

Goose Creek Consolidated Independent School District

William B. Travis Elementary

2019-2020 Campus Improvement Plan



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

The Comprehensive Needs Assessment process was completed during April and May 2019 through the campus teams and the Campus Instructional Leadership Team. The following was acknowledged and determined:

Travis is one of 28 campuses in Goose Creek Consolidated Independent School District, located in the Lakewood community since 1955. Travis serves approximately 900 students, Pre-Kindergarten through Fifth Grade. Pre-Kindergarten through Second Grade students are in self-contained classes and the Third Grade through Fifth Grade classes are departmentalized. The average class size at Travis Elementary is 23:1.

Over the last three to five years the diversity of the student population has remained consistent and has maintained an average of 94% attendance rate.

Demographic Breakdown		Special Programs	
African American	17.27%	GT	6%
Hispanic	61.72%	LEP	23%
White	17.16%	504	9%
American Indian	.22%	SPED (incl. PPCD and Life Skills)	9%
Asian	1.21%		
2 or more	2.42%		
Economically Disadvantaged	78%		
Girls	47.9%		
Boys	52.1%		

Demographics Strengths

Travis Elementary instructional staff are highly qualified, certified, and have years of experience. The majority of Travis teachers have

been in the classroom for more than five years.

Travis Elementary is a Professional Learning Community where teachers meet with the Math and English Language Arts Campus Instructional Specialists to plan quality instruction and analyze student performance data.

Student Academic Achievement

Student Academic Achievement Summary

The Comprehensive Needs Assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Summary:

Based on our analysis of student achievement from the 2018-2019 school year, we can determine that our campus implements many interventions to meet the needs of all sub populations. There was growth in the areas of reading and math except with our SPED, ELs, and African American sub populations.

Possible reasons as to why these sub populations are not successful may 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 in place to support students who are not showing success are reading tutorials three times a week, MobyMax, Education Galaxy, Waterford Early Learning, small group instruction, and ALT.

In order to meet the needs of all students, grade levels meet and discuss students individually through the PLC process. Teachers also monitor student progress through quick checks, common formative assessments, reading and math screeners, benchmark testing, CBAs, running records, and anecdotal notes. Student specific services and interventions are determined through RTI, 504, ARD, and LPAC. These services are in place to support each student.

Problematic areas that, if remedied, could help with student success:

- Poor vertical alignment of curriculum
- Pacing of curriculum in math- does not allow for student mastery.
- First grade students being required to read CBAs during the second semester is not age appropriate because they are still learning to read and decode words.

Student Academic Achievement Strengths

Strengths:

- Gifted and Talented students are showing growth in the meets and masters sections of STAAR in 5th grade.
- Hispanic students have also shown growth in all domains of STAAR in 5th grade.
- Teacher instruction is data driven and TEKS based.
- Technology integration has increased in all grade levels due to the new iPad carts purchased by the district.
- The ELA CIS, Math CIS, and classroom teachers help with small group tutorials throughout the school day.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Problem Statement: ELs across all grade levels have decreased their passing rate on STAAR reading and STAAR math. **Root Cause:** Root Cause: ESL strategies need to be planned prior to instruction and listed in each subject area of lesson plans so that they can be consistently followed by Bilingual and ESL teachers. ESL strategies need to be monitored with fidelity by administrators, district specialists, and campus specialists. Additionally, training is needed for bilingual/ESL teachers due to being new to the profession and lacking experience.

School Processes & Programs

School Processes & Programs Summary

The Comprehensive Needs Assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

The curriculum, instruction, and assessment at Travis Elementary is guided by Texas Essential Knowledge and Skills Objectives (TEKS) and the Goose Creek CISD Scope and Sequence. The math curriculum pacing guide moves too quickly for students to reach mastery. Informational text scores are improving; however, our curriculum doesn't provide enough rigorous support with Fig. 19 (TEKS embedded). In Reading for grades 3-5, our strengths are Learning Standards 110.14.2B, 110.15.6.B, and 110.16.6. In Math for grades 3-5, our strengths are Learning Standards 111.5.2.A, 111.5.9A, 111.6.6A, and 111.7.3.F.

Grade level PLCs are scheduled twice a month for the purpose of collaborative planning. These grade level communities target lesson planning, data review, strategic planning, and collaborative teaching strategies for the following week. Grade levels are also expected to meet at least one time per week as an entire team to ensure consistency among team members. Grade levels and programs meet bi-weekly with the administrative staff and instructional specialists to analyze data and map out strategies. These strategies planning sessions are the PLC times when each team is provided an extended time period to analyze data and plan effective instruction. Reading teachers use the data to track reading levels on the guided reading board. Teachers move students' names on the board to show growth. Struggling students are discussed and intervention plans are developed or monitored using data. In the bilingual classrooms, teachers use EL talks to track progress for bilingual and ESL students. Math and reading teachers have data tracking sheets where each student set goals and track his/her growth. RTI committee meetings are held during conference times for grade level teams.

Travis Elementary is focused on improving student academic achievement by attending bi-weekly PLCs, district PLCs, bi-weekly professional development, working with literacy and math consultants to improve student achievement. Travis Elementary exhibits our sense of urgency and strong commitment by monitoring student's growth by intervention or at six-weeks intervals, depending on individual students' needs. In grades 3-5 we have a Math, Reading, and Writing CAMP that focus on specific TEKS. The purpose of the CAMP is to help close the achievement gap. During ALT teachers who are strong in one area of the TEKS are assigned students who are struggling with that specific TEK to enhance their comprehension of that skill.

Overall, Travis Elementary has access to many forms of technology including Promethean boards, document cameras, (both desktop and laptop), iPads, and ActivExpression clickers. Technology is used across the curriculum in all content areas (reading, writing, mathematics, science, and social studies). Teachers are integrating technology into their classrooms daily. Education Galaxy is an application software that our campus purchased for grades K-5. This app allows teachers to assign individual skills to their students. The app also allows

students to track his/her growth and to set goals. Some of our Promethean boards and document cameras are malfunctioning daily/weekly.

Areas of concerns identified by the committee in this area:

- 3rd grade Reading - Identify explicit cause and effect relationship among ideas in texts.
- 4th grade Reading - Summarize and explain the lesson or message of a work of fiction as its theme.
- 5th grade Reading - Determine the facts in text and verify them through established methods.
- An excessive amount of our primary students are not on reading level due to the lack of phonological awareness.
- 3rd grade Math - Represent one-and-two step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations
- 4th grade Math - Determine the approximate measure of angles in degrees to the nearest whole number using a protractor.
- 5th grade Math - Solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies to algorithms, including the standard algorithm.
- Academic Vocabulary-Teachers and students are not using it enough.
- We need one on one devices in 2nd /3rd and an iPad cart for K-1 to share
- Reading and math continues to be our areas of focus to close the achievement gaps
- Vertical teams collaborate with a focus across grade levels, including the areas science, math, ELA/writing, and social studies.
- Technology is often not functioning correctly.

School Processes & Programs Strengths

The Processes and Program Committee analyzed data in the following area: Curriculum, Instruction, Assessment and Technology. The committee identified the following strengths:

- Number Talks have been implemented in grades PK-5 to increase student number sense.
- Weekly PLCs (team planning)
- Instructional Specialists to support teachers in the classroom
- Safety drills are performed frequently and efficiently
- 4th/5th has one to one devices.
- District technology support helped teachers feel more comfortable using technology for educational purposes in their classrooms
- Faculty Meetings
- Team Meetings

Perceptions

Perceptions Summary

The Comprehensive Needs Assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

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, this year we hosted three academic based family nights, two in the fall and one in the spring semester, where parents learned and participated in literacy-based and mathematic 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. We also hosted a STAAR session in January that modeled reading, writing, and math skills used in the classroom. Parents walked out with practice material to work with their students at home from every session we offered. Furthermore, our campus focused on improving the health of our parents and students by offering a CATCH night that included physical activities and nutritional information regarding healthier snack options to serve at home. Based upon the parent surveys, both paper and computer-based, our parents feel as though Travis Elementary is an effective and efficient school. According to survey responses, most parents do feel that Travis Elementary welcomes them, and invites their active participation. We have also received several verbal and written comments from some of our parents thanking us for our friendly staff and efficient car rider line process.

Travis Elementary utilizes a number of 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. Based upon data from our parent surveys, most parents feel we do a great job of keeping parents informed. In fact, we had some parents mention that they feel we reach out almost too much due to the newsletter, website, phone calls and emails. We had only 2 complaints about that in the last two years. All communications are translated in both English and Spanish for 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 Partner in Education- Exxon Mobil, donates time through the Junior Achievement program and the SteamTown that focuses on including more girls in the math and science fields of study. They also helped promote Good Character traits for our students by assisting our counselor in hosting a recognition ceremony each six weeks. Furthermore, they paid for our 5th grade science all day workshop facilitated by Mary Vogas to prepare those students for the upcoming STAAR Science test. Another program for our 5th grade students is our DARE program. Officer Hockless-a Baytown Police officer facilitates the program, which encourages students to make wise choices for their future and to not let peer pressure negatively influence their lives. Our P.T.O. 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. Plus, we have our WatchDOGS volunteer program where dads come to volunteer for the day to assist in our school. Each year, we document our volunteer hours so that we ensure our parents and the local community provide meaningful support to our students. By the end of the year, we should have well over 1,500 documented volunteer hours logged in our Raptor system.

Partnered with our P.T.O., our site-based committee, which consists of parents and members of the community, actively participates in campus planning. Our P.T.O. board is elected each year by members of the P.T.O. The board members help to plan events and fundraisers for our school. Travis Elementary eagerly welcomes and encourages parents and the community to be heard and to play 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: School Culture and Climate

When a new student arrives to Travis, his/her first stop is the front office. The receptionist greets the new student and introduces the family to Mrs. Rosas, our attendance clerk. Mrs. Rosas provides orientation for the family and then she personally walks them to the child's classroom to meet the teacher. Once the child is familiarized with procedures and expectations, the teacher assigns a "buddy" from the class to help the new student navigate around Travis and help with any situations that may occur. The new student, along with all of the students at Travis are welcome and encouraged to participate in all campus activities. Among the activities that promote wide-spread participation are UIL, Track Team, Student Council, Accelerated Readers, Green Team, Choir, Dance Team and the Drumline

According to the discipline data obtained from Review 360 reports, we had significant discipline incidents from office referrals, bus referrals and in class incidents, with the highest incidents occurring in October, November and December. Recent data has shown a drastic decrease in incidents from office referrals, bus referrals and in class incidents during the months of January and February. Constantly reviewing the PBIS expectations and including specific behaviors to target has increased appropriate behavior and decreased inappropriate behavior, which is shown in the Review 360 reports for the months of March and April. The disciplinary policies and practices at Travis are proactive because we attempt to circumvent problems on behalf of children before they occur. Most of the incidents reported by the staff tend to be in class incidents and most of the incidents occur earlier in the week. In class incidents do not warrant office referrals, so teachers handle these issue within the classroom. We use Olweus strategies to reduce the threat of bullying. The data from Review 360 shows that we have no documented cases of bullying at Travis Elementary.

We have an emergency response guide readily available that covers communication, emergency procedures, natural disasters, and violent situations. We also have fire, shelter in place and bad weather drills, so the students and staff will be prepared in case of any emergencies. PBIS and Keystone are programs utilized to promote safety. According to a survey completed by the students and staff, they feel safe at

Perceptions Strengths

- Variety of both academic and parenting sessions offered throughout the year including-Monster Math Mania night, Polar Express Night, STAAR Night and Parent Homework Dictionary, and Catch Night
- 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, Watch Dogs, and P.T.O. volunteers, and students from the junior highs and high schools, such as PALS.
- Parents are well informed through various forms of communication, such as flyers 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 student.
- Parents sign a Parent/School Compact and Parent Involvement Policy at the beginning of the outlining the expectations of their involvement in school success
- Every parent is required to have a conference with their student's teacher.
- Communications are sent out frequently to keep parents informed of school happenings –at least every month.
- Numerous methods of communication-School Messenger emails and phone calls, flyers, and the campus website.
- Partners in Education connect family engagement to student learning. Example: Mary Vogas-5th grade science workshop
- PTO fundraisers, such as the Holiday Store, pickle sales, t-shirt sales, and yearbook sales.
- PTO Fun Day
- Covering student fees for field trips if family is in need
- WatchDogs Program
- Academic Celebrations every six weeks
- Family events being held during the day (Grandparent's Breakfast, Good Character Breakfast, and Family Book Fair Night)

Culture and Climate Strengths:

- PBIS has decreased the number of office referral
- Campus activities are offered and students are encouraged to participate
- Safety drills are in compliance and stakeholders feel safe at school
- Positive hospitality to all that enter Travis

- New student orientation plan is effective
- Olweus is reducing bullying incidents reported

Priority Problem Statements

Problem Statement 1: Problem Statement: ELs across all grade levels have decreased their passing rate on STAAR reading and STAAR math.

Root Cause 1: Root Cause: ESL strategies need to be planned prior to instruction and listed in each subject area of lesson plans so that they can be consistently followed by Bilingual and ESL teachers. ESL strategies need to be monitored with fidelity by administrators, district specialists, and campus specialists. Additionally, training is needed for bilingual/ESL teachers due to being new to the profession and lacking experience.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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 Released Test Questions
- STAAR EL 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019

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.

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

Summative Evaluation 1:

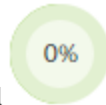
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize student conferencing to analyze assessment data and provide student feedback in order to plan for and provide effective TEKS instruction in all content areas.	2.4, 2.4	Principal Campus Instructional Specialists Teachers 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, Renaissance 360) to determine appropriate instructional interventions to help close the achievement gap for AA, LEP, and Special Education students.	2.4, 2.4	Principal Assistant Principal Campus Instructional Specialists Teachers Student Support Administrator	Increase in student achievement			
Funding Sources: Coordination of Local and State Funds - 1200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Collaborate in Professional Learning Communities (PLC) bi-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 Campus Instructional Specialists Teachers At-Risk Specialist Student Success Administrator	Increase in student achievement			
4) Conduct vertical team meetings once 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 Campus Instructional Specialists Teachers Student Support Administrator	Increase in student achievement			
Funding Sources: Coordination of Local and State Funds - 600.00						
5) Provide school improvement through focused professional development such as Poverty Training in order to close the achievement gap among all sub-populations		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, 2.5	Principal Assistant Principal Campus Instructional Specialists Math Teachers District Math Specialists Student Support Administrator	Increased math CBA, Benchmark, and STAAR scores			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Increase the amount of time students participate in guided math instruction and number talks daily in grades K-5.	2.4, 2.4	Principal Assistant Principal Campus Instructional Specialists Teachers Student Support Specialist District Math Specialists	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 District Instructional Specialists	Increase in student achievement			



= Accomplished



= No Progress



= Discontinue

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

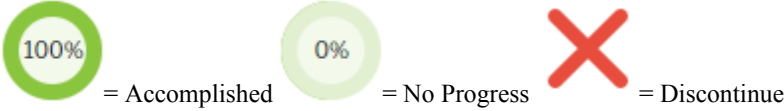
Performance Objective 1: Teachers will implement a rigorous and relevant curriculum to ensure academic success for all learners.

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 Teachers Student Support Administrator Inclusion Paraprofessionals	Increase in Special Education scores on STAAR			
3) Utilize time for team planning bi-weekly 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			
Funding Sources: Coordination of Local, State, and Federal Funds - 130000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 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 Student Support Administrator District Instructional Specialists	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 Student Support Administrator District Instructional Specialists	Increase in student achievement			
7) 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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
8) Implement a campus wide independent reading program which encourages daily independent reading at home to build fluency and comprehension to increase student achievement in all subject areas.		Principal Assistant Principal Student Support Administrator Campus Instructional ELA Specialist Teachers	Increase in student achievement			
9) Teachers confer with each student at least once per week about their reading and writing goals and differentiated strategies to improve literacy skills		Principal Assistant Principal Campus Instructional Specialists Teachers Student Support Administrator	Increase in student achievement			
10) Students will receive guided reading instruction as required in K-5 .		Principal Assistant Principal Campus Instructional Specialists Teachers Student Support Administrator	Increase in student achievement			
 100% = Accomplished 0% = No Progress X = 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) Implement focused tutorials for at-risk students.	2.4, 2.6	Principal Campus Instructional Specialists	Improve at risk student achievement			
Funding Sources: Coordination of Local and State Funds - 12000.00						
2) 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 Attendance Clerk CYS Worker	97% attendance for the 2018-2019 school year			
3) Complete early attendance slips at 8:30 and office staff calls home to ensure students can arrive by 9:30 if possible.		Principal Assistant Principal Receptionist Office Clerk Teachers CS3 Counselor	Increased student achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Promote daily attendance by implementing a campus wide daily incentive program for students and staff and conduct drawings for individual rewards at the end of the six weeks.		Principal Assistant Principal Teachers CS3 Counselor Student Support Administrator Attendance Clerk Partner in Education	97% attendance for the 2019-2020 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 Student Support Administrator Teacher Partner in Education CS3 Counselor	Increase in understanding the college and career readiness standards			
6) 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 2019-2020 school year			
 = Accomplished  = No Progress  = Discontinue						

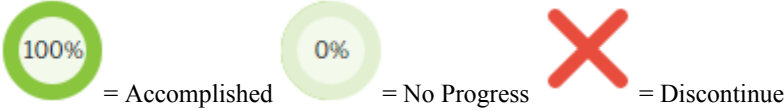
Goal 4: Travis Elementary will provide and maintain a safe, positive learning environment.

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 Teachers CS3 Student Support Administrator PBAS Team	Decrease in student discipline referrals for 2019-2020.			
2) Develop and implement leadership opportunities for students (i.e. Flag Team, Green Team, Student Council, etc.) in order to foster positive student behavior		Principal Assistant Principal Counselor 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 2019-2020.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 2019-2020			
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			
						




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 Assistant Principal	100% highly effective staff roster			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Principal Assistant 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 Assistant Principal Lead Campus Mentor	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 Assistant Principal Student Support Administrator	100% highly effective staff roster			
5) Assess the staff development needs of those teachers not meeting highly effective standards		Principal Assistant Principal Student Support Administrator	100% highly effective staff roster			
6) Develop staff development growth plans for all non-highly effective teachers.		Principal Assistant Principal Student Support Administrator	Written Intervention Plan completed for each non-highly effective teacher			
7) Select only highly effective teachers from the applicant pool.		Principal Assistant Principal Student Support Administrator	100% highly effective staff roster			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
8) Implement a highly effective Teacher Intervention Plan for all non-highly effective teachers.		Principal Assistant Principal Student Support Administrator	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 Assistant Principal Student Support Administrator	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 Assistant Principal Student Support Administrator	Increase in GT and ESL certified staff			
11) Promote positive staff morale through faculty recognition for various achievements.		Principal Assistant Principal Student Support Administrator	Improved staff attendance rate for 2019-2020			
 = Accomplished  = 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, 3.1	Principal Assistant Principal CS3	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, 3.2	Principal Assistant Principal Counselor Campus Instructional Specialists CS3	Increase in STAAR scores			
Funding Sources: Coordination of Local, State, and Federal Funds - 4800.00						
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 CS3 Counselor	Increase in positive responses on end of year parent survey for 2019-2020			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 CS3 Counselor Teachers	Increase in positive responses on end of year parent survey for 2019-2020			
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 CS3 Counselor	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 CS3	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 Assistant Principal Student Support Administrator CS3 Teachers Counselor	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 Student Support Administrator CS3 Counselor	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 Student Support Administrator CS3 Counselor	Increase in community partnership			

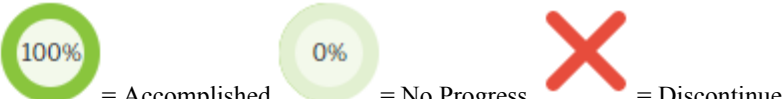
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 Student Support Administrator Teachers Librarian District Ed Tech Specialists	Increase in student achievement			
2) Utilize Imagine Learning for our 1st-2nd grade LEP population to increase comprehension and fluency.		Principal Assistant Principal Student Support Administrator Teachers District Bilingual Specialist	Increased Scores on TELPAS and in all academic areas			
3) Utilize computer programs (i.e. Reasoning Minds, STAAR 360, Moby Max, Renaissance 360, Educational Galaxy, Fast Forward and Waterford) to increase student achievement.		Principal Assistant Principal Student Support Administrator Teachers Counselor	Increased Scores on STAAR in 3-5			
						

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Adrienne Tesar	Principal
Administrator	Cara Munn	Assistant Principal
Classroom Teacher	Sierra Mansini	SPED/Inclusion Teacher
Classroom Teacher	Anastasia Riley	Lifeskills Teacher
Classroom Teacher	Jody Kulig	PreK Teacher
Classroom Teacher	Linda Hernandez	1st Grade Bilingual Teacher
Classroom Teacher	Leah Moody	2nd Grade GT Teacher
Classroom Teacher	Brandy Whistler	3rd Grade ESL/Gen Ed Teacher
Classroom Teacher	Sheryl Shepherd	4th Grade Math Teacher
Classroom Teacher	Carole Villiere	5th Grade Science/SS Teacher
Classroom Teacher	Angela Dunson	PE Coach
Classroom Teacher	Rebecca Acuna	Art Teacher
Non-classroom Professional	Jody Holzaepfel	ELA Instructional Coach/Specialist
Non-classroom Professional	Teresa Moore	Math Instructional Coach/Specialist
Non-classroom Professional	Ahkeesha Jacquet	CS3
Non-classroom Professional	Jennifer Simotas	Counselor
Non-classroom Professional	Rosita Bennett	Dyslexia Interventionist
Administrator	Melissa May	SSA-Student Support Administrator
Paraprofessional	Tanya Marcrum	Secretary
District-level Professional	Ginger McKay	Special Programs Director
Parent	Nydia Santos	Parent Representative/PTO Member
Parent	Angie Guiles	Parent Representative/PTO Member

Committee Role	Name	Position
Business Representative	Elizabeth Bridwell	Partner in Education Business Representative

Family and Community Involvement Committee

Committee Role	Name	Position
Parent	Angela Guiles	Parent/PTO Secretary
Parent	C. Campos	Parent
Parent	Julie Placencia	Parent
Parent	Keila Eppinger	Parent
Parent	Nydia Santos	Parent/PTO President
Administrator	Adrienne Tesar	Principal
Administrator	Cara Munn	Assistant Principal
Non-classroom Professional	Ahkeesha Jacquet	CS3
Parent	Edith Williams	Parent
Parent	Cynthia Flores	Parent
Non-classroom Professional	Araceli Capetillo	Counselor

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Campus Instructional Specialists focused instructional coaching	Title I Part A Funds	\$130,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
6	1	2	Supplemental materials to support parent academic sessions	Title I Part A Funds	\$800.00
Sub-Total					\$134,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental materials to support academic improvement	Sp Ed Funds	\$500.00
1	1	2	Supplemental materials to support academic improvement	Bilingual/ESL Funds	\$700.00
1	1	4	Supplemental materials to support enriched academic improvement	GT Funds	\$600.00
3	1	1	Costs for tutorial interventions	SCE Funds	\$12,000.00
Sub-Total					\$13,800.00
Grand Total					\$148,600.00