

Goose Creek Consolidated Independent School District

William B. Travis Elementary

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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

- 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 for students
 - Girls 48.24%
 - Boys 51.75%
 - African American 5.45%
 - Hispanic 28.18%
 - White 64.54%
 - American Indian 1.81%
 - Asian 1.25%
 - 2 or more 1.93%
- Program Information
 - GT 6.02%
 - LEP 20.34%
 - 504/Dyslexia 9.54%
 - SPED (incl. PPCD and Life Skills) 9.43%

Demographics Strengths

- Travis has a staff that is experienced in teaching students with a diverse learning needs.
- Travis is a Professional Learning Community with teams that consistently meet to analyze demographic, achievement, and behavior data so adjustments can be made to ensure student success.
- Travis Elementary instructional staff are 100% highly qualified, fully certified, and have many 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 Learning

Student Learning Summary

- Due to not having STAAR scores for 2019-2020, we are basing student achievement on the previous 2018-2019 STAAR. 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, Education Galaxy, Waterford Early Learning, EdTech Fractions, 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 student conferences where students help make their goals, 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.

Student Learning 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.
- The ELA CIS, Math CIS, and classroom teachers help with small group tutorials throughout the school day.
- LLI kit was purchased and used for bilingual students in grades 3-5.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

- W.B. Travis Elementary continued to maintain a strong home/school connection during an eventful year full of unexpected obstacles brought on by a global pandemic-Covid -19. We planned to have two large family events, one in the fall and one in the spring semester, that focused on educational and engaging activities to maximize our families' understanding of how to support their children at school. Unfortunately, due to Covid-19 we were only able to have the one in the fall. That event focused on teaching the importance of reading in the home to strengthen literacy efforts in the classroom. Students, parents, and teachers were engaged in these activities because they were fun and practical for at home use.
- Our spring event was set to focus on the importance of healthy living habits and to encourage families to enjoy physical activities as a family in lieu of being “plugged in” to electronics.
- 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 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 for some of the physical improvements we have made to the school’s appearance with the help of our Partner in Education-Exxon Mobil and our P.T.O. We especially received high praise for our Whoville Day in which we transformed the school into the Whoville Village, had students and teachers dress as Whoville characters, and even had the ‘Grinch’ make an appearance.
- Travis Elementary utilized a number of communication methods to keep parents informed of what is going on at school throughout the school year, but even more so once schools were ordered to close due to Covid-19. 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. In addition, we created a campus Facebook page to keep parents informed. Furthermore, an electronic message board in the front office was added to increase our parent communication efforts.
- Another addition to our parent communication efforts was text messages being sent. Parent response to this effort has been overwhelmingly positive and appreciated.
- Based upon data from our parent surveys, most parents feel we do a great job of keeping parents informed. Plus, 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.
- This year, our Partners in Education funded a beautiful mural that added to our front foyer.
- They also helped promote Good Character traits for our students by assisting our counselor in hosting each six weeks that we were in school. In the fall semester, 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 went above and beyond this year to assist 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. They helped in our efforts to improve the appearance of our school with a mural in our front foyer and another in front of our library.
- Furthermore, our P.T.O. transformed the school into Whoville for our students just before the Christmas break.

- Our WatchDOGS volunteer program continued again this year. We had several dads come to volunteer for the day to assist our staff and help in the effort to improve the appearance of 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.
- 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.
- To address bullying, Travis enacted the Olweus Program. The school counselor met with the staff and gave them the first six weeks of lessons. After reviewing, discussing and receiving feedback from staff members, Mrs. Simotas showed them where to find the lessons for the rest of the school year. The teachers voiced a concern about the time restraints and the inability to complete the lessons in a timely manner. Their concern was addressed and resolved by the campus administrators. After introducing the Olweus program, and attempting to be proactive against bullying, only one incident was reported. The bullying incident was investigated, addressed and resolved. As a disciplinary action, based on the investigation of the alleged incident, a student received alternative placement.

School Processes & Programs Strengths

- Variety of both academic and parenting sessions offered throughout the year including-Books on Blankets, STAAR Night and Parent Homework Dictionary.
- 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 D.O.G.S., and P.T.O. volunteers, and students from the junior highs and high schools, such as P.A.L.S. and the Lee High School Varsity baseball team.
- Parents are well informed through various forms of communication, such as flyers that go home with students, School Messenger phone calls and e-mails, text messages, the campus website, a Facebook page, an electronic message board in the front office
- Parents are invited to participate in family nights, field trips, volunteer opportunities, and 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, text messages, flyers, the campus website, an electronic message board in front of the school and in the front office, and a Facebook page.
- 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
- PTO Whoville Day
- Covering student fee for field trips if family is in need

- Watch D.O.G.S.

As a campus, we are aware that we had some discipline problems and are addressing them in several ways. For example, staff trainings have been held and dividing administrative staff members up between grade levels has been helpful in addressing concerns. All first, second, and third year teachers go to behavior training to help with classroom management. Instructional coaches provide support to the teachers. At this time, the Assistant Principal and Student Support Administrator divide up grade levels to handle discipline concerns. Both staff members will attend a visible learning behavior session in the July.

The campus PBIS committee has been working on updates to the system that will address changes in HB3 and campus behavior trends from the 2019-2020 school year. A six-week survey will be conducted through the PBIS committee to monitor administration support of teachers on behavior/discipline.

Overall, staff perceptions of the campus culture and climate was positive based on staff survey responses. There were comments regarding concerns about how discipline is being handled and kids being placed back into class with little to no consequences.

Perceptions

Perceptions Summary

- Due to Covid-19, the committee analyzed campus data based off student performance prior to March 2020 using mid-year benchmark data. The curriculum, instruction, and assessments at Travis Elementary are guided by the Texas Essential Knowledge and Skills Objectives (TEKS) and Goose Creek ISD Scope and Sequence. Based on the new ELA TEKS, current math TEKS, and a shorten data collection period, we are seeing scores improve. In reading for grades 3-5 our strengths are learning standards 3.6B, 4.10C, and 5.8C. In math for grades 3-5 our strengths are learning standards 3.4D, 3.2A, 4.2B, 5.9B.
- Grade level PLC's are scheduled twice a month to collaborate and plan data driven instruction. The grade level representatives target data review, lesson planning, and effective teaching strategies/methods and effective manipulatives to use. Grade levels are also expected to meet alternating PLC/Team meetings to collaborate as a grade level, to ensure consistency among the team. Grade levels and programs meet bi-weekly with the administrative staff and instructional specialists to analyze data and map out instructional strategies. Reading teachers use the data to track reading levels on the guided reading board. Teachers move student names on the board as they show growth. Students that are not showing growth are discussed and intervention plans are developed. As students go through the intervention process, teachers progress monitor to ensure the intervention efforts are successful. Education Galaxy is used in tier I instruction and Liftoff is used for tier II and tier III intervention. Guided reading and LLI is also used for intervention purposes. In the bilingual classrooms, teachers are using EL talks to track progress for the bilingual and ESL students. Reading and math use data tracking sheets to meet with students and set individual learning goals and track their own progress. RTI committee meetings are held monthly either during conference or after school.
- Travis Elementary is focused on improving student academic achievement by attending bi-weekly PLC's, district PLC's, professional development, curriculum connection, C&P's, and working with literacy and math coaches to ensure quality instruction. Travis is committed to monitoring student growth. We focus on enriching students and challenging them to reach the next performance category, as well as intense intervention and weekly progress monitoring. During ALT, teachers are focused on TEK specific, data driven, intense instruction to move kids from one performance category to the next. Kids that are bubble kids are tutored with a very specific rigorous plan, and below level kids are put through the RTI program to ensure academic success. We use our ALT time to switch kids based on their academic needs.
- Travis Elementary has access to various forms of technological innovations. Promethean boards, document cameras, desktop computers, laptops, Ipads, and active expression clickers. Technology is implemented across the curriculum in all content areas. Teachers are integrating technology into their classrooms regularly. Due to the COVID-19 crisis, teachers have learned how to navigate through Google classroom, Google documents, seesaw and various other distant learning programs ensuring almost every student is using technology to learn distantly.
- Travis has implemented specific programs to enrich students and intervene with multiple learning difficulties. Education Galaxy is an application software our campus purchased for K-5 and used to enrich tier I instruction. The "My study plan" is an individualized portion of Ed Galaxy. It focuses on TEK specific needs of a target student. Liftoff is an extension portion of Education Galaxy used for tiered intervention. This year, our campus piloted EdTech fractions for 3-5 grade levels. EdTech fractions focuses on algebraic readiness to build an early foundation for algebraic reasoning. The program has proven to be effective. However, our campus implementation was intercepted by COVID-19. We are planning on continuing through next year.
- Areas of Concerns (Due to Covid-19, We used mid-year benchmark data)
 - 3rd Grade reading: (3.9 D) recognize characteristics and structures of informational text & (3.10 D) describe how the author's use of imagery,

literal and figurative language such as a simile, and sound devices such as an onomatopoeia achieves specific purpose.

- 3rd Grade math: (3.5 C) (S) describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24. Also, (3.4 A) (R) Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.
- 4th Grade reading: explain the author's purpose and message within a text.
- 4th Grade math: (4.4 F) (S) expected to use strategies and algorithms, including the standard algorithm to divide up to a four digit dividend by a one digit divisor. Also, (4.5 B) (R) represent problems using input and output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.
- 5th Grade reading: (5.9 D) recognize characteristics and structures if informational text including A. the central idea with supporting evidence B. features such as insets, timelines, and sidebars to support understanding and C. organizational patterns such as logical order and order of importance.
- 5th Grade math: (5.4 H) (R) represent and solve problems related to perimeter and/or area and related to volume. Also, (5.3 K) (R) add and subtract positive rational numbers fluently.
- Academic vocabulary
- One to one device for 3rd Grade
- Vertical alignment in all subject areas
- Functionality of the 5th grade laptops

Perceptions Strengths

- Weekly PLC's & Planning are implemented to focus on any targeted campus needs or instructional needs of our campus.
- Coaching Cycles are implemented from the CIS's to ensure quality instruction of all teachers.
- Number talks have been implemented in grades PK-5 to increase student number sense.
- EdTech Fractions has been implemented to concrete pre-algebraic foundations that will continue through high school and college.
- Liftoff has been implemented for our tier II and III intense instruction.
- Education Galaxy is in place for tier I instruction and teachers are using a "My Study Plan" to target individual plans for students.
- 4th & 5th Grade students have one-to-one technology that implements innovative learning.
- Heidi Morgan has helped teachers become more comfortable using technology for educational purposes in their classrooms.
- Bi-Weekly faculty meeting for administrative updates and campus responsibilities.
- Team Meetings to ensure grade level expectations.
- Academic tutors focusing on low level learners.
- Tracking system to ensure student accountability.
- Number talks and spiraled warm-ups to stimulate prior learning.

Priority Problem Statements

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

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- T-PESS 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

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 Sources: STAAR, TELPAS, and District Assessments

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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, White, LEP, and Special Education students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental materials to support academic improvement - Coordination of Local and State Funds - Sp Ed Funds - \$300, Supplemental materials to support academic improvement - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, Intervention Teacher, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Supplemental materials to support enriched academic improvement - Coordination of Local and State Funds - GT Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Provide school improvement through focused professional development such as Emotional Poverty Training in order to close the achievement gap among all sub-populations</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Campus Instructional Specialists, CS3, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Increase the amount of time students use math manipulatives in daily math instruction K-5 to improve student mastery of the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased math CBA, Benchmark, and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Increase the amount of time students participate in guided math instruction and number talks daily in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, Math Teachers, and District Math Specialists</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 8: Utilize at least half of every district PLC day for instructional planning and data review.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: Implement Instructional Rounds on campus to increase student performance across all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 10: Attend training sessions with a Travis team and implement the PLC 15 day Challenge on campus to increase performance across all grade levels. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 11: Campus Instructional Specialists will continue to meet with Jim Knight consultant and district coaches to implement the coaching model to increase strategies within teacher instruction. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators and Campus Instructional Specialists Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

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





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 Sources: STAAR, TELPAS, and District Assessments

Summative Evaluation: None

<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Increase in students who exceed progress on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Utilize the inclusion model to help ensure all special education students are taught in the least restrictive environment.</p> <p>Strategy's Expected Result/Impact: Increase in Special Education scores on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Campus Instructional Specialists focused instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$120,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 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. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Continue with the implementation of the Readers are Leaders, 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. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Teachers confer with each student at least once per week about their reading and writing goals and differentiated strategies to improve literacy skills Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 10: Students will receive guided reading instruction as required in K-5 . Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Campus Attendance Reports, STAAR Results

Summative Evaluation: None

<p>Strategy 1: Implement focused tutorials during ALT (Alternative Learning Time) for at-risk students. Strategy's Expected Result/Impact: Improve at risk student achievement Staff Responsible for Monitoring: Campus Administrators and Campus Instructional Specialists Title I Schoolwide Elements: 2.6 Funding Sources: Costs for tutorial interventions - Coordination of Local and State Funds - SCE Funds - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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) Strategy's Expected Result/Impact: 97% attendance for the 2018-2019 school year Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Complete early attendance slips at 8:30 and office staff calls home to ensure students can arrive by 9:30 if possible. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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. Strategy's Expected Result/Impact: 97% attendance for the 2020-2021 school year Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4 Funding Sources: Student and Staff Incentives - Local Funds - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Increase student knowledge about college & career planning through campus-wide and grade level activities that support and promote college and career readiness. Strategy's Expected Result/Impact: Increase in understanding the college and career readiness standards Staff Responsible for Monitoring: Campus Administrators and Counselor Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 6: The Student Support Team will monitor student's with attendance, academic, and/or behavior needs in order to provide support that will improve student success.</p> <p>Strategy's Expected Result/Impact: Improve student success when compared to prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrators and CSSS</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Campus Discipline Reports

Summative Evaluation: None

<p>Strategy 1: Continue to modify and implement the current Positive Behavior and Academic Support (PBAS) plan to promote a safe and orderly environment conducive to learning.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals for 2019-2020.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Develop and implement leadership opportunities for students (i.e. Flag Team, Green Team, Student Council, etc.) in order to foster positive student behavior</p> <p>Strategy's Expected Result/Impact: Student recognition on membership board</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide training for staff members on PBIS and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Continue school-wide character education (Keystone), weekly classroom guidance lessons, Olweus program, and PBIS strategies to reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and bullying incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Promote positive staff morale, and collective commitments through a variety of teacher incentives, social committee and team building activities.</p> <p>Strategy's Expected Result/Impact: Improved staff morale and team building</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 6: Increase student awareness of bullying prevention techniques by implementing the OLWEUS bullying program. Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Utilize Review 360 to determine effective strategies for improving classroom behavior. Strategy's Expected Result/Impact: Decrease in student discipline incidents Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: Recruit and retain highly effective personnel

Evaluation Data Sources: District Hiring Report, Staff Development Records

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Assess the staff development needs of those teachers not meeting highly effective standards Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Develop staff development growth plans for all non-highly effective teachers. Strategy's Expected Result/Impact: Written Intervention Plan completed for each non-highly effective teacher Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Select only highly effective teachers from the applicant pool. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 8: Implement a highly effective Teacher Intervention Plan for all non-highly effective teachers. Strategy's Expected Result/Impact: Intervention Plan on file and submitted to personnel within 6 weeks of hire Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Terminate teachers who have not met highly effective requirement by the end of year. Strategy's Expected Result/Impact: Teachers who are not highly effective in their subject will not be recommended for renewal. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 10: Encourage all teachers to become ESL and GT certified Strategy's Expected Result/Impact: Increase in GT and ESL certified staff Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 11: Promote positive staff morale through faculty recognition for various achievements. Strategy's Expected Result/Impact: Improved staff attendance rate Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: End of Year Surveys, STAAR Results, Volunteer Records

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and CS3</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators and CS3</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Supplemental materials to support parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Foster communication between home and school through the use of a campus folder system, campus newsletters, social media, the Travis website and by encouraging positive notes home, phone calls, and conferences to increase parent involvement.</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.).</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey for 2019-2020</p> <p>Staff Responsible for Monitoring: Campus Administrators and SST Team</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in positive responses on parent survey</p> <p>Staff Responsible for Monitoring: Principal, CS3, and Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 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. Strategy's Expected Result/Impact: Increased positive feedback on end of year survey Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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). Strategy's Expected Result/Impact: Increase in volunteer support Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Increase parental involvement in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to join and to attend meetings. Strategy's Expected Result/Impact: Increase in volunteer support Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Utilize our partner in education, Exxon Mobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights). Strategy's Expected Result/Impact: Increase in community partnership Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Campus Schedule, STAAR Results

Summative Evaluation: None

Strategy 1: Increase student access to technology using resources in the classrooms, computer labs, and media center in order to incorporate Technology TEKS. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Librarian, and District Ed Tech Specialists Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Utilize Imagine Learning for our 1st-2nd grade LEP population to increase comprehension and fluency. Strategy's Expected Result/Impact: Increased Scores on TELPAS and in all academic areas Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Utilize computer programs (i.e. Educational Galaxy, Fast Forward, Ed Tech Fractions and Waterford) to increase student achievement. Strategy's Expected Result/Impact: Increased Scores on STAAR in 3-5 Staff Responsible for Monitoring: Campus Administrators and Campus Instructional Specialists Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Student and Staff Incentives		\$2,000.00
Sub-Total					\$2,000.00
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	\$120,000.00
3	1	6	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
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	\$500.00
Sub-Total					\$189,500.00
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	\$300.00
1	1	2	Supplemental materials to support academic improvement	Bilingual/ESL Funds	\$300.00
1	1	4	Supplemental materials to support enriched academic improvement	GT Funds	\$300.00
3	1	1	Costs for tutorial interventions	SCE Funds	\$15,000.00
Sub-Total					\$15,900.00
Grand Total					\$207,400.00