

Goose Creek Consolidated Independent School District

William B. Travis Elementary

2018-2019 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	10
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
Goal 2: Travis Elementary will provide a well balanced and appropriate curriculum to all students.	18
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.	20
Goal 4: Travis Elementary will provide and maintain a safe, positive learning environment.	22
Goal 5: Travis Elementary will recruit, develop, and retain highly effective personnel.	24
Goal 6: Travis Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	25
Goal 7: Travis Elementary will provide the technology infrastructure and tools to maximize student achievement.	27
Campus Instructional Leadership Team	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

- 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 self-contained classrooms, while students in Grades 3-5 are departmentalized. The student population is 61.40% Hispanic/Latino, 18.02% White, 17.21% African-American, .12% American Indian or Alaska Native, 1.05% Asian, and 2.33% coded as Two or More Races. This data has remained consistent over the last 3-5 years. The average class size for K-4 is 22:1 and 27:1 for 5th grade. Female students make up about 48.14% of the student population and 51.86% of the students are male.
- Travis serves about 198 English Language Learners, 63 students in the Gifted and Talented Program, 50 students have been identified for 504 services and 79 students receive special education services. The end of year attendance rate for students was 95.72%. The 69 staff members include African American, Hispanic, and White females and one Hispanic male teacher. 100% of our teachers and paraprofessionals are Highly Qualified.

Staff Quality:

- In GCCISD, new teachers have different support programs. Included are the new teacher mentor program where a mentor teacher on campus meets with the new teacher on a regularly to discuss any needs address any concerns. The district provides a new teacher supervisor that visits the teacher on campus and discusses any concerns he/she may have. The principal holds new teacher meetings once per six weeks to discuss any questions or concerns.
- We have highly qualified staff. There are 19 teachers with less than 3 years experience. Six teachers have 3-5 years of experience. Twenty-six teachers have five or more years of teaching experience.
- Professional development needs for all teachers are met for all subject areas. The professional development currently available on our campus includes Guided Math trainings, Balanced Literacy trainings, PLCs, team meetings, PBIS, and planning opportunities. Effective teachers share instructional strategies in PLCs, PD, and individually. The CIS shares information with teachers during the school year. In order to ensure that teachers are implementing what they learned from professional development, administrators conduct walkthroughs, and T-TESS observations. There are interventions in place for students who are performing below district and/or state standards. The CIS or district specialist will work with teachers and students to help close the gap. Teachers can be put on a growth plan if needed.

Demographics Strengths

Demographics:

- Diverse student and faculty population
- Student/Teacher averages 22:1 for K-4 and 27:1 for 5th Grade
- Provided resources for ELL, SPED, and AA students are helping to close the achievement gap
- Special Education mainstreaming is utilized and taught in the least restrictive environment

Staff Quality:

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: More teachers need to be ESL as well as GATE certified. **Root Cause:** There needs to be more recognition/incentive for those that attain ESL and GATE certifications.

Student Academic Achievement

Student Academic Achievement Summary

Based on our analysis of student achievement from the 2017-2018 school year, we can conclude that our campus implements many interventions to meet the needs of all student populations. Although these are inclusively successful, there are still student groups that do not show the necessary growth in areas of reading, math, writing, and science. Overall, our students performed better in reading than in math, with the exception of our LEP student population. Their scores in math were considerably higher than their scores in reading. Our African American, Hispanic, and Special Education populations also performed poorly on the reading, math, science and writing benchmarks; however African-American students in 4th grade scored 73.33 % Approaches Grade Level (passing) on the 2018 Reading Benchmark taken in March. This is higher than the student group scored at the district level by almost 20%.

Possible reasons as to why these student populations are not being successful include poor attendance, high mobility, lack of English spoken at home, disciplinary issues, and being required to take a grade level test when they are not performing on grade level. The current interventions that are in place to support students who are not being successful are reading tutorials at least three times a week, Renaissance 360, Waterford Early Learning, Reasoning Minds, ALT, and small group instruction (guided reading and guided math).

In order to meet the needs of students, grade levels meet every other week during PLC meetings. We assess student strengths and weaknesses and determine how they will be serviced, monitored, and evaluated through data from CBAs, Benchmarks, 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 in our student populations such as Special Education, Hispanic, and African-American tend to be lower than other students. Other 504 and SpEd students are supported by classroom teachers, resource teachers, and paraprofessionals complying with their individual IEP and accommodations. The progress of these students is routinely discussed at weekly PLC meetings, as well as ARD and 504 meetings. Classroom teachers attend Professional Development every other week to gain new knowledge and strategies to further help our students be successful. Accelerated instruction is also in place for students who need enrichment by providing a variety of higher level and challenging curriculum. Many grade levels utilize their additional ALT teacher by having her provide accelerated instruction for a small group of students needing enrichment.

Student Academic Achievement Strengths

- Teacher instruction- data-driven, TEK-based, delivered in a presentable and comprehensive manner
- Multiple resources that are provided to assist students with academics, such as the integration of technology within content in all subject areas.
- ELA Campus Instructional Specialist in addition to certified teachers who help with small group tutorials throughout the school day.

School Processes & Programs

School Processes & Programs Summary

Curriculum:

Fiction continues to be a strong area of learning within the district. We have made gains in informational text scores, our curriculum lacks in support with informational texts, including those with Fig. 19 TEKS embedded. Pacing in the math curriculum moves too quickly for student mastery. The curriculum is aligned with the TEKS, ELPS, and CCRS and listed in the district scope and sequence. The TEKS are listed in the TEKS Snapshot, Pacing Guide, and Companion Document. In the Companion Document the 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 and are included for each week of the six weeks. In math, they are aligned in the Instruction in the Instruction Companion document and in the Lead4ward documents. Instruction is cognitively demanding and challenging because the district scope and sequence provides multiple level questioning strategies, including STAAR Stems in grades 3-5.

Teachers are implementing the district's curriculum with fidelity. District CBAs are given in Kindergarten through fifth grade to measure progress within the district curriculum and scope and sequence. In PLCs, teachers discuss and plan for student instruction based off data collected formally and informally. When planning together, teachers fill out an essential skill artifact. This artifact includes TEKS, learning targets, instructional strategies, essential questions, and DOK. Students make connections with complex concepts and skills across disciplines through journaling.

In PLCs teachers discuss and plan for student instruction. Teachers use data to plan ALT groups using team data boards. Students are placed in ALT groups according to formal and informal assessments. During this time, teachers also track reading levels on the guided reading board. Teachers move student names on the board to show growth. If students are not growing, they discuss needs and plan for intervention. In the bilingual classrooms, teachers use EL talks to track progress for bilingual and ESL students.

Materials being used are supported by scientifically based research and tightly aligned with the TEKS, including Lead4ward and STAARMISSION in Math. In ELA, teachers are using Lucy Calkins Reading Workshop, Lucy Calkins Writing Workshop, Fountas & Pinnell Word Study, Estrellita's for bilingual phonics and reading. Differentiation and learning scaffolds are addressed during small group instruction in all content areas and during ALT time. 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. Other grade levels have access to two IPAD carts that can be checked out through the library. Math students have many manipulatives at their disposal. Teachers us Webb's depth of knowledge to address higher level thinking. Students are also provided access to Waterford, Imagine Learning, Success Maker, RM City, Moby Max and Renaissance 360 to address the needs of the students.

Teachers attend biweekly professional development. During this time the principal introduces strategies to be implemented in the classroom. Teachers are encouraged to try out new strategies and give feedback at the next PD meeting. This is also monitored through walkthroughs and quick-walks. Content and language objectives are communicated by teachers daily. Teachers post new content and language objectives daily and discuss them with students throughout the day. Sheltered instruction strategies are routinely provided in bilingual and ESL classrooms. Teachers use numerous strategies, including peer-to-peer conversations, to meet the needs of students. Such instruction is monitored in lesson plans and CFA's. Teachers provide ELPS in their lesson plans. Language objective are posted for students. These practices are monitored for effectiveness through student growth.

The campus is focused on improving student academic achievement. The urgency and strong commitment is monitored throughout the year. Teachers attend biweekly PLCs, district PLCs, biweekly professional development, and work with literacy and math consultants to improve student achievement. These initiatives are in place to ensure the daily demands for school do not overshadow a focus on improvement. ILT meets to monitor the calendar and CIP. They decide on adjustments that need to be made throughout the year.

Formal leadership on the campus includes the administrative staff, including principal, assistant principal, student support administrator, student support team (SST), counselor, CS3, and ILT members. The formal leadership meets to make decisions for the campus. ILT meets to discuss instructional needs of the campus. It is made up of grade level teachers, specialists, and the administrative team. Informal leadership includes PLC leaders, team leaders, and CIS. PLC teachers attended the PLC conference and lead their teams biweekly in the PLC process. Team leaders are also assigned for each grade level. These teachers support their team by providing any information the principal sends out. They lead their weekly planning meeting. The ELA CIS attends weekly planning meetings and provides resources during planning meetings.

Technology

Overall, Travis Elementary has access to many forms of technology including Promethean boards, computers (both desktop and laptop), IPADS and ActivExpression clickers. Teachers and support staff use these resources to differentiate instruction for their students. Some of the programs and apps used on a daily basis are Imagine Learning, Studies Weekly, Waterford, Reasoning Mind, Think Through Math, Big Brainz, Unique Learning Systems, ActivInspire, Renaissance Learning and Accelerated Reader. Other applications often used are Kahoot, Edusmart, Google Drive, Classflow, and Quaver's Marvelous World of Music. Using these applications helps meet the Technology TEKS for PK-5 in addition to the academic TEKS. Furthermore, teachers receive technology support and training from the Educational Technology department, when needed, in the form of after-school and summer workshops and one-on-one meetings when requested. Additoo all iPads are needed for primary teachers to support lesson planning effectiveness.

School Processes & Programs Strengths

Curriculum

- Small group instruction in all content areas is occurring daily on campus
- According to instructional rounds data, students are engaged and are active learners.

- The district scope and sequence for each content area addresses the TEKS that require mastery and are aligned with state expectations.
- Teachers implement a variety of instructional strategies in the classroom, including Kagan, small group instruction, and SIOP.
- Technology is available and active in all classrooms.
- CFA's are aligned with student expectations and content taught in the classroom. CFA's are rigorous and important for data collection and student progress.
- Teachers have many opportunities for professional development.
- Math and literacy consultants work with teachers throughout the year through PD and lab-sites.
- The needs of our sub-populations are the focus when planning for instruction and intervention.

Technology

All teachers and/or support staff use at least some form of technology on a daily basis, whether it be for submitting attendance, inputting data on students, planning lessons, and/or implementing lessons. The Promethean board, Teacher Slate and ActiVote/Expressions clickers in all classrooms is a very valuable tool that allows laptops in 5th grade classrooms and 1:1 iPads in 4th grade classrooms have always allowed these students more access to educational apps and programs and innovative ways to receive and demonstrate their knowledge of the TEKS.

Perceptions

Perceptions Summary

School Culture and Climate:

- The students of William B. Travis Elementary describe the school where teachers are enthusiastic about teaching and care about student learning. Based upon a student survey regarding school culture and climate, students feel teachers are prepared for class, encourage them to do their best, make sure they understand what is being taught, and readily helps when needed. Students feel the adults model respectful behavior and classroom rules are fair. Overall, students feel safe and a strong sense of pride in our school. The teacher survey also describes our campus as a safe and respectful place to work. When new students/families arrive to Travis they are warmly welcomed by front office staff members and are usually paired up with a student in their class to be their buddy to help them familiarize them with Travis Elementary. Our campus activities are inclusive of all students and promote wide-spread student participation.
- Overall, students describe the campus as needing support in student to student relationships. Most all student groups surveyed felt that students in the school do not treat each other of the teacher with respect. Likewise, the teacher survey reports similar opinions regarding respect.
- After analyzing the discipline data, it was discovered that most of our behavior referrals happen in the classroom. The other two high referral areas are the hallways (lunchroom), and the bus. We receive most of our discipline referrals in the afternoon after student lunches. Currently, we use our PBIS expectations to reinforce positive behavior and booster lessons to redirect misbehavior. Most discipline practices and decision-making processes are evaluated by our (i.e. Principal, Assistant Principal, and Student Support Administrator).
- Discipline policies and practices are proactive in nature because clear expectations have been set in place and students are well-versed in them. We use Olweus as the strategy to reduce the threat of bullying, but still struggle with student bullying as a campus as the data revealed in the student and teacher surveys indicate.
- Less than 1% of our student population has been sent to the DAEP for this school year. The students that were sent either struck a staff member/student, made a violent threat to a staff member, and/or destroyed school property. No one student population is more heavily represented than another in this area.
- Travis has several procedures in place to promote safety. We regularly have fire drills, lock down drills, and shelter in place drills so that students know what to do in case of an actual emergency. We also use Olweus, PBIS, and Keystone to promote school safety standards. Students and teachers revealed in the surveys given that they feel safe on campus.

Family Engagement:

- W.B. 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. In fact, we had DePelchin come twice to offer a Parenting Help session to our parents.

- Parents and our community are actively involved in meaningful ways that support student learning all throughout the school year. From a community aspect, our Partners in Education- Exxon Mobil, donates time through the Junior Achievement Program and Steam Town. They also help promote student perfect attendance, our Watch D.O.G.S. program, and PBIS. Also, many local volunteers within the community come to read to our student and our local fire department come each year to discuss fire safety with our students. Our P.T.O organization assists with our academic family events and volunteers their time to offer support to our staff in various ways, such as a number of fund raising 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.
- Based upon the parent surveys, both paper and computer-based, our parent's feel as though Travis Elementary is an effective and efficient school. According to survey responses, most parents do feel that Travis welcomes them and invites their active participation. Our teacher's expectations for parental involvement is highly encouraged to maintain student success.
- Travis Elementary utilizes a number communication methods to keep parents informed of what is going on at school. Monthly newsletters, the school website, and the School Messenger system (phone calls and e-mails) are the tools used to keep parents abreast of school happenings. All communication are translated in both English and Spanish for our parents.
- Our campus is partnered with Exxon Mobil through our district's Partners in Education Program. Partnered with our P.T.O, our site-based committee, which consists of parents and members of the community, actively participate in campus planning. Our P.T.O board is elected each year by members of P.T.O. The board members help to plan events and fundraisers for our school.
- Travis eagerly welcomes and encourages parents and the community to be heard and to plan an active role in identifying problems and developing solutions. Administrative staff on campus have an open door and open ear attitude towards our parents and any other community member with comments, suggestions, and/or recommendations of ways to improve our campus. Also, a parent survey is completed at the beginning and the end of each school year and our campus uses that information to make any necessary updates and/or changes.

Perceptions Strengths

School Culture and Climate:

- Our school is a place where students and staff members feel safe
- Students feel that the teachers truly care about them and how well they perform
- Students feel the adults in the building show respect for one another
- Our school celebrates and respects others differences

Family Engagement:

- 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 include community involvement this year, including community members coming to read to students, Watch D.O.G.S, and P.T.O volunteers, and students from the various junior high and high schools such as P.A.L.S
- Parents are well informed through various forms of communication, such as flyer's that go home with students, School messenger phone calls and e-mails. and the campus website.
- Parents are invited to participate in family nights, field trips, volunteer opportunities, and are able to come eat lunch with their students.
- Parents sign a Parent/School Compact at the beginning of the school year outlining the expectations of their involvement in school success
- Every parent is required to have a conference with their child's teacher
- Communications are sent out frequently to keep parents informed of school happenings - at least every month.
- Partners in Education connect family engagement to student learning
- PTO fundraisers, such as the Holiday Store, pickle sales, T-Shirt and yearbook sales.
- PTO Fun Day
- Covering student fee for field trips if family is in need
- Travis Spirit Nights- Papa John's and Chick-Fil-A
- Watch Dogs
- Academic Celebrations
- Family events being held during the day (Grandparent's Breakfast, Good Character Breakfast, and Family Book Fair Night)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students report being treated with lack of respect by their peers and teachers also report being treated with a lack of respect by their students. **Root Cause:** What respect looks like has not been clearly defined by Travis PBIS team or our school environment.

Problem Statement 2: Positive language and encouraging statements should be modeled by all staff members. **Root Cause:** All staff members should be held to the same standard regarding campus rules/procedures.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Community surveys and/or other feedback

Support Systems and Other Data

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

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	ELEMENTS	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.	2.4	Principal Counselor Campus Instructional Specialists Teachers CS3 Assistant Principal Student Success Administrator	Increase in student achievement			
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.	2.4	Principal Assistant Principal Counselor Campus Instructional Specialists Teachers CS3 Student Support Administrator	Increase in student achievement			

3) Collaborate in Professional Learning Communities (PLC) weekly to problem solve and discuss content area TEKS, CFAs, and student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities.		Principal Assistant Principal Counselor Campus Instructional Specialists Teachers CS3 At-Risk Specialist Student Success Administrator	Increase in student achievement			
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.		Principal Assistant Principal Counselor Campus Instructional Specialists CS3 Teachers Student Support Administrator	Increase in student achievement			
5) Provide school improvement through focused professional development in order to close the achievement gap among AA, LEP, and Special Education students.		Principal Assistant Principal Counselor Campus Instructional Specialists Teachers CS3 Student Support Administrator	Increase in student achievement			
6) Increase the amount of time students use math manipulatives in daily math instruction K-5 to improve student mastery of the TEKS.	2.5	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 and number talks daily in grades K-5.	2.4	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.		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 to increase academic success with at risk students.	2.6	Principal	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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			
2) Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.		Principal Assistant Principal Teacher Student Support Administrator	Increase in Special Ed. scores on STAAR			
3) 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.		Principal Assistant Principal Campus Instructional Specialists Teachers Student Support Administrator	Increase in student achievement			
4) 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 CS3 Student Support Administrator	Increase in student achievement			

5) Teachers will increase the rigor of classroom and campus assessments by including open-ended questions on CFAs that require students to explain answer choices.		Principal Assistant Principal Campus Instructional Specialists Teachers Counselor CS3 Student Support Administrator	Increase in student achievement			
6) 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.		Principal Assistant Principal Campus Instructional Specialists Teachers Counselor CS3 Student Support Administrator	Increase in student achievement			
7) 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, Tier I PBIS strategies and subject area best practices to support classroom instruction in order to close achievement gaps		Principal Assistant Principal Campus Instructional Specialists Student Support Administrator	Increased STAAR scores			
8) 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.		Principal Assistant Principal Campus Instructional Specialist Teachers Student Support Administrator	Increase in student achievement			
9) Students self-select "just right" books from the classroom library to improve comprehension strategies, meta-cognition, and fluency in all grade levels.		Principal	Increase in student achievement			
10) Teachers confer with each student at least once per week about their reading and writing goals and differentiated strategies to improve literacy skills		Principal	Increase in student achievement			
11) Students will receive guided reading instruction in K-5 until they are reading on grade level.		Principal	Increase in student achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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	ELEMENTS	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)		Principal Assistant Principal Counselor Teachers CS3 Student Support Administrator Nurse Student Support Team	97% attendance for the 2018-2019 school year			
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			
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 2018-2019 school year			
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			

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 2018-2019 school year			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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	ELEMENTS	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 2018-2019			
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.		Principal Assistant Principal Counselor Teachers CS3 Student Support Administrator PBIS Committee	Decrease in discipline referrals 2018-2019			






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 Student Support Administrator	Decrease in discipline referrals and bullying incidents in 2018-2019			
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			
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						

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	ELEMENTS	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			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Principal	100% highly effective staff roster			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal	100% highly effective staff roster			
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			
5) Assess the staff development needs of those teachers not meeting highly effective standards		Principal	100% highly effective staff roster			
6) Develop staff development growth plans for all non-highly effective teachers.		Principal	Written Intervention Plan completed for each non-highly effective teacher			
7) Select only highly effective teachers from the applicant pool.		Principal	100% highly effective staff roster			
8) 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			
9) 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.			
10) Encourage all teachers to become ESL and GT certified		Principal	Increase in GT and ESL certified staff			
11) Promote positive staff morale through faculty recognition for various achievements.		Principal Assistant Principal	Improved staff attendance rate for 2018-2019			
 = 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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal CSSS	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Principal Assistant Principal Counselor Campus Instructional Specialists	Increase in STAAR scores			
3) 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 2018-2019			
4) 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 2018-2019			
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 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			
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 parental involvement in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to attend all meetings.		Principal Assistant Principal	Increase in volunteer support			
9) Utilize our partner in education, Exxon Mobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights).		Principal Assistant Principal	Increase in community partnership			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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	ELEMENTS	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 Instructional Leadership Team

Committee Role	Name	Position
Administrator	Adrienne Tesar	Assistant Principal
Non-classroom Professional	Ah-Kee-Sha Jacquet	CS3
District-level Professional	Araceli Capetillo	Counselor
Classroom Teacher	Kashanda Hawkins	SPED Teacher
Non-classroom Professional	Rose Bennett	Interventionist
Classroom Teacher	Kim Anderson	EE Teacher
Classroom Teacher	Cindy Botting	1st Grade Teacher
Classroom Teacher	Traci Cormier	4th Grade Teacher
Classroom Teacher	Jody Kulig	PK Teacher
Classroom Teacher	Tory Muller	2nd Grade Teacher
Classroom Teacher	Desirei Sneed	3rd Grade Teacher
Classroom Teacher	Carole Villere	5th Grade Teacher
Administrator	Mary K. Beebe	Principal
Administrator	Melissa May	SSA
Member	Jody Holzaephfel	Instructional Coach
Member	Teresa Moore	Instructional Coach