tornillo Intermediate will be exposed to all ivy league universities.

Evaluation Data Source(s) 1: Survey

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) Students will be exposed to different universities through AM announcements, bulletin boards, teacher AM lessons and pennants throughout the school to promote a college bound mentality.	2.4, 2.5, 2.6	Teachers, staff & administration	Increased awareness of universities & job opportunities.			
Funding Sources: 199 - General Fund - 200.00						
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Students will be exposed to different universities through AM announcements, bulletin boards, teacher AM lessons and pennants throughout the school to promote a college bound mentality.	2.4, 2.5, 2.6	Teachers, staff & administration	Increased awareness of universities & job opportunities.			
Funding Sources: 199 - General Fund - 200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student the opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 2: Bilingual students will increase in all state assessments by 10% in approaches and meets levels. 29% reading & 40% math for the 2017-18 school year.

Evaluation Data Source(s) 2: STAAR scores, TELPAS ratings

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Teachers will provide interventions for students struggling in any area in Eduphoria. Teachers will receive research based materials, resources, training and resources for intervention.	2.4, 2.5, 2.6	Administration, teachers and instructional aides	STAAR scores, TELPAS, 9 week assessments			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 5000.00					
2) Teachers will provide student ELD time to support language acquisition. Teachers will receive needed supplies and resources to help EL students such as dictionaries, headphones and other materials to support EL students.	2.4, 2.5	Teachers, librarian, instructional aides & administration	TELPAS scores, STAAR results, 9 week assessments & benchmarks			
	Funding Sources: 199: PIC 25 State Bilingual/ESL - 5000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student the opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 3: Special education students will increase in all state assessments by 10% in approaches and meets. 2017-18 scores were 19% in reading and 23% in math for all students.

Evaluation Data Source(s) 3: STAAR scores

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) Resources will be purchased to help students concentrate such as bouncy seat cushions, rubber bands for chairs and any other resource needed. Materials to help support classroom instruction.	2.4, 2.5, 2.6	Teachers, Administration & instructional aides	Increase STAAR scores, benchmark scores, 9 week assessments			
	Funding Sources: 199: PIC 23 State Special Education (Sp Ed) - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Resources will be purchased to help students concentrate such as bouncy seat cushions, rubber bands for chairs and any other resource needed. Materials to help support classroom instruction.	2.4, 2.5, 2.6	Teachers, Administration & instructional aides	Increase STAAR scores, benchmark scores, 9 week assessments			
	Funding Sources: 199: PIC 23 State Special Education (Sp Ed) - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student the opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 4: At-risk students will increase state assessment results by 10% in approaches and meets levels.

Evaluation Data Source(s) 4: STAAR, TELPAS, IStation

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 CSF 7 1) Teachers will receive training and resources to support at-risk students such as Johnny Can Spell and other supports to assist struggling students. This includes resources & materials.	2.4, 2.5, 2.6	Teachers, instructional aides, administration	Increased STAAR scores, reduction of RTI, increased Istation scores			
Funding Sources: 211 Title I, Part A Improving Basic Programs - 5000.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 2) CIS works with at-risk students to support teachers' efforts in class. She works with them in small group and develops individual plans to support students at-risk	2.4, 2.5, 2.6	CIS, teachers, & administration	STAAR scores, benchmark data, istation & 9 week tests			
Funding Sources: 211 Title I, Part A Improving Basic Programs - 300.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: College and Career Readiness: Ensure that all available district resources are utilized to provide every student the opportunity to graduate on time, enter college, career, or military ready.

Performance Objective 5: Migrant students will increase in state assessment scores by 10% for the 2018-19 school year.

Evaluation Data Source(s) 5: STAAR scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Instructional materials will be provided for teachers to support migrant students.		Teachers, administration & instructional aides	STAAR scores, istation & benchmark data			
	Funding Sources: 211 Title I, Part A Improving Basic Programs - 500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Home 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: During the 2018-19 school year Tornillo Intermediate will actively engage parents in their child's education by offering a minimum of 10 opportunities to attend meetings and gatherings that focus on academic and behavioral successes of students.

Evaluation Data Source(s) 1: Sign in sheets, EOY parent surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
1) Refreshments and materials will be provided to conduct meetings designated for parents.	3.1, 3.2	CIS, teachers & administration	Increase parental involvement agendas & sign in sheets			
Funding Sources: 211 Title I, Part A Improving Basic Programs - 200.00						
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Offer coffee with the principal to gain closer communication and stronger ties between community & school	3.1, 3.2	CIS, Administration	Agendas & sign in sheets			
Critical Success Factors CSF 1 CSF 5 CSF 6 3) CIS will reach out to parents and families to increase participation in school functions	3.1, 3.2	CIS & administration	Agendas & sing in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Home 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: For the 2018-19 school year Tornillo Intermediate will increase the communication sent home by call outs, newsletters and monthly calendars.

Evaluation Data Source(s) 2: Parent surveys and attendance to meetings

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Provide 9 week newsletters to parents with general school information & school/student accomplishments.	3.2	CIS, office staff, teachers & administration	Copies of newsletters			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Home 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: By the end of the 2018-19 school year Tornillo Intermediate will increase the number of partnerships with businesses, higher education institutions and outside agencies by 3 activities.

Evaluation Data Source(s) 3: Partnership activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	May
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Work with agencies to provide new experiences to our students. To include healthy life styles, field trips, and STEM lessons.	2.4, 2.5	CIS, administration & teachers	Increased experiences to enhance learning & build background knowledge.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Teachers & admin will attend professional development to support writing. 4th grade teachers will attend Alice Nine training.
2	1	2	Teachers will attend professional development opportunities to support EL students. Trainings that support language acquisition, working with diverse population, ELPS, or bilingual focus.
2	1	3	Teachers will have opportunities to collaborate and observe each other to increase teacher effectiveness.
3	1	2	Provide students with additional instruction outside the school day for reading interventions.

2018-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Olivia Uribe	3rd Grade Teacher
Classroom Teacher	Irma Rodriguez	4th Grade Teacher
Classroom Teacher	Virginia Terrazas	5th Grade Teachers
Parent	Maria Garcia	Parent
Non-classroom Professional	Alicia Pedregon	Counselor
Administrator	Nadia De La Rosa	Administrator
Paraprofessional	Rachel Aguilar	Campus Secretary

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					\$13,720.00
+/- Difference					\$13,720.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$600.00
3	1	3	library materials to promote after school program, games		\$200.00
3	1	4			\$1,000.00
3	3	1			\$500.00
4	1	1	pennants. materials for bulletins		\$200.00
4	1	2	pennants. materials for bulletins		\$200.00
Sub-Total					\$2,700.00
Budgeted Fund Source Amount					\$2,800.00
+/- Difference					\$100.00
199: PIC 11 Instructional					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$836,126.00
+/- Difference					\$835,626.00
199: PIC 21 State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$1,000.00

3	5	1			\$2,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$4,759.00
+/- Difference					\$1,759.00
199: PIC 23 State Special Education (Sp Ed)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$1,000.00
4	3	2			\$1,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$108,376.00
+/- Difference					\$106,376.00
199:PIC 30 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$243,765.00
+/- Difference					\$243,765.00
199: PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$5,000.00
4	2	2			\$5,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$30,144.00
+/- Difference					\$20,144.00
211 Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$1,000.00
3	4	1	STAAR materials, lab equipment/materials		\$1,000.00

3	4	1	Teacher training		\$1,000.00
4	4	1			\$5,000.00
4	4	2			\$300.00
4	5	1			\$500.00
5	1	1			\$200.00
Sub-Total					\$9,000.00
Budgeted Fund Source Amount					\$29,255.00
+/- Difference					\$20,255.00
Grand Total					\$27,200.00