

Goose Creek Consolidated Independent School District

William B. Travis Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission is to empower a community of learners who apply their acquired skills and knowledge to successfully reach their full potential, become independent thinkers, and positively contribute to a global society.

Vision

Travis Elementary-Learning Today, Leading Tomorrow

Campus Goals

- **Academic**
 - Students are able to analyze and solve real world problems using critical thinking skills to reach reasonable solutions.
 - Students are self-motivated to set goals in order to increase their knowledge of grade level TEKS and advanced academic skills.
 - Students are able to express their own ideas and communicate effectively in an academic setting.
- **Life Skills**
 - Students are motivated to work independently and cooperatively in order to be a successful member of society.
 - Students understand the value of integrity and are intrinsically motivated to compete in a diverse global community.
 - Students demonstrate effective communication, organization and time management skills in order to prioritize tasks and achieve post-secondary success.
- **Responsibility to Community**
 - Students demonstrate social awareness by showing respect and compassion throughout the community.
 - Students develop a sense of ownership in their community by participating in acts of service.
 - Students will support one another by recognizing and accepting differences among others in the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

William B. Travis is one of 28 campuses in Goose Creek Consolidated Independent School District. Travis opened its doors in 1955 serving students in the Lakewood community. In 2005, students moved into a new building and the original building was demolished. Travis serves approximately 860 students from all economic areas. Students in grades PK-2 are currently taught in a self-contained classroom, while students in grades 3-5 are departmentalized. The student population is 59.57% Hispanic/Latino, 21.54% White, 15.40% African-American, .12% American Indian or Alaska Native, .84% Asian, and 2.53% coded as Two or More Races. The average class size for K-4 is 21:1 and 25:1 for 5th grade. Female students make up 45.85% of the student population and 54.15% of the students are male. Travis serves 136 English Language Learner students, 65 students in the Gifted and Talented program, 41 students have been identified for 504 services, and 56 students receive special education services. The end of year attendance rate for students was 96.22%. The 66 staff members include Asian, African American, Hispanic, and White females and one white male teacher. 100% of our teachers and paraprofessionals are Highly Qualified.

Demographics Strengths

- Student/teacher ratio has stayed at 22:1 for K-4 and 27:1 for 5th grade
- Special Education mainstreaming is utilized and taught in the least restrictive environment
- Provided resources for ELL, Special Ed., and AA students are helping to close the achievement gap
- M1 and M2 students continue to be successful after exiting the bilingual program
- Migrant students continue to be successful

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR scores reflect a performance below the state average in all grade levels and subject areas. **Root Cause:** Training on the viable curriculum and differentiation strategies needs to be provided to all staff members

Student Achievement

Student Achievement Summary

- According to our analysis of student achievement, we have concluded that our campus implements many interventions to meet the needs of all sub-populations. Although these interventions were inclusively successful, there were still student groups that did not show growth. In reading and math, our African-American, LEP, and Special Education sub-populations did not meet the 70 percent passing on the first administration of the 5th grade STAAR test. There are several possible reasons as to why these groups did not meet satisfactory performance including poor attendance, high mobility, school being the only place where English is spoken, and being required to take a grade level test when they are not working on grade level.
- The current interventions that are in place to support students who are not successful are reading tutorials at least three times a week, I-Station, Imagine Learning, Waterford, Alt, and small group instruction during class time. When students are absent, teachers have an individual systematic way to reteach skills. They may use ALT time or small group instruction to fill in any gaps that were caused by absences.
- In order to meet the needs of our Special Education and 504 students, grade levels meet once a week during PLC meetings. We assess their strengths and weaknesses and determine how they will be serviced, monitored, and evaluated through data that we collect throughout the year. This data includes CBA's, Benchmarks, and previous standardized test scores, common formative assessments, and summative assessments. The current structures that are in place to help support students include previously mentioned interventions and a variety of technology. Student achievement rates in these sub-populations tend to be lower than other students. Currently, we have a reading interventionist that works with our dyslexia students. Other 504 and Special Education students are supported by teachers and staff complying with their individual IEP and accommodations. We routinely discuss their progress and any concerns during our weekly PLC meetings and when we meet for ARD's and 504 meetings. When we looked at accelerated instruction, it is evident that the needs of these students are being met by accelerated instruction. This would include enrichment groups and a variety of higher level and challenging curriculum.
- As a campus our strengths include teachers using data from Common Formative Assessments to plan ALT groups and instruction. Multiple resources are provided to assist students with academics. Eduphoria is a data program that allows us to analyze students to help with program implementation. As a Title 1 campus, we are fortunate to have Campus Instructional Specialists and we are able to have certified teachers who help with small group tutorials during the school day.

Student Achievement Strengths

- Teachers are using data from Common Formative Assessments to plan ALT groups and instruction
- Teachers have multiple resources available to assist students with academics
- Eduphoria is helpful with data management
- Certified teachers are hired as tutors to work with small groups during the school day
- Students are coming to 4th grade more prepared for STAAR writing than in previous years
- Students are using expository writing across all content areas in all grades

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The current interventions/enrichment provided are not focused and individually designed **Root Cause:** There needs to be an alignment with data results and planning for intervention/enrichment

School Culture and Climate

School Culture and Climate Summary

- At Travis Elementary we continuously strive to provide a positive school culture and climate for our students and staff. To take a deeper look at the current culture and climate, we used student satisfaction surveys, classroom/school walk-through data, and data from Review 360. After careful analysis of the data we obtained from the various sources, we obtained useful information that will help us drive instruction, set goals, and plan for the 2016-17 school year.
- Students were asked on a satisfaction survey to describe campus life with regards to respect, relationships, behavior, support and belongings. According to the satisfaction surveys, 95% of the primary grades described the school favorably and 90% of the intermediate grades described the school favorably. All students groups increased their overall satisfaction in all of these areas when comparing their answers to last year's satisfaction surveys. The teacher perceptions were similar to the students. Travis has support systems in place for students who are new to the campus and support systems to help students feel safe. The teachers that were polled stated that they assign a buddy to help new student navigate around the school. According to the student survey, 95% of primary grades felt safe at school and 100% of the intermediate students feel safe at school.
- When analyzing discipline at Travis Elementary, we noticed that the highest percentage of incidents occurred in the classroom and the intermediate grades had the most referrals. Travis implemented the PBIS and Olweus programs to address behavior and bullying concerns. According to the Review 360 report, disciplinary removals to the office are occurring because of inappropriate behavior in the classrooms. Most of the incidents occur on Thursdays in the PM hours. The practices and decision making are evaluated based on guidelines set by the district. The Assistant Principal makes the majority of the campus decisions regarding behavior. Adjustments are made, with the assistance of the PBIS team, if concerns are raised by the principal, staff, or students. Our policies and practices are both proactive and reactive. We prepare for possible behavior problems, needs, or changes by working with our PBIS team. We also react to situations with appropriate practices when needed. To reduce the threat of bullying, we implemented the Olweus Program and data confirms that it is helping reduce bullying issues. According to the student survey, bullying is not a big concern at Travis Elementary this year. Only one students was sent to the DAEP because he injured several staff members.
- Travis also has inclusive wide-spread campus activities that promote a positive school climate and culture, such as Family Nights, 5th Grade Track Meet, Jump Rope for Heart, Rodeo Art, Choir, UIL, Book Fairs, Student Programs, and AR Nights.
- Decrease in discipline referrals (in-class incidents/office referrals) is necessary to improve instruction. Mental health and crisis cases are increasing and require additional support and training for staff.

School Culture and Climate Strengths

- The student survey indicates the students are satisfied with their school.
- Safety is promoted and the students feel safe at school.
- The Olweus program is reducing bullying concerns.
- The PBIS program is implemented to address behavior.
- The students strongly agree that the teachers treat them with respect.
- A variety of activities are offered to include students and keep them involved in school.

- 100% of the students on the survey agree that teachers have high expectations for behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- New teachers have different support programs set into place. Included are the new teacher mentor program where a mentor teacher on campus meets with the new teacher on a regular basis to discuss any needs or address any concerns. The district provides a new teacher supervisor that visits the teacher once a month and discusses any needs that the teacher may have, and provides feedback on teaching. There is also the new teacher meetings that are held by the campus principal once a six weeks to discuss any questions or concerns.
- The professional development needs are met through campus-based trainings for specific subject areas. The needs for professional development are identified through PLCs, observation feedback when a walkthrough or observation is conducted by the administrator, and CIP needs. The professional development that is currently available on our campus is provided by technology district specialists, guided math trainings, guided reading trainings, PLC conferences, and PBIS. Professional Development is offered through face-to-face meetings and are conducted when needed based on data. Effective teachers share instructional strategies in PLCs, team meetings, and individual conferences. In order to ensure that teachers are implementing what they learn from professional development, administrators conduct walkthroughs, and T-TESS observations. For teachers who have students performing below district or state standards, the CIS will work with the teacher and students, the district specialists also work with teachers, help put interventions to place, and teachers can also be put on a growth plan if needed.

Staff Quality, Recruitment, and Retention Strengths

- All staff members are highly qualified
- LEP, GT, SPED, and ESL students are receiving instruction from teachers certified in those areas
- The staff retention rate is good
- Staff is satisfied with the support they receive
- Staff is satisfied with the teaching requirements and policies on campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not enough teachers are ESL or GT certified **Root Cause:** Provide more staff development to understand the needs of GT or ELL students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- While we have made gains in informational text scores, our curriculum lacks in support with informational texts, including those with media literacy TEKS embedded. The math pacing seems to move too quickly for mastery. The pacing guide confirms that all necessary TEKS are taught by the time STAAR is given. All TEKS, ELPS, and CCRS are listed within the district scope and sequence. The TEKS are listed alongside the designated curriculum. Specific standards are given with explanations of expectations. The rigor and relevance of instruction aligns with TEKS, ELPS, and CCRS based on the district specificity documents in ELA that are included for each week of the 6 weeks.
- Instruction is cognitively demanding and challenging because the district scope and sequence provides multiple level questioning strategies. Teachers are implementing the district's curriculum with fidelity. District CBAs are given to first through fifth grade students to measure progress within the district curriculum and scope and sequence. Horizontally, teachers are given a scope and sequence for each six weeks of the school year. The scope and sequence outlines the TEKS, as well as the specificity for each TEK. A vertical alignment document is available on the shared drive and in the scope and sequence. At Travis, we have the expectation of one vertical alignment meeting twice a semester.
- Each grade level is required to have a writing interactive journal, so that students may write across the curriculum. Reading and Math content areas also have interactive journals. These notebooks provide not only instructional notes, but opportunities for students to write about authentic experiences, and to complete complex, real world math and science problems. Students are expected to use real life experiences in order to produce authentic work. Travis students journal across the curriculum to make connections and ensure that those skills are used in all areas, not just during reading and writing.
- Teacher-created Common Formative Assessments (CFAs) are selected by the grade level team/content area. Teachers discuss the current curriculum expectation and compose a weekly test based on that concept. Travis also uses the district-level CBAs and Benchmarks to measure student achievement. Data from the CFAs, CBAs, and Benchmarks are used to alter classroom instruction based on student needs. The data is also used in PLCs to determine the TEKS that will be covered during grade level ALT time. Local assessments are designed by the district leaders, and they are tightly aligned with the written and taught curriculum.
- There are multiple representations on local assessments. Math and Science use graphs, grids, and charts. Such expectations are designed according to the information that has been taught. Assessments are being used effectively. Travis teachers use the data to plan for reteach, as well as small group ALT instruction. Teachers also use the data to track students who are struggling in the classroom. Progress is tracked using Eduphoria data, as well as classroom grades. Eduphoria notes not only campus and district tests, but state tests as well.
- Materials being used are supported by scientifically-based research and tightly aligned with the TEKS, including Lead4ward materials in Math and Reading. In Math, Envision Pearson is part of the curriculum. Strategies being used are supported by scientifically-based research and best practices, including SIOP, Kagan, and Abydos.
- Classroom daily grades, as well as team/content CFAs, are used for instructional planning. Planning is primarily done by an individual, although teams do share ideas and materials. All instructional initiatives follow the needs of the campus. Areas of need within this improvement plan are directly tied to the needs of Travis. Students participate in ALT instructional time with multiple teachers so that they get a different view of the content. Each classroom has a Promethean board, ELMO, clickers, and classroom computers. Fourth grade students have individual iPads, and fifth grade students have laptops that can be used as tablets. Math students have a plethora of manipulatives at their disposal.
- In writing, professional development strategies are implemented and monitored by products in the student journals and interactive notebooks. Within

the scope and sequence, all readiness, supporting, and process standards are addressed using the language of the TEKS. These standards are incorporated into the curriculum and lesson planning. All standards are discussed in PLCs and used in deciding whether or not a TEKS has been addressed or mastered by a particular classroom. Data information is based first on the readiness standards, then the supporting and process standards.

- Professional learning communities (PLCs) are conducted weekly by grade level. Administration and instructional specialist participate in these meetings, as well as special education teachers, intervention specialists, and all grade level team members. PLCs track student progress and performance by providing data from grade level CFAs. ALT groups are formed and placed on a grade level tracking board for staff to review. Progress and performance are tracked and deficits and strengths are discussed. Teacher participate in goal-setting for increased student performance during PLCs.
- Students participate in personal goal setting within the classroom. They monitor their academic progress by charting their own testing scores. Content and language objective are communicated with students. Teachers post new content/language objectives daily and discuss them with students at the beginning of the day. Sheltered Instruction strategies are routinely provided in bilingual and ESL classrooms. Language objectives are posted for students.
- There are issues with time correlation issues across grade levels in Math. Need to address the difficulty bridging gaps in instructional pacing.

Curriculum, Instruction, and Assessment Strengths

- The District Scope and Sequence for each content area address the TEKS that require mastery and are aligned with state expectations.
- Teachers implement a variety of instructional strategies in the classroom.
- Technology is an active campus practice.
- Classroom Formative Assessments (CFAs) are aligned with student expectations and content taught in the classroom. CFAs are rigorous and important for data collection and student progress.
- Journaling across the curriculum.
- Teachers are actively participating in PLCs with student needs in mind.
- Primary students continue to perform well.
- Students in fifth grade are performing well and showing growth based on state assessment results.
- Students who are struggling are monitored and have many modes of support.
- The needs of our sub-populations are the focus when planning for instruction and intervention.

Family and Community Involvement

Family and Community Involvement Summary

- Travis Elementary maintains a strong home/school connection on educational and engaging activities to maximize our families' understanding of how to support their children. For example, each year we offer two academic based family nights, one in the fall and one in the spring semester, where parents learn and participate in activities to strengthen their understanding of what their student(s) learn each day and how it is taught. Both parents and students are actively engaged in these activities because they are fun, interactive, and practical for at home use. Furthermore, our campus offers parenting sessions that focus on home/school connection regarding effective parenting skills, such as positive discipline techniques and teaching responsibility.
- Parents and our community are actively involved in meaningful ways that support student learning all throughout the school year. From a community aspect, our Partner in Education-ExxonMobil, donates time through the Junior Achievement program. They also help promote student perfect attendance, our Watch DOGS program, and PBAS. Also, many local volunteers within the community come to read to our students and our local fire department comes each year to discuss fire safety with our students. Our PTO organization assists with our academic family events and volunteer their time to offer support to our staff in various ways, such as a number of fundraising events to help provide materials needed to support student success. Each year, we document our volunteer hours so that we ensure our parents and the local community provide meaningful support to our students.

Family and Community Involvement Strengths

- Variety of both academic and parenting sessions offered throughout the year.
- Practical approaches modeled for parents that are effective and efficient and strengthen home/school connection.
- Activities are engaging for both parents and students.
- Several activities offered that include community involvement this year, including community members coming to read to students, WatchDOGS, and PTO volunteers, and students from the junior highs and high schools.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Need to increase our parental and community involvement beyond programs currently offered **Root Cause:** Currently more activities are centered around literacy

Problem Statement 2: Need to increase overall student attendance across the campus **Root Cause:** Parents need to continue to be educated on the importance of school attendance

School Context and Organization

School Context and Organization Summary

- School Context and Organization is student centered to improve campus academics and achievement. There are processes and procedures in place to ensure both campus and district goals are met. Our campus goal for all students is achievement at 90% or mastery on their grade level assessments, and to meet or exceed the state average on STAAR.
- Our campus target areas are Reading, Math, Writing and Science and Social Studies. These are measurable through weekly formative assessments, Common Formative Assessments, Curriculum Based Assessments given every 9 weeks, Benchmarks given each semester, and the STAAR test. Our teachers have established personal goals for student academics and these are monitored through TTESS with midyear and summative conferences. To fulfill the expectations and goals teachers will implement a rigorous and relevant curriculum to ensure academic success for all learners.
- These goals, performance objectives and strategies are communicated in: weekly faculty meetings, weekly PLCs, writing goals and TTESS. Our campus is focused on improving student academic achievement. There is a sense of urgency and strong commitment for student achievement. The processes in place to ensure that the daily demands of the campus do not overshadow a focus on improvement are: ALT for remediation, tutorials, working lunches, SSI, and student accommodations.
- Our campus utilizes a weekly common planning time for each grade level. Teachers also attend a weekly PLC which is structured with campus norms to maintain a cohesive working environment, an agenda for information to be covered and data driven conversations about students needs, achievement, and positive growth.
- Formal and Informal leadership play a huge role on our campus. Administrators attend all meetings and PLCs to ensure goals for student achievement are being met. The campus ILT ensures campus goals are being met. Various committees meet the needs of students and staff. Team Leaders maintain the organization of grade level staff to coordinate information. Through these areas and others such as surveys teachers are able to have a voice in decision making and school practices.
- Duty rosters and supervision schedules are established by administrators to maintain a safe and secure learning environment for all students and staff.
- Students are encouraged to participate in extracurricular activities before and after school. The opportunities offered by our campus are: choir, UIL, and a robotics team. These activities also lend themselves to assisting with the improvement of student attendance.
- Through these practices Travis Elementary has increased student achievement and provided rigorous learning opportunities for our students.

School Context and Organization Strengths

- PLCs have guided teachers to maintain a focus on data and student needs.
- Common Formative Assessments have enabled teachers to assess students across the grade level to ensure mastery.
- Writing CQRs have redirected the writing process and given the teachers a clearer focus for helping students be successful writers.
- The campus ILT works cohesively to make campus wide decisions.
- Faculty meetings are used to gather information and discuss campus expectations.
- Committees, such as the social committee promotes positive staff morale through a variety of teacher incentives.
- The current Positive Behavior and Academic Support team created a plan to promote a safe and orderly environment conducive to learning.

- Alternative Learning Time has been data driven to support the needs of students on each grade level.
- Tutorials have been used to extend the learning of struggling students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The PLC process must demonstrate a consistency across all grade levels **Root Cause:** Staff need to adhere to collective commitments and be held more accountable by their peers

Technology

Technology Summary

- The district and campus expectations for the use of technology include daily use that is integrated into curriculum. Technology is used to support instruction and learning by enhancing the learning experience. Also, technology allows for more student engagement and interaction during the lessons.
- The instructional materials that are available online are evaluated by the teacher, the filter that is set into place on the district network, and when the teacher monitors students while they are using the online materials. There is a variety of technology that is available to teachers, including the Promethean board, teacher desktop, teacher laptop, and teacher slate. The technology that is available to students include laptops for fifth graders, iPads for fourth graders, and desk tops in every classroom, computer lab desktops, clickers, and Imagine Learning headphones.
- The support that is available to teachers is Diana Trousdale, the district technology specialist that visits campuses two days every semester to work with teachers. Also, our campus CTS that works with staff members daily. There is also district trainings for teachers to attend. The support that is available for students include the district technology specialist, computer lab technicians, and teachers who monitor technology use. The district provides trainings for teachers to attend to learn how to use technology more efficiently in the classroom.
- Technology is available before school for students, but not after school. For parents, there are parent nights, parent portal sessions, and AR nights where parents can use computers on campus.
- There are not known upgrades being done within the next 1-5 years, but upgrades of software will need to be conducted. The barriers that reduce the use of technology include money to buy new technology, student's access to technology at home, and not enough time for all students to visit the computer labs on a daily basis.

Technology Strengths

- There is a variety of technology offered to students and teachers, including iPads, laptops, computer labs, Promethean boards, clickers, slates, Imagine Learning headphones, and desktops.
- All curriculum teachers have a Promethean board for interaction.
- The internet connection is stronger than past years.
- Lessons can be adjusted according to need with the variety of technology, including individual, whole group, and teams.
- With certain technology programs there is differentiation built in.
- The teaching and learning styles are met with the different types of technology that is available.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students need more access to technology for lesson integration **Root Cause:** Currently only 5th and 4th graders have classroom

technology access with laptops and IPADs

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

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals






Goal 1: Travis Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will achieve 90% or mastery on their grade level assessments and meet or exceed the state average on STAAR.

Evaluation Data Source(s) 1: STAAR, TELPAS, and District Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize student conferencing to analyze assessment data and provide student feedback in order to plan for and provide effective TEKS instruction in all content areas.	3	Principal, Counselor, Campus Instructional Specialists, Teachers, CS3, Assistant Principal, Student Success Administrator,	Increase in student achievement			
				Problem Statements: Demographics 1		
2) Review student cumulative folders to gather information and review achievement data (i.e. STAAR, TELPAS, EOY, CBA/Benchmark, ISIP) to determine appropriate instructional interventions to help close the achievement gap for AA, LEP, and Special Education students.	1	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, CS3, Student Support Administrator	Increase in student achievement			
				Problem Statements: Student Achievement 1 - Family and Community Involvement 2		
3) Collaborate in Professional Learning Communities (PLC) weekly to problem solve and and discuss content area TEKS, CFAs, and student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities.	8	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, CS3, At-Risk Specialist, Student Success Administrator	Increase in student achievement			
				Problem Statements: School Context and Organization 1		

4) Conduct vertical team meetings twice a semester (i.e. language arts, math, science, social studies, bilingual, and GATE) in order to implement a consensus on best practices, that focus on the needs of all student groups and to help close the achievement gap.	8	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, CS3, Teachers, Student Support Administrator	Increase in student achievement			
	Problem Statements: Demographics 1					
5) Provide school improvement through focused professional development in order to close the achievement gap among AA, LEP, and Special Education students.	4	Principal Assistant Principal Counselor Campus Instructional Specialists Teachers CS3 Student Support Administrator	Increase in student achievement			
	Problem Statements: Demographics 1 Funding Sources: Coordination of Local, State, and Federal Funds - \$20,000.00					
6) Increase the amount of time students use math manipulatives in daily math instruction K-5 to improve student mastery of the TEKS.	1	Principal, Assistant Principal, Campus Instructional Specialists, Math Teachers	Increased math CBA, Benchmark, and STAAR scores			
7) Increase the amount of time students participate in guided math instruction daily in K-5	2	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Student Support Specialist	Increase in student achievement			
8) Utilize at least half of every district PLC day for instructional planning and data review.	5	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Student Support Administrator	Increase in student achievement			
9) Utilize support staff (CS3, Counselor, CTS, Librarian, CIS) to assist in one grade level by delivering small group instruction during intervention/enrichment time.	2, 3	Principal	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: STAAR scores reflect a performance below the state average in all grade levels and subject areas. **Root Cause 1:** Training on the viable curriculum and differentiation strategies needs to be provided to all staff members

Student Achievement

Problem Statement 1: The current interventions/enrichment provided are not focused and individually designed **Root Cause 1:** There needs to be an alignment with data results and planning for intervention/enrichment

Family and Community Involvement

Problem Statement 2: Need to increase overall student attendance across the campus **Root Cause 2:** Parents need to continue to be educated on the importance of school attendance

School Context and Organization

Problem Statement 1: The PLC process must demonstrate a consistency across all grade levels **Root Cause 1:** Staff need to adhere to collective commitments and be held more accountable by their peers

Goal 2: Travis Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Teachers will implement a rigorous and relevant curriculum to ensure academic success for all learners.

Evaluation Data Source(s) 1: STAAR, TELPAS, and District Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a grade level fact mastery program that will promote numeracy for all students	9	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, CS3	Increased math CBA and Benchmark scores			
2) Continue implementation of academic vocabulary program to directly teach vocabulary included in the district scope and sequence in grades K-5 in order to increase student understanding and comprehension.	1, 7	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Student Support Administrator	Increased CBA, Benchmark, and STAAR scores			
3) Incorporate writing in interactive notebooks across all content areas in order to provide opportunities for students to utilize higher order thinking skills (i.e. open ended questions & responses), or reflect on learning objectives		Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Student Support Administrator	Increase in students who exceed progress on STAAR			
4) Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.		Principal, Assistant Principal, Teachers, Student Support Administrator	Increase in Special Ed. scores on STAAR			
5) Utilize time for team planning every week in order to develop comprehensive lesson plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.	5, 8	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Student Support Administrator	Increase in student achievement			

<p>6) Teachers will include questions formulated from Webb's Depth of Knowledge in all subjects in order to increase the rigor of classroom instruction. Questions will be recorded in lesson plans to promote implementation of higher level thinking on a routine basis.</p>	1	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, CS3, Student Support Administrator	Increase in student achievement			
Problem Statements: School Context and Organization 1						
<p>7) Teachers will increase the rigor of classroom and campus assessments by including open-ended questions on CFAs that require students to explain answer choices.</p>		Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, CS3, Student Support Administrator	Increase in student achievement			
Problem Statements: School Context and Organization 1						
<p>8) Implement balanced literacy with systematic phonics/word study, grammar, and a writing approach that increases students' abilities to use language appropriately during reading/writing workshop.</p>	2	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, CS3, Student Support Administrator	Increase in student achievement			
Problem Statements: Demographics 1						
<p>9) Provide additional minutes of professional development embedded in the school day in the areas of balanced literacy, guided math instruction, student conferring, technology, higher order thinking skills, ELPS, inclusion, and subject area best practices to support classroom instruction in order to close achievement gaps</p>	2	Principal, Assistant Principal, Campus Instructional Specialists, Student Support Administrator	increased STAAR scores			
Problem Statements: Demographics 1						
<p>10) Implement the Reading and Writing Workshop model to help insure students have a variety of opportunities to read and write independently on a daily basis.</p>	9	Principal, Assistant Principal, Campus Instructional Specialist, Teachers, Student Support Administrator	Increase in student achievement			
Problem Statements: Demographics 1						
<p>11) Students self-select "just right" books from the classroom library to improve comprehension strategies, meta-cognition, and fluency in all grade levels.</p>	3	Principal	Increase in student achievement			
<p>12) Teachers confer with each student at least once per week about their reading and writing goals and differentiated strategies to improve literacy skills</p>	3	Principal	Increase in student achievement			
<p>13) Students will receive guided reading instruction in K-5 until they are reading on grade level.</p>	3	Principal	Increase in student achievement			



= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: STAAR scores reflect a performance below the state average in all grade levels and subject areas. **Root Cause 1:** Training on the viable curriculum and differentiation strategies needs to be provided to all staff members

Student Achievement

Problem Statement 1: The current interventions/enrichment provided are not focused and individually designed **Root Cause 1:** There needs to be an alignment with data results and planning for intervention/enrichment

School Context and Organization

Problem Statement 1: The PLC process must demonstrate a consistency across all grade levels **Root Cause 1:** Staff need to adhere to collective commitments and be held more accountable by their peers






Goal 3: Travis Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Improve the average daily attendance rate to above 97% in order to increase the opportunities for students to be successful in school and to achieve college and career readiness.

Evaluation Data Source(s) 1: Campus Attendance Reports, STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase student attendance by reviewing the attendance policy with parents at the Parent Orientation/Title 1 meetings and during parent conferences throughout the year, calling parents of students with two consecutive days of absences, using the district attendance contract, and referring attendance concerns to the Student Support Team (SST)	6	Principal, Assistant Principal, Counselor, Teachers, CS3, Student Support Administrator, Nurse, Student Support Team	97% attendance for the 2017-2018 school year			
				Problem Statements: Family and Community Involvement 2		
2) Complete early attendance slips at 8:30 and office staff calls home to ensure students can arrive by 9:30 if possible.		Principal, Teachers, CS3, Counselor	Increased student achievement			
				Problem Statements: Family and Community Involvement 2		
3) Promote daily attendance by implementing a weekly incentive program for students and staff to include Highest Attendance Trophy, Weekly Attendance Display by classroom, and drawings for individual rewards at the end of the six weeks.		Principal, Assistant Principal, Teachers, CS3, Counselor, Student Support Administrator	97% attendance for the 2017-2018 school year			
				Problem Statements: Family and Community Involvement 2		
4) Increase student knowledge about college & career planning through campus-wide and grade level activities that support and promote college and career readiness.		Principal, Assistant Principal, Student Support Administrator	Increase in understanding the college and career readiness standards			
				Problem Statements: Demographics 1		
5) Create an attendance committee to develop and monitor student attendance and provide student incentives for improving attendance.		Principal, Assistant Principal, Counselor, CS3, Student Support Administrator, Committee Members	97% attendance for the 2017-18 school year			
				Problem Statements: Family and Community Involvement 2		

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: STAAR scores reflect a performance below the state average in all grade levels and subject areas. Root Cause 1: Training on the viable curriculum and differentiation strategies needs to be provided to all staff members
Family and Community Involvement
Problem Statement 2: Need to increase overall student attendance across the campus Root Cause 2: Parents need to continue to be educated on the importance of school attendance






Goal 4: Travis Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Travis Elementary will maintain high expectations toward a safe and structured environment including positive student behavior, and elevate morale for all students and staff.

Evaluation Data Source(s) 1: Campus Discipline Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Modify the current Positive Behavior and Academic Support (PBAS) plan to promote a safe and orderly environment conducive to learning.		Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, CS3, Student Support Administrator	Decrease in student discipline referral for 2017-2018			
2) Develop and implement leadership opportunities for students (i.e. Paw Pack, Green Team, Student Council etc.) in order to foster positive student behavior		Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, CS3, Student Support Administrator	Student recognition on membership board			
3) Provide training for staff members on PBIS and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals.	4	Principal, Assistant Principal, Counselor, Teachers, CS3, Student Support Administrator, PBIS Committee	Decrease in discipline referrals 2017-2018			
4) Continue school-wide character education (Keystone), weekly classroom guidance lessons, Olweus program, and PBIS strategies to reduce discipline referrals and bullying incidents.		Principal, Assistant Principal, Counselor, Teachers, CS3, and Student Support Administrator	Decrease in discipline referrals and bullying incidents in 2017-2018			
5) Promote positive staff morale, and collective commitments through a variety of teacher incentives, social committee and team building activities.		Principal, Assistant Principal, Counselor, CS3, Student Support Administrator, Teachers	Improved staff morale and team building			
Problem Statements: School Context and Organization 1						

6) Increase student awareness of bullying prevention techniques by implementing the OLWEUS bullying program.		Principal, Assistant Principal, Counselor, CS3, Teachers, Student Support Administrator	Decrease in bullying incidents			
7) Utilize Review 360 to determine effective strategies for improving classroom behavior.		Principal, Assistant Principal, Counselor, CS3, Teachers, Student Support Administrator	Decrease in student discipline incidents			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Context and Organization	
Problem Statement 1: The PLC process must demonstrate a consistency across all grade levels	Root Cause 1: Staff need to adhere to collective commitments and be held more accountable by their peers






Goal 5: Travis Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel

Evaluation Data Source(s) 1: District Hiring Report, Staff Development Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Principal	100% highly effective staff roster			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
2) Assure all assignments and re-assignments are filled with highly effective staff.		Principal	100% highly effective staff roster			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	5	Principal	100% highly effective staff roster			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
4) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.		Principal	100% highly effective staff roster			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
5) Assess the staff development needs of those teachers not meeting highly effective standards		Principal	100% highly effective staff roster			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
6) Develop staff development growth plans for all non-highly effective teachers.		Principal	Written Intervention Plan completed for each non-highly effective teacher			
7) Conduct mid-year review of teacher staff development hours.		Principal	100% highly effective staff roster			
8) Select only highly effective teachers from the applicant pool.		Principal	100% highly effective staff roster			
9) Implement a highly effective Teacher Intervention Plan for all non-highly effective teachers.		Principal	Intervention Plan on file and submitted to personnel within 6 weeks of hire			
10) Terminate teachers who have not met highly effective requirement by the end of year.		Principal	Teachers who are not highly effective in their subject will not be recommended for renewal.			
11) Encourage all teachers to become ESL and GT certified		Principal	Increase in GT and ESL certified staff			
	Problem Statements: Staff Quality, Recruitment, and Retention 1					

12) Promote positive staff morale through faculty recognition for various achievements.		Principal, Assistant Principal	Improved staff attendance rate for 2017-18			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Not enough teachers are ESL or GT certified Root Cause 1: Provide more staff development to understand the needs of GT or ELL students

Goal 6: Travis Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Travis Elementary will facilitate communication between home, school and community, foster an active Parent Teacher Organization (PTO), and provide family education sessions

Evaluation Data Source(s) 1: End of Year Surveys, STAAR Results, Volunteer Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Foster communication between home and school through the use of a campus folder system, campus newsletters, the Travis website and by encouraging positive notes home, phone calls, and conferences to increase parent involvement.		Principal, Assistant Principal, Teachers	Increase in positive responses on end of year parent survey for 2017-2018			
2) Structure parent orientation sessions to inform parents about tools they can use to help them stay aware of student progress (i.e. Lunch Money Now, parent portal, etc.).		Principal, Assistant Principal	Increase in positive responses on end of year parent survey for 2017-2018			
3) Utilize a common student planning tool that includes a calendar/agenda and folder system to promote academic and organizational skills that are grade level appropriate and to increase parental involvement.		Assistant Principal, Teachers, Principal, Counselor, Campus Instructional Specialists	Increased positive feedback on end of year survey			
4) Offer evening events for families to address academic strategies in all content areas to promote higher student achievement and to promote parental involvement.		Principal, Assistant Principal, Counselor, Campus Instructional Specialists	Increase in STAAR scores			
5) Sponsor parent training sessions on campus that address different topics based on the beginning of year survey data to enhance parents-as-teachers skills and to promote parental involvement.		Principal, Assistant Principal	Increase in positive responses on parent survey			
6) Utilize our partner in education, ExxonMobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights).		Principal, Assistant Principal	Increase in community partnership			
7) Implement a structured volunteer program that encourages parents to become involved in all areas of their child's education (i.e. PTO, Watch DOGS, Classroom Volunteers).		Principal	Increase in volunteer support			


8) Increase parent involvement in the Parent-Teacher Organization (P.T.O.) by encouraging parents to attend all meetings.		Principal, Assistant Principal	Increase in volunteer support			
9) Increase parental involvement in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to attend all meetings.	6, 10	Principal, Assistant Principal	Increase in volunteer support			

Goal 7: Travis Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Increase technology proficiency for students.

Evaluation Data Source(s) 1: Campus Schedule, STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase student access to technology using resources in the classrooms, computer labs, and media center in order to incorporate Technology TEKS.		Principal, Assistant Principal, Teachers, Librarian	Increase in student achievement			
2) Utilize Imagine Learning for our 1st-2nd grade population to increase comprehension and fluency.		Principal, Assistant Principal, Teachers, Counselor	Increased Scores			
3) Utilize computer programs (i.e. Reasoning Minds, STAAR360, Think Through Math, Big Brainz, Waterford) to increase student achievement.		Principal, Assistant Principal, Teachers, Counselor	Increased Scores			
						

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Training costs for focused school improvement	Focus Funds	\$20,000.00
Sub-Total					\$20,000.00
Grand Total					\$20,000.00