

**Goose Creek Independent School District**  
**William B. Travis Elementary**  
**2015-2016 Campus Improvement Plan**

# Mission Statement

## MISSION

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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

William B. Travis is one of 28 campuses in Goose Creek Consolidated Independent School District. William B. 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 students from all economic levels. Currently there are approximately 800 students enrolled in grades PreK to 5<sup>th</sup> which is a 5% decrease from five years ago when 845 students were served. Students in grades PreK -2<sup>nd</sup> are currently taught in self-contained classrooms while students in grades 3<sup>rd</sup>-5<sup>th</sup> are departmentalized.

The student population is 16% African-American, 25% Anglo, 1% Asian, 58% Hispanic, 52% male and 48% female with a low socioeconomic status of 70%. The staff population is 11% African-American, 62 % Anglo, 0% Asian, 27% Hispanic, 1% male and 99% female with an average of 8 years of experience based on the TAPR. 100% of our teachers and paraprofessionals are Highly Qualified. The overall mobility rate for the campus is approximately 23%. The average daily attendance rate for students is 96.6. The average daily attendance rate for staff is 95%. Travis serves 162 English Language Learner students, 78 students in the Gifted and Talented program, 41 students have been identified for 504 services, and 65 students receive special education services.

The site-based decision-making team looked at last year's program evaluations and the following data: Benchmarks, CBAs, Failure Reports, Universal Screeners, STAAR, Attendance (students and staff), and surveys completed by students, staff, and parents. Committees were formed to review campus data to look for areas of weaknesses and strengths.

### Curriculum, Instruction, and Assessment:

#### Strengths

The District Scope and Sequence for each content area addresses TEKS that require mastery.

Teachers implement a variety of instructional methods in the classrooms.

Campus assessments are aligned with student expectations and content taught in classrooms.

Primary students are performing well.

Students in 5<sup>th</sup> grade are performing well in all areas based on state assessment results.

Students who are struggling have many modes of support.

The needs of our sub-populations are the focus when planning for instruction.

#### Needs

There appears to be a disconnect between primary and intermediate requirements based on assessment scores.

Because students are required to read material independently in 2<sup>nd</sup> grade, scores drop from 1<sup>st</sup> grade to 2<sup>nd</sup> grade.

Students appear to struggle to make the transition from 2<sup>nd</sup> to 3<sup>rd</sup> grade based on assessment scores.

The rigor of assessments in primary grades does not prepare students for the rigor of assessments in STAAR grades.

African-American and ELL students continue to struggle academically.

#### **Demographics:**

##### Strengths

M1 and M2 students are successful after exiting the Bilingual Program.

Migrant students are successful in school.

Student to teacher ratio has stayed at or below 22:1.

##### Needs

LEP students are still struggling in reading and math, especially those students who do not exit after 2<sup>nd</sup> grade.

Our enrollment numbers fluctuate yearly, possibly due to rezoning.

The attendance rate is lower than 97%.

#### **Family and Community Involvement:**

##### Strengths

Travis has good community support from our Partner in Education.

Parents and students have multiple opportunities each month to participate in campus activities.

PTO membership and volunteer hours increased this year.

Our Watch DOG program has a high parent participation and has increased the number of male volunteers at our campus.

Our School Messenger program has helped keep parents informed of school events.

Needs

While our PTO participation has grown, it is not commiserate with our student population.

We need to provide more opportunities for parents to volunteer during the school day.

Due to our large campus population, space is an issue for family nights.

The number of families who attend events is not commiserate with our student population.

### **School Context and Organization:**

Strengths

Our master schedule has protected teaching blocks.

Staff members have a voice in decision-making and school policies through ILT, CAC, and ILC.

District CBA reviews allow for staff input into assessments.

ALT time provides opportunities for enrichment and intervention.

Parent-Teacher communication is strong based on survey results.

Needs

Based on surveys, we would like opportunities for students to provide input about the school.

We need to look for more opportunities for students to take a leadership role at school.

We would like more parent participation.

### **School Culture and Climate:**

#### Strengths

Based on survey results, 92% of students and staff are satisfied with the school climate.

Survey results indicate that parents, students, and staff feel we are working together to ensure our instructional goals are met.

Most students feel safe at school.

90% of those surveyed feel the school has high expectations for students.

#### Needs

Students feel like we need better food in the cafeteria.

We need to look at different incentives for our PBAS program to keep students focused and to decrease discipline referrals.

We need to spend more time discussing school culture and climate with students.

### **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.

Staff retention rate is good.

New teachers are provided with support.

#### Needs

We have grade levels without ESL certified teachers.

Teachers would like more training in using technology with students.

Additional training on helping African-American students achieve at higher levels would be helpful.

We need more male and African-American staff members.

### **Student Achievement:**

#### Strengths

Travis received 2 distinctions from the state based on STAAR results.

STAAR results indicate that students are scoring at higher levels in all subjects.

5<sup>th</sup> grade students are achieving at high levels.

Teachers have multiple resources available to assist students with academics.

Writing scores are increasing based on STAAR results.

African American students are scoring higher in math.

PBAS has helped decrease office referrals so students are staying in class more.

Based on four-year trend, achievement scores are increasing in all subjects for all grades.

Vertical team meetings are helping to ensure curriculum alignment.

Eduphoria is helpful with data management.

#### Needs

CBA, Benchmark and six weeks grades don't match.

LEP and Special Education students are struggling to pass STAAR.

Not all LEP students are increasing by one level on TELPAS.



Passing percentages begin decreasing after 1<sup>st</sup> grade.

Students are struggling with the transition from 1<sup>st</sup> to 2<sup>nd</sup> grade and from 2<sup>nd</sup> to 3<sup>rd</sup> grade.

Students struggle with writing when entering 4<sup>th</sup> grade based on assessment data.

Our percentage of students achieving Advanced Academic is low.

### **Technology:**

#### Strengths

All core classes have Promethean Boards, document cameras, and classroom clickers.

Student engagement is higher with increased technology.

We are getting more academic programs for students to use.

Reasoning Minds and IStation are helpful.

#### Needs

Student computers have trouble accessing and staying connected to the network.

5<sup>th</sup> grade laptops need to be replaced.

Teachers would like more technology training to become more proficient.

We need more computer programs to assist with intervention for struggling students.

The comprehensive needs assessment was reviewed by the Travis Staff. Students at Travis continue to make progress on state assessments based on a four-year trend. Based on survey results, students, staff, and parents are satisfied with the instruction and climate at Travis and feel we have high expectations for students. While African-American students are scoring at higher levels than in previous years, an achievement gap still exists. Our special education population continues to struggle on state assessments and our LEP population continues to struggle, especially in 3<sup>rd</sup>-5<sup>th</sup> grade as students find it more difficult to exit the program. We have made progress in writing, but students still struggle with the writing process.

Based on the information provided by the needs assessment process, our ILT revised our CIP to provide a model for improvement during the 15-16 year. The attached document outlines that plan. One priority included in the plan is to increase our attendance rate to 97%. Our goal is to educate parents on the

compulsory attendance laws, provide incentives for students whose attendance rates are high, and to create a “prize patrol” to reward families when students have good attendance. We want to encourage higher participation at our family events, in our PTO, and in our volunteer program. We will also utilize the PLC process to identify our lowest performing TEKS and to plan for and provide intervention during the school day. We will use funds to hire certified teachers to assist us in this process by providing quality in-school tutorials and lowering the student to teacher ratio for interventions. Language Arts teachers will receive training in the Abydos writing method and attend grammar training by Jeff Anderson. We will continue to train staff members in the Kagan strategies to increase student engagement. This will be done in faculty meetings and by sending Special Education and 3<sup>rd</sup>-5<sup>th</sup> grade teachers to the Kagan training in-district. Training will be provided on campus to increase teacher proficiency with our increasing technology tools. Teachers who have identified LEP students will receive additional trainings to further their understanding of the ELPS and the TELPAS PLDs to assist students with language acquisition. The instructional staff at Travis Elementary feels this plan will help us continue on our path to success.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: Travis Elementary will increase student achievement by providing rigorous learning opportunities and curricula 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.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize the campus "Tiger Tracking" plan to analyze and review assessment data in order to plan for and provide effective TEKS instruction in all content areas.	Principal, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator, Assistant Principal, At-Risk Specialist	Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs				
2) Review student cumulative folders to gather information and review achievement data (i.e. STAAR, TELPAS, EOY, CBA/Benchmark, DRA2, OSI) to determine appropriate instructional interventions to help close the achievement gap for AA, LEP, and Special Education students.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, At-Risk Specialist, Teachers, Family Involvement Coordinator	Completion and submission to principal of Cumulative Folder Checklist				
3) Collaborate in Professional Learning Communities (PLC) weekly to problem solve and dialogue concerning content area TEKS, the district scope and sequence, and student assessment data in order to plan effectively for ALT and classroom instructional time.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator, At-Risk Specialist	Lesson Plans, Walk-throughs, Assessment Data				
4) Conduct vertical team meetings twice a semester (i.e. language arts, math, science, social studies, bilingual, and GATE) in order to develop and implement common vocabulary and instructional ideas, focus on the needs of all student groups, allow for cross grade level discussions, and to help close the achievement gap.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Family Involvement Coordinator, Teachers	Meeting sign in sheets, Meeting Notes, Lesson Plans, Walk-throughs, STAAR Results				


5) Provide resources, personnel, ALT, and extended instructional time to meet the needs of all students, including at risk populations, to improve student success and help close the achievement gap among AA, LEP, and Special Education students.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator, At-Risk Specialist	Report Card Grades, Benchmark/CBA Scores, STAAR Results, TELPAS Results, Walk-throughs				
6) Increase the amount of time students use math manipulatives in daily math instruction to improve student mastery of the TEKS.	Principal, Assistant Principal, Campus Instructional Specialists, Math Teachers	Increased math CBA, Benchmark, and STAAR scores				

**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.

**Summative Evaluation:** To be determined.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement a grade level numeracy and fact mastery program that promotes parental involvement.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Family Involvement Coordinator	Increased math CBA and Benchmark scores				
2) Continue implementation of an academic vocabulary instructional program to directly teach vocabulary included in the district scope and sequence in grades K-5 in order to increase student understanding and comprehension.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, At-Risk Specialist	Increased CBA, Benchmark, and STAAR scores				
3) Incorporate journaling across all content areas in order to provide opportunities for students to utilize higher order thinking skills (i.e. open ended questions & responses) which require students to reflect on the learning objective and become a more cognitive learner.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, At-Risk Specialist	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, Special Ed Teacher	Increase in Special Ed. scores on STAAR				
5) Utilize team planning time weekly in order to develop comprehensive instructional plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, At-Risk Specialist	Lesson Plans, Walk-throughs, Assessment Data, Coaching Calendars				
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.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, Family Involvement Coordinator, At-Risk Specialist	CBA, Benchmark, STAAR scores				

7) Teachers will increase the rigor of classroom and campus assessments by including open-ended questions that require students to explain answer choices.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, Family Involvement Coordinator, At-Risk Specialist	CBA, Benchmark, STAAR scores				
8) Implement a systematic phonics, grammar, and writing program that increases students' abilities to use language appropriately during reading/writing lessons and assignments.	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, Counselor, Family Involvement Coordinator, At-Risk Specialist	CBA, Benchmark, and STAAR scores				
9) Provide staff development in the areas of technology, higher order thinking skills, high yield instructional strategies, ELPS, inclusion, and subject area content to support classroom instruction in order to close achievement gap	Principal, Assistant Principal, Campus Instructional Specialists, District Specialists	increased STAAR scores				
						

**Goal 3: Travis Elementary, through enhanced and dropout prevention efforts, 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.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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 HOPE team.	Principal, Assistant Principal, Counselor, Teachers, Hope Team	97% attendance for the 2015-2016 school year				
2) Complete early attendance slips at 8:30 and call home to ensure students can arrive by 9:30 if possible.	Attendance Clerk, Teachers, Family Involvement Coordinator	Increased student achievement				
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, Family Involvement Coordinator, Attendance Clerk	97% attendance for the 2015-2016 school year				
4) Promote daily attendance by implementing a “prize patrol” to reward families of students with perfect attendance.	Principal, Assistant Principal, Teachers, Family Involvement Coordinator, Attendance Clerk	97% attendance for the 2015-16 school year				
5) 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, Campus Instructional Specialists, Counselor, Family Involvement Coordinator, Teachers	Counselor's log				
						



**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.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, Family Involvement Coordinator, At-Risk Specialist	Decrease in student discipline referral for 2015-2016				
2) Develop and implement leadership opportunities for students (i.e. Paw Pack, Green Team, etc.) in order to foster positive student behavior	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator	Student recognition on membership board				
3) Provide training for staff members on Developmental Assets and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals.	Principal, Assistant Principal, Counselor, Teachers	Decrease in discipline referrals 2015-2016				
4) Continue school-wide character education (Keystone), classroom guidance, and conflict resolution and problem solving (KELSO) programs to reduce discipline referrals and bullying incidents.	Principal, Assistant Principal, Counselor, Teachers	Decrease in discipline referrals and bullying incidents in 2015-16				
5) Promote positive staff morale through a variety of teacher incentives, social committee and partner in education activities.	Principal, Assistant Principal, Counselor, Family Involvement Coordinator, Teachers	Event Sign in Sheets				
6) Increase student awareness of bullying prevention techniques by implementing the OLWEUS bullying program.	Principal, Assistant Principal, Counselor, Family Involvement Coordinator, Teachers	Decrease in bullying incidents				

7) Utilize Review 360 to determine effective strategies for improving classroom behavior.	Principal, Assistant Principal, Counselor, Family Involvement Coordinator, Teachers	Decrease in student discipline incidents				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 1:** Recruit and retain Highly Qualified personnel

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	Principal, Human Resources	Job Fair Report				
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.	Principal, Human Resources	Master Schedule, NCLB Audit				
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Assistant Superintendent for Curriculum and Instruction, Principal, Assistant Principal, Human Resources	Minutes				
4) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.	Principal, Assistant Principal, Human Resources	Master Schedule, Teacher Service Record				
5) Assess the staff development needs of those teachers not meeting HQ standards	Principal, Assistant Principal, Human Resources	Staff Development needs assessment				
6) Develop staff development growth plans (part of HQ Intervention Plan) for all non-HQ teachers.	Principal, Assistant Principal, Human Resources	Written HQ Intervention Plan completed for each non-HQ teacher				
7) Conduct mid-year review of teacher staff development hours.	Principal, Assistant Principal	Staff Development report				
8) Select only HQ teachers from the applicant pool.	Principal, Assistant Principal, Human Resources	HQ Audit Report				
9) Implement a HQ Teacher Intervention Plan for all non-HQ teachers.	Principal, Assistant Principal, Human Resources	Intervention Plan on file and submitted to personnel within 6 weeks of hire				
10) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Principal, Human Resources	Campus submits staffing assignments by June 30				
11) Terminate teachers who have not met HQ requirement by the end of year.	Principal, Human Resources	Teachers who are not HQ in their subject will not be recommended for renewal .				

12) Encourage and solicit teachers to add subject area certifications.	Principal, Assistant Principal, Human Resources	Additional HQ teachers with additional subject area certification				
13) Encourage all teachers to become ESL and GT certified	Principal, Assistant Principal, Bilingual Director, Human Resources	Teachers with ESL and GT certification				


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

**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

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, Counselor, Family Involvement Coordinator, Campus Instructional Specialists, At-Risk Specialist	Increase in positive responses on end of year parent survey for 2015-2016				
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, Teachers, Counselor, Family Involvement Coordinator	Increase in positive responses on end of year parent survey for 2015-2016				
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, Family Involvement Coordinator, Counselor, At-Risk Specialist, 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, At-Risk Specialist, Teachers, Family Involvement Coordinator	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, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator, At-Risk Specialist	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, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator	ExxonMobil Volunteer sign in sheets				
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, Teachers, Campus Instructional Specialists, Counselor, Family Involvement Coordinator	Volunteer sign in sheets				
8) Increase parent involvement in the Parent-Teacher Organization (P.T.O.) by encouraging parents to attend all meetings.	Principal, Assistant Principal, Counselor, Campus Instructional Specialists, Teachers, Family Involvement Coordinator	Meeting sign in sheets, Volunteer sign in sheets				
						

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

**Performance Objective 1:** Increase technology proficiency for students.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	Library and Lab Schedules				
2) Utilize ESLReading Smart and Imagine Learning for our 1st-5th grade population to increase comprehension and fluency.	Principal, Assistant Principal, Teachers, Counselor	Increased Scores				
3) Utilize computer programs (i.e. Reasoning Minds, ISIP, Think Through Math) to increase student achievement.	Principal, Assistant Principal, Teachers, Counselor	Increased Scores				
