Goose Creek Consolidated Independent School District

William B. Travis Elementary

2021-2022 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 a rational conclusion.
  - Students are self-motivated to set goals in order to increase their knowledge of grade level curriculum 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 collaboratively 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, critical thinking and time management skills in order to prioritize tasks and achieve post-secondary success.
- **Responsibility to Community**
  - Students demonstrate social awareness by showing respect and compassion throughout the community.
  - Students develop a sense of ownership in their community by participating in acts of service.
  - Students will support one another by recognizing and accepting differences among others in the community.

Table of Contents

Comprehensive Needs Assessment

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 more than 870 students, Pre-Kindergarten through Fifth Grade. Pre-Kindergarten through Second Grade students are in self-contained classes and 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 with an average 94% attendance rate, however COVID has caused a decrease in average daily attendance over the 2020-2021 school year.

Total Population for 2020-2021			
African American	16%	Special Education	13.18%
Hispanic	62.39%	Bilingual/ESL	24.31%
White	16.40%	504	4.4%
Asian	2.29%	GATE	7.45%
American Indian	.23%	At Risk	52.98%
Pacific Islander	.11%	Economically Disadvantaged	75.68%
Two or More Races	2.52%		

Travis Elementary instructional staff are 100% highly qualified and fully certified, with approximately 50% of staff members holding multiple certifications. Travis has a high retention rate for teachers and supports the Teacher Intern programs, hiring qualified interns as they complete their degrees and certifications. The grade level teams are well-balanced in years of experience in education, with the majority of Travis teachers in the classroom for more than 5 years

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

Demographics Strengths

Travis has a staff that is experienced in teaching students with diverse learning needs. Travis is a Professional Learning Community with teams that consistently meet to analyze demographic, achievement, and behavior data so adjustments came be made to ensure student success.

Student Learning

Student Learning Summary

Based on our analysis of student achievement from the 2020-2021 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 (3rd-5th), ELs (3rd and 4th), and African American (4th) 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 five times a week, math tutorials four times a week, 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.

We also looked at the benchmark data for 2021. We noticed that SPED and LEP students are populations that are struggling to reach approaches in Science, Math, and Reading.

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

- Vertical alignment of curriculum.
- Pacing of curriculum in math.
- Mission math resources are not aligned specifically to the scope and sequence.
- There are no Science interventions in 3rd and 4th grades. Many of the TEKS that are tested on 5th grade Science STAAR are not taught in the 5th grade curriculum but only reviewed.
- Our white sub-population scored below expectation in 4th and 5th grade math 2021 benchmarks.
- Our African American sub-population scored below expectation on 4th grade Science CBA and 5th grade Science benchmark.
- Attendance and academic success of virtual students for the 2020-2021 school year.

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.
- Technology integration has increased since the pandemic and all students have one to one technology.

- The ELA CIS, Math CIS, and classroom teachers help with small group tutorials.
- Our white sub-population scored well in 5th grade science, 3rd grade math, and 3rd-5th reading on our 2021 benchmarks.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED across all grade levels have decreased their passing rate on STAAR reading and STAAR math. **Root Cause:** SPED accommodations need to be planned prior to instruction and listed in each subject area of SPED lesson plans so that they can be consistently followed teachers. SPED accommodations need to be monitored with fidelity by administrators.

School Processes & Programs

School Processes & Programs Summary

The analysis of the state assessment reporting categories reveals our campus strengths and weaknesses. We can measure where more time should be spent on specific TEKS. One major weakness is that the math curriculum does not allow time for mastery.

Rigor and relevance of instruction is aligned with TEKS,ELPS, and CCRS. Teachers differentiate and up the rigor as needed to accommodate student needs.

Grade level PLC's are scheduled once a week to collaborate and plan data driven instruction. The grade level representatives utilize data review, lesson planning, 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 meet weekly with the administrative staff and instructional specialists to analyze data in order to map out instructional strategies.

Reading teachers use the assessment data to track reading levels recorded in their guided reading binders. Math teachers are using the data from assessments and are implementing IEP folders. Students are working on target skills that they have not mastered. Teachers move students 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. 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 to track their own progress. RTI committee meetings are held monthly either during conference or after school to address academic and behavioral needs of students.

Travis Elementary is focused on improving student academic achievement by attending weekly PLC's, district PLC's, professional development, curriculum connection, C&P's, and working with content 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. Students below level are put through the RTI program to ensure academic success. We use our ALT time to switch kids based on their academic needs.

The curriculum and programs that our campus uses are adopted by the district and are scientifically based in research. The district ensures that they are TEKS aligned and are the most beneficial for each department. Some campuses use additional resources that are suggested from the math department.

Our campus is differentiating by making sure that all students have access to the curriculum through multiple means of representation. We are providing more than one format to present information by providing text, audio, video, and hands-on learning which gives students a chance to access the material in the best way suited for their needs. Another form of differentiation we use is providing multiple means of action and expression by giving the students more than one way to interact with the materials. This allows them to show what they have learned such as choosing between a pencil and paper test, oral presentation, or completing a group project. Also, we use multiple means of engagement by letting students make choices and giving students assignments that feel relevant to their lives. Our teachers at Travis are excellent at providing our students with differentiation and scaffolding in order to help them grasp the concept and they will gradually back the support away so the child will be able to transfer the skills they learned into independent practice.

Travis Elementary has access to various forms of technological innovation such as 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 and hybrid instruction, 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. Our campus utilizes the district technology specialist, Heidi Morgan, to incorporate digital lessons in their day-to-day planning.

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. EdTech fractions is another innovative program 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. Students are showing better understanding of fractions across the grade level. We also have four teachers using Reflex math to solidify math facts. Students that use the program love the interaction and are developing automaticity in their math facts. Finally, our campus purchased the Greg Tang math program that is used pre-k -5. Greg Tang offers consistent vocabulary and learning strategies across the grade level. This program comes with learning videos on how to teach certain concepts. There is also a professional development component to help teachers grow as professionals.

School Processes & Programs 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. Greg Tang programs are also utilized for innovative learning consistent academic language.
- 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.
- All 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 intervention.
- Tracking system to ensure student accountability.
- Number talks and spiraled warm-ups to stimulate prior learning.

Perceptions

Perceptions Summary

With the ongoing pandemic, Travis Elementary had to look at "How well we do business" with a different set of eyes. To address the needs of students, our counselor implemented the *Character Strong* program. Character strong is a research- based counseling program that focuses on the social and emotional learning of the whole child. The program has a strong emphasis on character development which includes kindness, courage, cooperation, empathy, respect, perseverance, honesty, responsibility, gratitude and creativity. Our elementary counseling program uses the Purposeful People part of Character Strong as a preventative Tier 1 approach in order to reach all children and their families. According to campus data from review 360 from August 2020 to April 2021, Travis had no behavior incidents in August and September. More students returned to school in October, but there were only 3 behavior incidents. November had 15 incidents and December had 14. During 2021 the incidents have increased each month, but only by 1 point for January- March. Behavior incidents increased during the month of April, so the behavior committee proposed having a meeting to address the increases and be proactive. Most incidents have only required conferencing with the students/parents, or warnings.

Due to the pandemic the school year looked a little different. 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 one spring virtual science night. That event focused on the amazingly varied creatures with which we share our state and their unique adaptations for surviving in diverse Texas ecosystems. Although the presentation was virtual, Houston Museum of Natural Sciences made the animals come to life. Students, parents, and teachers were all highly engaged.

Based upon the parent surveys 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 the staff for going above and beyond in such trying times.

Travis Elementary utilized several communication methods to keep parents informed of what is going on at school throughout the school year. Flyers, 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 funds to help with school needs.

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 end of the year. Our campus uses that information to make any necessary updates and/or changes.

To keep the morale high, and promote a positive culture and climate, administrators did the following:

- Allowed Exxon to put a "coffee bar" in the library for teachers to utilize
- Gave "comfy pants day" coupons
- During Teacher Appreciation week administrators treated the staff with Tacos, Kings BQ, and Kona Snowcones
- Administrators wheeled carts around and gave out treats on several occasions
- Sunshine committee provided lunch and breakfast during the year
- Hosted 12 days of Covid-Christmas
- 100 days of school celebrations
- WHOville Christmas Covid style
- Cinco de Mayo Dress up Day
- Musical Decades dress up week

Perceptions Strengths

- Variety of both academic and parenting sessions offered throughout the year
- Practical approaches modeled for parents that are effective and efficient and strengthen home/school connection
- Activities are engaging for students, parent and staff
- Several activities offered that include community involvement this year, including P.A.L.S from Sterling High School.
- 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 virtual family night
- 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.
- Partners in Education connect family engagement to student learning.
- Tech training by Laurinda Glenn and her staff has helped teachers and students adapt to both virtual and face to face learning

As a campus, we are aware that we have some discipline and technology problems. We 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. Instructional coaches also provide support to the teachers. The Assistant Principal and Student Support Administrator divide up grade levels to handle discipline concerns. Tech training by Laurinda Glenn and her team has helped teachers, students and parents adapt to both virtual and face to face learning.

Priority Problem Statements

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

Root Cause 1: SPED accommodations need to be planned prior to instruction and listed in each subject area of SPED lesson plans so that they can be consistently followed teachers. SPED accommodations need to be monitored with fidelity by administrators.

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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- Equity data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

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: K-2 students will achieve 80% mastery of content on their grade level assessments and 3-5 students will achieve 80% at meets or masters the on STAAR.

    Evaluation Data Sources: STAAR, TELPAS, and District Assessments

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

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			

Strategy 2 Details	**Formative Reviews**		
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.	**Formative**		
	Nov	**Feb**	**June**
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 **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			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Collaborate in Professional Learning Communities (PLC) weekly to problem solve and discuss content area TEKS, CFAs, and student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in student achievement
     Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, Intervention Teacher, and Teachers
 	
     Title I Schoolwide Elements: 2.4			

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
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 **Funding Sources:** Supplemental materials to support enriched academic improvement - Coordination of Local and State Funds - GT Funds - $300	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide school improvement through focused professional development in the area of DOK questioning of students in order to close the achievement gap among all sub-populations.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement through teacher clarity and student mastery of content. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Campus Instructional Specialists, CS3, and Teachers **Title I Schoolwide Elements:** 2.4	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase the amount of activities that utilize the use math manipulatives in daily math instruction in K-5 to improve student mastery of math TEKS.	**Formative**		
Strategy's Expected Result/Impact: Increased math CBA, Benchmark, and STAAR scores **Staff Responsible for Monitoring:** Campus Administrators, Campus Instructional Specialists, and Teachers **Title I Schoolwide Elements:** 2.5	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase the amount of time students participate in guided math instruction and number talks daily in grades K-5.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators, Campus Instructional Specialists, Math Teachers, and District Math Specialists **Title I Schoolwide Elements:** 2.4	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize at least half of every district PLC day for instructional planning and data review.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement Instructional Rounds on campus to increase student performance across all grade levels.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Title I Schoolwide Elements: 2.4			

Strategy 10 Details	Formative Reviews		
Strategy 10: Administrators and CISs will attend training sessions with Lisa Spain and implement Focused Walkthroughs with five feedback meetings weekly to increase performance across all grade levels.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers **Title I Schoolwide Elements:** 2.4			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 Sources: STAAR, TELPAS, and District Assessments

Strategy 1 Details	Formative Reviews		
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	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in students who exceed progress on STAAR
    Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers
 	
    Title I Schoolwide Elements: 2.4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize time for team planning weekly in order to develop comprehensive lesson plans that follow the TEKS, district scope and sequence, and to provide coaching support for classroom teachers.	**Formative**		
	Nov	**Feb**	**June**

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
    Funding Sources: Campus Instructional Specialists focused instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $120,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in student achievement
    Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Specialists, and Teachers
 	
    Title I Schoolwide Elements: 2.5			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will increase the rigor of classroom and campus assessments by including open-ended questions on CFAs that require students to explain answer choices.	**Formative**		
	Nov	**Feb**	**June**

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			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement balanced literacy with systematic phonics/word study, grammar, and a writing approach that increases students' abilities to use language appropriately during accelerated instruction. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: 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	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers confer with each student at least once per week about their reading and writing goals and differentiated strategies to improve literacy skills. Students will self assess weekly being monitored by the content teacher. Administration will then discuss progressions during PLC. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators, teachers, and students. **Title I Schoolwide Elements:** 2.4	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Students will receive guided reading instruction weekly 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	Formative		
	Nov	Feb	June

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement focused tutorials during ALT (Alternative Learning Time) for at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Improve at risk student achievement	**Nov**	**Feb**	**June**
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 - $11,000			
Strategy 2 Details	Formative Reviews		
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)	**Formative**		
	Nov	**Feb**	**June**
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			
Strategy 3 Details	Formative Reviews		
Strategy 3: Complete early attendance slips at 9:00 and office staff calls home to ensure students can arrive by 10:00 if possible.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase student knowledge about college and career planning through campus-wide and grade level activities that support and promote college and career readiness.	**Formative**		
	Nov	**Feb**	**June**
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			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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.	Formative		
Strategy's Expected Result/Impact: Improve student success when compared to prior year. **Staff Responsible for Monitoring:** Campus Administrators and CSSS **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - $65,000	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the CATCH Curriculum to increase student and staff awareness of living a healthy lifestyle which will promote social /emotional and physical health	Formative		
Strategy's Expected Result/Impact: Decrease the number of absences with both staff and students **Staff Responsible for Monitoring:** Campus Administrators, CS3, CATCH Team and Counselor **Title I Schoolwide Elements:** 2.6	Nov	Feb	June

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to modify and implement the current PBIS plan to promote a safe and orderly environment conducive to learning.	**Formative**		

Strategy's Expected Result/Impact: Decrease in student discipline referrals for 2020-21.
     Staff Responsible for Monitoring: Campus Administrators
 	
     Title I Schoolwide Elements: 2.4
	Nov	**Feb**	**June**

Strategy 2 Details	**Formative Reviews**		
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.	**Formative**		
Strategy's Expected Result/Impact: Student recognition on membership board **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide training for staff members on PBIS and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals.	**Formative**		

Strategy's Expected Result/Impact: Decrease in discipline referrals.
     Staff Responsible for Monitoring: Campus Administrators
 	
     Title I Schoolwide Elements: 2.4
	Nov	**Feb**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Continue school-wide character education (Character Strong), weekly classroom guidance lessons and PBIS strategies to reduce discipline referrals and bullying incidents.	**Formative**		

Strategy's Expected Result/Impact: Decrease in discipline referrals and bullying incidents
     Staff Responsible for Monitoring: Campus Administrators
 	
     Title I Schoolwide Elements: 2.4
	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Promote positive staff morale, and collective commitments through a variety of teacher incentives, social committee and team building activities. **Strategy's Expected Result/Impact:** Improved staff morale and team building **Staff Responsible for Monitoring:** Campus Administrators	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase student awareness of bullying prevention techniques by implementing the Character Strong program. **Strategy's Expected Result/Impact:** Decrease in bullying incidents **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal			
Title I Schoolwide Elements: 2.4			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal			
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal			
Title I Schoolwide Elements: 2.6			
Strategy 5 Details	**Formative Reviews**		
Strategy 5: Assess the staff development needs of those teachers not meeting highly effective standards	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff roster	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal			
Title I Schoolwide Elements: 2.4			

Strategy 6 Details	Formative Reviews		
Strategy 6: Develop staff development growth plans for all non-highly effective teachers.	Formative		
Strategy's Expected Result/Impact: Written Intervention Plan completed for each non-highly effective teacher **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Select only highly effective teachers from the applicant pool.	Formative		
Strategy's Expected Result/Impact: 100% highly effective staff roster **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement a highly effective Teacher Intervention Plan for all non-highly effective teachers.	Formative		
Strategy's Expected Result/Impact: Intervention Plan on file and submitted to personnel within 6 weeks of hire **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Encourage all teachers to become ESL and GT certified.	Formative		
Strategy's Expected Result/Impact: Increase in GT and ESL certified staff **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5	Nov	Feb	June

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: Increase in parent participation
    Staff Responsible for Monitoring: Principal, Assistant Principal, and CS3
 	
    Title I Schoolwide Elements: 3.1
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Increase in STAAR scores
    Staff Responsible for Monitoring: Campus Administrators and CS3
 	
    Title I Schoolwide Elements: 3.2
    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
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

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.).
    Strategy's Expected Result/Impact: Increase in positive responses on end of year parent survey for 2020-21.
    Staff Responsible for Monitoring: Campus Administrators and SST Team
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	**Formative Reviews**		
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.	**Formative**		

Strategy's Expected Result/Impact: Increase in positive responses on parent survey
    Staff Responsible for Monitoring: Principal, CS3, and Counselor
 	
    Title I Schoolwide Elements: 3.2
	Nov	**Feb**	**June**

Strategy 6 Details	**Formative Reviews**		
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.	**Formative**		
Strategy's Expected Result/Impact: Increased positive feedback on end of year survey **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 7 Details	**Formative Reviews**		
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).	**Formative**		
Strategy's Expected Result/Impact: Increase in volunteer support **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Increase parental involvement in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to join and to attend meetings.	**Formative**		

Strategy's Expected Result/Impact: Increase in volunteer support
    Staff Responsible for Monitoring: Campus Administrators
 	
    Title I Schoolwide Elements: 3.1
	Nov	**Feb**	**June**

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Utilize our partner in education, Exxon Mobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights).	**Formative**		

Strategy's Expected Result/Impact: Increase in community partnership
    Staff Responsible for Monitoring: Campus Administrators
 	
    Title I Schoolwide Elements: 2.4
	Nov	**Feb**	**June**

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student access to technology using resources in the classrooms, computer labs, and media center in order to incorporate Technology TEKS.	**Formative**		
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	**Nov**	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Utilize Imagine Learning for our 1st-2nd grade LEP population to increase comprehension and fluency.	**Formative**		
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	**Nov**	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Utilize computer programs (i.e. Educational Galaxy, Fast Forward, Ed Tech Fractions and Waterford) to increase student achievement.	**Formative**		
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	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Campus Instructional Specialists focused instructional coaching	Title I Part A Funds	$120,000.00
3	1	5	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	$11,000.00
				Sub-Total	$11,900.00
				Grand Total	$201,400.00