

Mineral Wells Independent School District
Travis Elementary
2017-2018 Campus Improvement Plan

Board Approval Date: November 13, 2017

Mission Statement

At Travis Elementary we are committed to providing a safe and supportive learning community and designing relevant, engaging, and challenging learning opportunities for all students. Students are empowered to think critically, globally, and respectfully about the world around them.

Core Beliefs

- Students learning styles are valued
- Students have permission to fail and learn from their failures
- Students are asked to question and then find the solution
- Students are able to transfer their learning
- Students are required to think and participate in the learning
- Students are valued

Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Elementary is a Title I campus in the Mineral Wells ISD. Travis has a population makeup of: 50.4% white, 43.5% Hispanic, 3% two or more races, 2.7% African American, 0.1% American Indian, and 0.3% Asian. A high percentage, 75.7%, of students qualify for the free and reduced lunch program as compared to the state average of 59%. We have 60.9% students that qualify as at-risk, 10% qualify as ELL, and 5.4% GT. There are 53 or 7.6% students that qualify as special ed. which is a lower percentage than the state average of 8.6%.

Demographics Strengths

- Decrease in the number of special education students in the program
- All ESL instruction is provided by a certified ESL teacher
- Attendance rate is good, no significant change from year to year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 75% of our students qualify for free and reduced lunch.

Student Achievement

Student Achievement Summary

Travis met standard in all state indices, with index 4 being close to double the target score of 12. Our special education and ELL students have traditionally performed below the set met standard in all tested subjects. Writing is consistently our weakest tested area, all calculated sub groups performed below the set met standard. Travis is significantly below the state average in Reading and Writing.

Student Achievement Strengths

- Increase in % met for STAAR Mathematics in all grades from 2016
- Participation rate of 100% for all sub groups

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our students are performing far below the state average in both 4th Grade Writing and 4th Grade Reading.

Problem Statement 2: Writing teachers have been changed and have not all been trained in Empowering Writers.

Problem Statement 3: Reading teachers have been changed and have not all been trained in Junior Great Books.

School Culture and Climate

School Culture and Climate Summary

Travis fosters school-wide respect between student to student, student to staff, staff to parents, and staff to students through the Bert Simmons ,PBIS, and Growing a Community models.

Students are encouraged to participate in extracurricular activities such as, Gateway, UIL, Battle of the Books, clubs, Cadets, band, and Advanced Art to help build self-esteem, social norms, and positive teamwork.

Students and staff are recognized and celebrated for positive behaviors, honor rolls, and attendance.

Travis also practices procedures that ensure a safe and secure learning environment through safety and weather drills, utilizing the Raptor system to log visitors, and structuring arrival and dismissal procedures that provide adequate adult supervision.

School Culture and Climate Strengths

- 200 Club Reward system is in place
- Social opportunities for students are provided i.e. student council, TNT
- Extracurricular activities are available for students i.e. U.I.L., Cadets, Band, Battle of the Books, Gateway, book clubs,
- Secure key-less entry to the building
- Counseling sessions highlight the definition of bullying and how to handle a case of bullying

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have a large number of discipline referrals and consequently a large amount of time out of instruction because of behavior.

Problem Statement 2: Our students come to us with very low expectations for their behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The master schedule provides a common planning time for all of our highly qualified teachers. This time allows for collaboration for content area teachers. Teachers are provided support and training in all campus initiatives such as, Empowering Writers, Junior Great books, Springboard, textbook adoptions, mimio, iPad, Skyward, and Eduphoria to promote effectiveness of instruction and retention of staff.

As teachers retire or move out of the district a hiring team will seek highly qualified replacements with the use of the Ventures Model.

Staff Quality, Recruitment, and Retention Strengths

- All teachers are highly qualified
- All teaching staff is trained in the use of the mimio, iPad, Eduphoria
- Support of teaching staff by Teacher Academic Leaders, and Instructional Coaches
- Model lessons and mentor observations

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff turnover rates are high causing constant need for retraining of staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize the TEKS Resource System to provide effective engaging lessons for students. Teachers are trained in campus initiatives, such as, Empowering Writers, Junior Great books, Springboard, and Project Lead the Way. All content area teachers are trained in dyslexia strategies that benefit the struggling readers. As an Opportunity Culture campus we will utilize the use of Multi-Classroom Leaders in the areas of ELA and Math 4th and 5th Grade.

Curriculum, Instruction, and Assessment Strengths

- 1 Math and Reading Interventionists to provide Tier II and III instruction
- Many interventions in place for students i.e. dyslexia, speech, inclusion, RTI
- Use of Lexia Reading, Istation Math and Reading, and Imagine Math to build on skills not mastered
- Common curriculum in place - TEKS Resource System
- A Multi-Classroom Leader for reading and mathematics
- All 4th and 5th grade ELA teachers attend the Literacy Institute
- Implementation of strategies from the "The Fundamental 5" and "Teach Like a Champion"
- Vertical alignment through the coordination efforts of Multi-Classroom Leaders
- Creation of an epic Lego wall to gain problem solving and technical skills

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have a lack of instructional leadership for our 6th grade teachers without the use of Multi-Classroom leaders or Instructional Coaches.

Family and Community Involvement

Family and Community Involvement Summary

Parents regularly attend school to eat lunch with their students. Parents have been afforded the opportunity to participate in their child's education through Meet the Teacher, parent-teacher conferences, PTO meetings, open house, P.E. with Parents, Texas Reads one Book, and family fun night, but we would like to increase the participate in these after school events.

Access to Facebook, Skyward, the Travis website, parent newsletters, School Messenger, and the marquee keep our parents up-to-date on the daily happenings at Travis Elementary.

Family and Community Involvement Strengths

- Family Fun Night, PTO Meetings, Parent-Teacher Conference, Open House, P.E. with parents, Texas Reads one Book
- Access to Skyward, MWISD Website, Facebook, and the marque
- PTO meetings and socials

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Low percentage of attendance at PTO meetings and family events.

Technology

Technology Summary

Teachers utilize ipads, document cameras, InFocus machines, mobile carts, mimios, and computer labs to supplement and accent their instruction. Technology integrators provide support for development and presentation of student research and projects. Daily announcements and special features for the day are presented by the Travis News Team. Chromebook carts are available to checkout from the library. Google Expedition kits are available in a classroom set from the library.

Technology Strengths

- Open computer lab
- 5 mobile computer lab carts
- Wireless access throughout building
- Security system
- iPads provided for all teaching staff
- Gateway - Project Lead the Way
- Computer carts in fifth grade science labs
- Technology Integrators

Problem Statements Identifying Technology Needs

Problem Statement 1: We have a high percentage of computers that are older than 10 years old.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals


Goal 1: Instructional Program - Reading

Performance Objective 1: Improve the effectiveness of mathematics using TEKS based instruction and best practices based on previous STAAR and checkpoint assessment data.

Evaluation Data Source(s) 1: 70% of students will pass the STAAR Reading test.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
System Safeguard Strategy 1) Students identified through the RTI process will be provided with intense instruction based on their area of need through a lab setting.	9, 10	Pierce FTE1, Counselors, RTI Paraprofessionals, Administrators	Meeting the state standard for STAAR Reading, and the district academic standards				
2) Continue to provide special education students full inclusion within the regular education classroom and resource in a special education classroom. Provide accommodations, modifications, and personnel support from a case worker/inclusion associate.		Teachers, Inclusion teacher/paraprofessional Resource Teachers	Special Education students meets IEP goals.				
System Safeguard Strategy 3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.		Counselors, Teachers, Multi-Classroom Leaders, Administrators	Students meet state and district standards set for the year.				
System Safeguard Strategy 4) Use of Junior Great books, SpringBoard, Institute for Literacy Instruction & Intervention, and Concept-Based Curriculum & Instruction.	3, 4	Carter, Teachers, Administrators	Lesson Plans				
Funding Sources: General Fund - 199 - \$500.00							
System Safeguard Strategy 5) A 30/50-minute A.C.E. (academic and creative enrichment) period was built in the master schedule to provide students with needed remediation or enriched instruction.		Teachers, Administrators	ACE lesson plans, walk-throughs				

System Safeguard Strategy							
6) Identified dyslexic students receive academic support from our dyslexia specialist during their reading and language arts block, as well as receive their dyslexia services during the built in A.C.E. period.	9	Dyslexia specialist	Lesson plans, walk-throughs				
7) Students identified through the GT process will be provided with small group instruction to intense instruction to improve student performance in higher order thinking.	1	Fine Art Teachers	STAAR Results				
8) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.		Multi-Classroom Leader, Administrator	STAAR scores, consistency in planning				
	Funding Sources: Title I Fund - \$52,324.00, Title II - 255 - \$10,000.00						
9) Addition of Reach Associate through Opportunity Culture to work in regular education classrooms.	1, 4, 9	Multiclassroom Leader	Evaluations and STAAR scores				
							

Goal 2: Instructional Program - Mathematics

Performance Objective 1: Improve the effectiveness of mathematics using TEKS based instruction and best practices based on previous STAAR and checkpoint assessment data.

Evaluation Data Source(s) 1: 70% of students will pass the STAAR Math test.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
System Safeguard Strategy 1) Students identified through the RTI process will be provided with intense instruction based on their area of need through a lab setting.		RTI paraprofessional, Counselors, Administrators	Meeting the state standard for STAAR Mathematics, and the district academic standard.				
System Safeguard Strategy 2) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.		Counselors, Teachers, Multi-Classroom Leaders, Administrators	PLC meeting minutes				
3) Continue to provide special education students full inclusion within the regular education classroom and resource in a special education classroom. Provide accommodations, modifications, and personnel support from a case worker/inclusion associate.		Teachers, Inclusion teacher/paraprofessional Resource Teachers	Special Education students meet their IEP goals.				
4) A 30/50-minute A.C.E. (academic and creative enrichment) period was built in the master schedule to provide students with needed remediation or enriched instruction.		Teachers, Administrators	ACE lesson plans, walk-throughs				
5) Incorporating year 3 of Project Lead The Way so our students are more competitive in the STEM fields.	4	Librarian, Lovern	Calendar event from weekly meetings				
Funding Sources: Title VI - Rural 270 - \$0.00							
6) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.		Multi-Classroom Leader	STAAR scores, consistency in planning				
7) Addition of Reach Associate through Opportunity Culture to work in regular education classrooms.							

Goal 3: Instructional Program - Science

Performance Objective 1: Improve the effectiveness of science using TEKS based instruction and best practices based on previous STAAR data.

Evaluation Data Source(s) 1: 70% of students will pass the STAAR Science test. 70% of students will pass the STAAR-M Science test.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) TEKS Resource Systems will guide and drive the instructional focus for the year and align the curriculum between grade levels.	3	Administrators, Teachers	Students will meet the state and district standards set for the year.				
Funding Sources: General Fund - 199 - \$5,000.00							
2) Prior to the STAAR Science test provide an intensive rotation schedule integrating the Science TEKS in all content areas.		5th grade Science teachers	Students meet state and district standards set for the year.				
System Safeguard Strategy 3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.		Counselors, Teachers, Multi-Classroom Leaders, Administrators	PLC meeting minutes				
4) Incorporating year 3 of Project Lead The Way so our students are more competitive in the STEM fields.		Librarian, Lovern	Lesson plans, walk-throughs, calendar events				
5) Students will participate in Coding Clubs and Little Bit School Chapter activities.	3	Librarian	Lesson plans and walk-throughs				
6) Students will create, innovate and investigate on their own through makerspaces. Students will be involved in activities such as coding, green screen video production, Makey Makey invention kits, Sphero robotic balls for which student write the code, and hands-on activities such as MagnaTiles, Zoob, and Legos.	3	Hammond	Assembled products displayed in the library or digitally displayed				
Funding Sources: Title I Fund - \$909.87							
							

Goal 4: Instructional Program - Writing

Performance Objective 1: Improve the effectiveness of writing using TEKS based instruction and best practices based on previous STAAR data.

Evaluation Data Source(s) 1: 70% of students will pass the STAAR Writing test. 70% of students will pass the STAAR-M Writing test.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Showcase exemplary writing in each grade level every three weeks.		TNT students	Writing samples				
System Safeguard Strategy 2) All 4th, 5th & 6th grade language arts teachers will be trained in Empowering Writers.		Teachers, Administrators	sign-in sheets				
Funding Sources: Title I Fund - \$0.00							
System Safeguard Strategy 3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.		Teachers	PLC minutes				
4) PLCS with the ELA Multi-Classroom Leader will examine writing pieces and make professional judgments using a writing rubric and use for instructional decision-making.		Teachers, Multi-Classroom Leaders, Administrators	Lesson plans, PLC minutes/sign-in sheets				
5) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.		Multi-Classroom Leader, Administrators	STAAR scores, consistency in planning				
6) Addition of Reach Associate through Opportunity Culture to work in regular education classrooms.							
							

Goal 4: Instructional Program - Writing

Performance Objective 2: Provide training in Empowering writers to Social Studies and Language Arts Teachers to be utilized during A.C.E.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Goal 5: Instructional Program - Technology

Performance Objective 1: Improve effectiveness of technology using TEKS based instruction and best practices.

Evaluation Data Source(s) 1: 100% of students will produce one computer-generated product.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Gain experience in real-world concepts through Project Lead the Way - STEM.		Quinn, Hammond, Lovern	Completed projects				
2) Teachers will facilitate at least one production of a technology product per student.		Quinn, Teachers	100% of the students will have a technology product.				
System Safeguard Strategy 3) Gain experience in real-world concepts through Gateway - STEM.	3	Librarian	Completed projects				
4) Students will be motivated by real world experiences through the use of Google Expedition Bundles. The Bundles will be used to provide virtual field trips.		Librarian, Teachers, Administrators	Teacher feedback and STAAR scores				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: School Climate

Performance Objective 1: To provide training, activities, and communication that leads to an environment that is conducive to learning, and an environment that students and staff feel safe and secure in.

Evaluation Data Source(s) 1: Survey approval ratings from student, staff, and parents will be 90% satisfactory.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Campus administration will work with the SRO and drug enforcement team to keep a drug and bully free campus.	1, 5	Administrators, SRO	Sign-in sheet of SRO visits				
	Funding Sources: General Fund - 199 - \$5,000.00						
2) Encourage appropriate student behavior through the 200 Club by providing incentives.	1	Administrators	Record of incentives provided.				
	Funding Sources: General Fund - 199 - \$90.00						
3) Provide students the opportunity to participate in community service projects.		Counselors, Teachers, STUCO, TNT	Newsletters concerning service projects.				
4) Increase attendance by providing incentive prizes each six weeks.		Administrators	Purchase orders for prizes.				
							

Goal 7: Safe and Drug-Free Environment

Performance Objective 1: Improve the effectiveness of instruction related to a safe and drug-free environment.

Evaluation Data Source(s) 1: Reduced number of violence/drug related offenses.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Campus administration will work with SRO and drug enforcement team to keep a drug free campus.		SRO, Administration	Sign-in sheets from SRO visits.				
2) Students will be educated on the harmful effects of drugs. Students will also participate in activities that correlate with the lessons taught.	1, 5	Counselor	100% of the students will participate in Red Ribbon Week activities.				
	Funding Sources: General Fund - 199 - \$1,123.92						
3) Growing a Community helps build relationships between kids, and kids to adults, creating a safe and positive environment for students and staff.		Counselors	Activities				
							

Goal 8: Parent/Community Involvement

Performance Objective 1: Improve the involvement of parent/community within school.

Evaluation Data Source(s) 1: Survey approval ratings from parents and community members will be 90% satisfactory.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Utilization of School Messenger to keep parents informed of upcoming events.		Administrators	Ending report of completed messages sent out.				
Funding Sources: Title I Fund - \$1,000.00							
2) Teachers will conference with all their parents during the first semester of school.		Teachers, Administrators	Sign-in sheet or phone log				
3) Plan and implement a minimum of one student-parent night each semester to promote parental involvement.		Counselors, Teachers, Administrators	Sign-in sheets and program from the event.				
4) Keep parents informed through monthly parent newsletter, social media, and marquee.		Administrators	Invoice documenting publication of each newsletter				
Funding Sources: General Fund - 199 - \$1,487.00							
5) Parents along with teachers will be involved in Texas Reads One Book. Parents will complete reading with their child based on the provided time line; while teachers complete various reading activities that accompany the book.							
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Students identified through the RTI process will be provided with intense instruction based on their area of need through a lab setting.
1	1	3	Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.
1	1	4	Use of Junior Great books, SpringBoard, Institute for Literacy Instruction & Intervention, and Concept-Based Curriculum & Instruction.
1	1	5	A 30/50-minute A.C.E. (academic and creative enrichment) period was built in the master schedule to provide students with needed remediation or enriched instruction.
1	1	6	Identified dyslexic students receive academic support from our dyslexia specialist during their reading and language arts block, as well as receive their dyslexia services during the built in A.C.E. period.
2	1	1	Students identified through the RTI process will be provided with intense instruction based on their area of need through a lab setting.
2	1	2	Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.
3	1	3	Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.
4	1	2	All 4th, 5th & 6th grade language arts teachers will be trained in Empowering Writers.
4	1	3	Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.
5	1	3	Gain experience in real-world concepts through Gateway - STEM.

State Compensatory

Budget for Travis Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
255E11611200105224000	6118 Extra Duty Stipend - Locally Defined	\$42,270.33
211	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$362,905.00
6100 Subtotal:		\$405,175.33
6200 Professional and Contracted Services		
211E13621900105230000	6219 Professional Services	\$15,000.00
255E13621900105230000	6219 Professional Services	\$2,900.00
6200 Subtotal:		\$17,900.00

Title I

Schoolwide Program Plan

In the 4th, 5th, and 6th grades students will rotate between team teachers for their core subjects: English Language Arts (reading and writing), mathematics, science, and social studies. In addition they experience at least two elective classes. The following elective classes are also offered: band, physical education, cadets, computers/technology, and art. In all core content areas, grades 4-6, we utilize numerous forms of formative and summative assessments to determine the needs of our students. The use of curriculum unit common assessments will be the primary tool to identify students in need of remediation and/or acceleration. Teachers are allowed and encouraged to create authentic assessment tools used in their classroom instruction. State standardized assessments and district assessments are used in conjunction with formative classroom assessments to give teachers a wide spectrum of data to inform instruction.

As part of our building level decision making process, teams of teachers within subject areas are given local control over the use of assessments. Teachers with common curricular content areas will meet daily to plan instruction. Grade level cross curricular teams will meet weekly to discuss student performance and behavior. They will meet with students and parents as needed to keep an updated intervention plan. Teachers will use unit local assessment data to regularly evaluate students for further interventions. Further highlighting our building level decision making process, teams of teachers identify students experiencing difficulty mastering the grade level content expectations based on state and local common assessments. Building level teams implement research-based differentiated instructional strategies and use the Response to Intervention (RTI) model to meet the educational needs of all students.

Ten Schoolwide Components

2: Schoolwide Reform Strategies

Our strategies for school wide reform are designed to create opportunities for all students to meet the state's proficient and advanced levels as measured by state assessments. We will address needs of all students, but particularly low achieving and those at risk of not meeting state achievement standards We will use effective instructional strategies based on scientifically based research that:

- Strengthen core academic program
- Increase amount and quality of learning time
- Provide enriched and accelerated curriculum through Growth Mindset activities
- Meet educational needs of historically under-served populations

At Travis Elementary, the students will receive instructional intervention by their core teachers during the day. They will be pulled out of their tutorial period as needed to receive intense remedial instruction by an RTI specialist. The strategies used are designed to increase achievement. We will also use the diagnostic tool IStation Reading, ReadSmart, Lexia and Imagine Math to monitor student progress in math and reading. The staff will also be involved in

activities that help build an understanding of poverty.

3: Instruction by highly qualified professional teachers

Our staff is 100% highly qualified to meet the needs of our diverse learning population. Teachers are required to be highly qualified if they are the Teacher of Record providing direct instruction to students in any core academic subject area, including reading/language arts, mathematics, science, arts, and social studies. We ensure the continued staffing of highly qualified teachers by recruiting and hiring only those teachers that are adequately degreed and have been certified by the state to teach their subject matter.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

We will continue to meet the professional development needs of the staff based on data gathered from staff surveys and from the T-TESS self-report and Level of Implementation walk-through observation form. Our campus improvement team has identified a need to continue professional development in the areas of curriculum development and implementation with a particular focus on increasing the amount and complexity of campus-wide writing by students in all subject areas, and provide students with a strong vocabulary and hands-on experiences in science. Needs will be met through Kagan, Multiclassroom Leaders, Concept-Based Curriculum and Instruction, Institute for Literacy Instruction, Project Lead the Way, and Intervention Empowering Writers, and Junior Great books. Staff training will be sustained, intensive, classroom-focused and designed to impact classroom instruction and teacher performance.

5: Strategies to attract highly qualified teachers

Our plan to attract and retain highly qualified staff to meet the needs of our most needy students includes using our planning team to develop some marketing and outreach strategies targeted toward local and regional colleges and universities. We will continue to partner with Tarleton State University, Weatherford College, and area alternative certification programs allowing their students to do some observing and student teaching at our campus. Our campus will also offer financial incentives for the areas of most need.

6: Strategies to increase parental involvement

We will ensure that parent notification is understandable and in a uniform format and in a language parents can understand to the degree practicable. We will ensure the right-to-know concerning professional qualification of teachers is honored. Our school will partner with PTO to set up a parent volunteer program. We have asked that businesses create a school-friendly absence policy that does not punish parents for missing work to attend school functions and meetings regarding their child's academic performance. Our school keeps parents up-to-date with school news through Facebook, and utilizes School Messenger to call and email parents of upcoming events. We use a Skyward that allows parents to view their child's grades and communicate with the teacher. Teaching staff will go on a field trip to visit four of their students' homes and deliver a personal invitation to a school event. Lastly, Ram Parents in Action invites parents to participate in activities and studies that promote healthy, happy, and academically sound students.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

NA

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Our teachers regularly analyze student performance data and provide input on how to improve instruction and assessment. They will meet weekly with their cross-curricular team to discuss student assessment and look at all available data to ensure student growth. This analysis will be documented on the PLC team meeting minutes sheet.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

All relevant data is processed through the AWARE data program which provides information to all teacher and administrators to ensure students are identified in a timely manner.

10: Coordination and integration of federal, state and local services and programs

In a joint effort, Travis is preparing teacher to increase the knowledge and rigor of the TEKS with the support of a reading and math Multiclassroom Leader, and a technology interventionist.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayle Barham	Teacher	Social Studies	1
Gina Nicklow	Teacher	ELA	1
Lindsey Wells	Teacher	Multi-classroom Leader	1
Patti Newsom	Teacher	Multi-classroom Leader	2
Randa Seargent	Teacher	Inclusion	1
Rebecca Alcorn	Teacher	Social Studies	1

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	David Wells	Principal
Classroom Teacher	Colin Greenwood	Lead Special Education Teacher
Classroom Teacher	Becca Alcorn	5th Grade Teacher
Classroom Teacher	Amy Birdwell	ELAR Resource Teacher
Classroom Teacher	Connie Krynicki	6th Grade Teacher
District-level Professional	Natalie Griffin	Executive Director of Federal Programs
Business Representative	Weston Bradshaw	Custom Welding
Business Representative	Carolyn Choate	Choate Electric
Community Representative	Mark Harrington	Citizen
Parent	Trina Plyler	Parent
Parent	Sylvya Vila	Parent
Classroom Teacher	William Bennett	Art Teacher
Classroom Teacher	Erin Fuller	4th Grade Teacher