

# **Goose Creek Consolidated Independent School District**

## **William B. Travis Elementary**

### **2022-2023 Campus Improvement Plan**



**Public Presentation Date:** November 3, 2022

# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Travis is one of 18 elementary campuses in Goose Creek Consolidated Independent School District, located in the Lakewood community since 1955.

Travis serves 925 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. Travis Elementary has a large diverse student population. Travis Elementary attendance rate for 2021-2022 was 92.5%. The goal for attendance is always to be higher than 97%.

Our mobility rate was 42.9% which has decreased 1% from the previous year.

### Student Population for 2021-2022

Student Population	Percentage
African American	17.62%
Asian	2.27%
American Indian	0.43 %
Hispanic	61.41%
White	15.57%
Two or More Races	2.59%
Gifted and Talented	6.27%
Bilingual	10.27%
Special Education	12.2%

Travis Elementary staff is comprised of mostly experienced teachers. Travis Elementary has had a solid history of retaining teachers year to year. Most staff members have been teaching more than five years. Travis staff utilize the PLC model within their weekly planning meetings. Staff members are encouraged to attend professional development throughout the year. Staff members pride themselves on making personal connections with our students. Travis Elementary housed the ECSC program and Life Skills class.

### Demographics Strengths

Travis Elementary has a highly qualified staff to reach the various needs of our diverse learners.

Staff members focus on ensuring that students feel safe and comfortable in their learning environment.

# Student Learning

## Student Learning Summary

Based on data collected from the entire Travis Elementary teaching staff the following observations were made:

- The rigor and relevance of instruction does align with the TEKS, ELPS, and CCRS. The instruction is demanding and challenging based on district testing data.
- PLC meetings allows for teachers to use data for instructional planning to implement lessons designed to meet the needs of our individual students.
- Teachers help students track their progress and set performance goals for themselves.
- It is evident based on district data that students are experiencing a large gap in reading readiness.
- Performance data from district and state assessments indicate that we need to continue to focus on our SPED and LEP populations in math.
- Individual student needs are identified, monitored, and adjusted through progress monitoring. Based on TEKS, a goal is created that can be chunked into smaller pieces. Instruction begins and progress is measured weekly. Student specific services and interventions are determined, implemented, monitored, adjusted evaluated through RTI.
- Strategies are needed to help with motivating students to learn and perform well on assessments. Travis Elementary has students that are very capable of mastering performance scales however lack the internal/external motivation to achieve higher gains with their learning.

## Student Learning Strengths

- The student academic achievement and success is the focus of the campus by implementing student engagement and feedback from instructional rounds.
- Another strength is the integration of technology.
- Fueling Brains behavior management training strategies were implemented to meet the individual behavior needs of students.
- Tutorials were offered for students in 1st-5<sup>th</sup> during the day and in 3<sup>rd</sup> – 5<sup>th</sup> after school.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our Emerging Bilingual student population is struggling with learning standards that include using literal and figurative language. Our 3rd and 4th grade EB Reading scores were 12-13% lower than the grade level. **Root Cause:** Emerging Bilinguals are still learning literal language and figurative language when it is presented in text. Examples of figurative language in their native language does not always translate well into the English language.

# School Processes & Programs

## School Processes & Programs Summary

The disaggregation of data from the state and district testing indicates areas of growth and focus areas for our staff and students. Grade level PLCs held once a week to allow team members to collaborate and plan instruction with a focus on student achievement. Teachers can differentiate and up the rigor as needed to accommodate the needs of students. Data from CFAs, CBAs, and Benchmarks is disaggregated by teacher teams to create student groups that are similar in need. The data stored in Eduphoria helps us form tutorial groups and determine what strategy groups to work with during guided reading time as well. Students who not meeting the progress monitoring targets are referred to tier 2 supports.

Travis Elementary teaching staff remains focused on improving student achievement by using materials tightly aligned with the TEKS, teaching with rigor and relevance, and targeting intervention to meet the individual needs of our students.

Travis Elementary has access to various forms of technological innovation such as Promethean boards, document cameras, desktop computers, laptops and IPADS, and active expression clickers. Technology is implemented across the curriculum in all content areas. Teachers are integrating technology into their classrooms regularly.

## School Processes & Programs Strengths

Travis Elementary is a PLC campus.

We conduct PLC meetings weekly to enhance our teaching staff's ability to reach each student.

Campus instructional specialists support classroom teachers by adapting to the individual needs of the teacher and classroom of students.

Strategic grouping of students for tutorials has been beneficial.

Students have demonstrated growth by having small group instruction both inside and outside the classroom.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students are struggling to master grade level TEKS as there are gaps in their learning due to the pandemic. Our students are missing some foundational TEK knowledge that is preventing them from being successful at grade level material. Travis students scored below district average by 2-11% on 3rd, 4th and 5th grade Math. **Root Cause:** Monitoring and addressing students needs was inconsistent during the 2021-2022 school year.

# Perceptions

## Perceptions Summary

- Our campus provides various levels of support for our students and parents depending on their individual needs.
- Our campus counselor provides monthly lessons through the Character Strong program.
- The counselor also tailors her schedule to meet the needs of students.
- Mental health and well-being have been a focus for our counselor.
- Positive Behavior supports are used by all staff to increase student's positive choice making.
- Students are recognized frequently for making positive contributions to the Travis Elementary community.
- Based on parent feedback it is evident that parents feel comfortable discussing concerns with a staff member. Parents also feel welcomed to visit their child during lunch times.
- Travis Elementary eagerly welcomes and encourages parents and the community to be heard and play an active part in identifying problems and developing solutions.
- Our campus student support specialist is initiative-taking with parents and helps address the needs of our students on the family front.
- The campus student support specialist created different evening events that invited all students and families to attend.
- Based on the attendance of these events, each of them was successful at having high numbers of parents and students come out to the campus and work with the teachers to have an evening full of fun and learning.
- Staff perceptions of strengths are that students and staff members feel safe and kids are the priority.
- We have had an increase of discipline referrals that have been due to repeat offenders.
- As a campus team we created a plan for these students to be more successful with their behavior choices, and we were better equipped to meet their needs.
- Our focus is to continually improve our building of relational trust with our students so that we can better meet their needs.

## Perceptions Strengths

Students have celebrations for their behavior, and we recognize students frequently.

Students feel respected as individuals.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers feel that need more structured discipline from the office for struggling students. **Root Cause:** We need to provide more training for our staff to be more equipped with empowering students with the ability to self-regulate.



# Priority Problem Statements

**Problem Statement 1:** Our Emerging Bilingual student population is struggling with learning standards that include using literal and figurative language. Our 3rd and 4th grade EB Reading scores were 12-13% lower than the grade level.

**Root Cause 1:** Emerging Bilinguals are still learning literal language and figurative language when it is presented in text. Examples of figurative language in their native language does not always translate well into the English language.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students are struggling to master grade level TEKS as there are gaps in their learning due to the pandemic. Our students are missing some foundational TEK knowledge that is preventing them from being successful at grade level material. Travis students scored below district average by 2-11% on 3rd, 4th and 5th grade Math.

**Root Cause 2:** Monitoring and addressing students needs was inconsistent during the 2021-2022 school year.

**Problem Statement 2 Areas:** School Processes & Programs

# 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		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental materials to support academic improvement - Coordination of Local and State Funds - Special Education Funds - \$300, Supplemental materials to support academic improvement - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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 in order to increase learning time and a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental materials to support enriched academic improvement - Coordination of Local and State Funds - GT Funds - \$300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement through teacher clarity and student mastery of content.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math CBA, Benchmark, and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Increase the amount of time students participate in guided math instruction and number talks daily in grades K-5. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize at least half of every district PLC day for instructional planning and data review. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Implement Instructional Rounds on campus to increase student performance across all grade levels. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Administrators and Teaching and Learning Coaches will attend training sessions with Lisa Spain and implement Focused Walkthroughs with five feedback meetings weekly to increase performance across all grade levels. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Specialists, and Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

**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		
<p><b>Strategy 1:</b> 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 &amp; responses), or reflect on learning objectives</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students who exceed progress on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$120,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement balanced literacy with systematic phonics/word study, grammar, and a writing approach that increases students' abilities to use language appropriately during accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students will receive guided reading instruction weekly as required in K-5 .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement focused accelerated instruction during ALT (Alternative Learning Time ) or other tutorial opportunities for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve at risk student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Costs for tutorial interventions - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> 97% attendance for the 2018-2019 school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Complete early attendance slips at 9:00 and office staff calls home to ensure students can arrive by 10:00 if possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase student knowledge about college and career planning through campus-wide and grade level activities that support and promote college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in understanding the college and career readiness standards</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve student success when compared to prior year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement the CATCH Curriculum to increase student and staff awareness of living a healthy lifestyle which will promote social /emotional and physical health</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of absences with both staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CATCH Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to modify and implement the current PBIS plan to promote a safe and orderly environment conducive to learning. <b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals for 2020-21. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and implement leadership opportunities for students (i.e. Flag Team, Green Team, Student Council, etc.) in order to foster positive student behavior. <b>Strategy's Expected Result/Impact:</b> Student recognition on membership board <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide training for staff members on PBIS and diffusing difficult situations to maintain positive student-teacher relationships and decrease student discipline referrals. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue school-wide character education (Character Strong), weekly classroom guidance lessons and PBIS strategies to reduce discipline referrals and bullying incidents. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals and bullying incidents <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Promote positive staff morale, and collective commitments through a variety of teacher incentives, social committee and team building activities. <b>Strategy's Expected Result/Impact:</b> Improved staff morale and team building <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Increase student awareness of bullying prevention techniques by implementing the Character Strong program. <b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Utilize Review 360 to determine effective strategies for improving classroom behavior. <b>Strategy's Expected Result/Impact:</b> Decrease in student discipline incidents <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

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

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Develop staff development growth plans for all non-highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Written Intervention Plan completed for each non-highly effective teacher <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Select only highly effective teachers from the applicant pool. <b>Strategy's Expected Result/Impact:</b> 100% highly effective staff roster <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement a highly effective Teacher Intervention Plan for all non-highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Intervention Plan on file and submitted to personnel within 6 weeks of hire <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Encourage all teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase in GT and ESL certified staff <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in positive responses on end of year parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in positive responses on end of year parent survey for 2020-21.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators SST Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in positive responses on parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive feedback on end of year survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in volunteer support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Increase parental involvement in the Parent-Teacher Organization (PTO) by encouraging parents and teachers to join and to attend meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in volunteer support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Utilize our partner in education, Exxon Mobil Baytown Refinery, to support campus initiatives (i.e. Junior Achievement and family academic nights).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community partnership</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administrators

 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase student access to technology using resources in the classrooms, computer labs, and media center in order to incorporate Technology TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize computer programs (i.e. Educational Galaxy, Fast Forward, Ed Tech Fractions and Waterford) to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Scores on STAAR in 3-5</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  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	Costs for Teaching and Learning Coach	Title I Part A Funds	\$120,000.00
3	1	5	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$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
<b>Sub-Total</b>					<b>\$189,500.00</b>
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental materials to support academic improvement	Special Education 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	\$10,000.00
<b>Sub-Total</b>					<b>\$10,900.00</b>