

Mineral Wells Independent School District
Travis Elementary
2016-2017 Campus Improvement Plan

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

- Continue to improve the RTI process so that students are provided the appropriate intervention strategies
- Continue to provide awards and public recognition for perfect attendance

Demographics Strengths

- Decrease in the number of special education students in the program
- Attendance rate is good, no significant change from year to year

Demographics Needs

- Monitor RTI students in order to keep from over identification of special education students

Student Achievement

Student Achievement Summary

- Increase in % met reading standard for 2 or more races and ELL
- Increase in % met science standard for all students, American Indian, 2 or more races, economically disadvantage

Student Achievement Strengths

- Increase in % met for STAAR Mathematics in all grades from 2014
- Increase in % met for STAAR Science
- Participation rate of 100% for all sub groups

Student Achievement Needs

- Increase the reading met standard percentage of our reading scores for All Students, African American, Hispanic, and special ed. students
- Increase the writing met standard percentage of our writing scores for all students, African American, Hispanic, economical disadvantage
- Increase the science met standard percentage of our science scores for Hispanic, special ed., ELL
- Provide training on differentiated instruction to better meet the needs of our students
- Provide training on higher-level questioning to increase the academic rigor of instruction

School Culture and Climate

School Culture and Climate Summary

- Continue to improve upon the newly implemented Gateway and book clubs based on student and staff surveys
- Improve school-wide respect between student to student, student to staff, staff to parents, staff to students through Bert Simmons and PBIS
- Implement parental involvement through Facebook, utilizing the marque, Canvas, Rams Parents in Action, and the interactive TNT TV

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,
- Discipline referrals continue to decrease due to the implementation of the Bert Simmons discipline model and PBIS

School Culture and Climate Needs

- Train all teachers in the Bert Simmons Discipline Model
- Train all teachers in PBIS
- Train all office staff in Customer Training
- Train teachers in Growing a Community

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Allow for the collaboration of teachers across the campus through vertical team meetings
- As teachers retire or move out of the district a hiring team will seek highly qualified replacements with the use of the Ventures Model
- Continue to provide teachers with support and additional training in the use of the mimio, iPad, and Eduphoria
- Continue to provide teachers additional support through the utilization of our Teacher Academic Leaders, mentor/mentee guide, and Instructional Coaches

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

Staff Quality, Recruitment, and Retention Needs

- More collaboration among teachers; allowing for sharing of ideas across the district
- All teaching staff will work to get ESL and GT certified

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Continue to train teachers in the RTI process and provide additional intervention resources to be used at Tier I, Tier II, and Tier III
- Provide support for at-risk students through the RTI process
- Evaluate all teaching staff with T-TESS, walk throughs, and minis
- Provide Empowering Writers training for ELA teachers
- Provide SpringBoard training for 6th grade ELA teachers
- Provide shared inquiry training for ELA and social studies teachers
- Utilization of Lead4ward to respond to the demands of STAAR through PLC's and data analysis

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 Think Through Math to build on skills not mastered
- Common curriculum in place - TEKS Resouce System
- An Instructional Coach for reading and mathematics
- A Teacher Academic Leader for reading, mathematics, and science
- 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 teacher academic leaders
- Creation of an epic lego wall to gain problem solving and technical skills

Curriculum, Instruction, and Assessment Needs

- Monitor the specific needs of students through analysis of checkpoint assessments, benchmark, and STAAR data
- Increase the opportunities for teachers to collaborate as a grade level and content area
- Use the strategies in Data Wise to analyze student success on daily assignments i.e. on-the-spot and interim assessments
- Increase the rigor of instruction through the use of Kagan strategies, Coding Club, concept-based curriculum and instruction, interactive journaling, Project Lead the Way, makerspaces, and Strategies for Increasing Student Achievement training
- All content area teachers will be ESL and GT certified

Family and Community Involvement

Family and Community Involvement Summary

- Work to increase the participation of parents in after school events with poor attendance percentages
- Work to build more partnerships with community and business members
- Continue to provide events that involve parents in their child's education

Family and Community Involvement Strengths

- Family Fun Night, Parent-Teacher Conference, Open House, P.E. with parents
- Access to Skyward, MWISD Website, Facebook, and the marquee
- PTO meetings and socials
- Create a strong working relationship with parents to support students - Ram Parents in Action

Family and Community Involvement Needs

- Monitor attendance of family function events and provide incentives where low attendance is noted
- Increase in partnerships with community and business members

Technology

Technology Summary

- Additional training will provide teachers the necessary skills needed to instruct their students in the use of technology
- Inventory technology equipment for updating purposes

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 Integraters

Technology Needs

- Replace aging computers
- Training on the use of the iPad
- Purchase up-to-date computers for RTI labs
- Update phone suestem and provide access to phones in the classroom

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 reading 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. 70% of students will pas the STAAR-M test.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
State 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.	1, 3	Newsom FTE1, Counselors, Griffin	Meeting the state standard for STAAR Reading, and the district academic standards				
2) Continue to provide special education students full inclusion through the regular education classroom with accommodations, modifications, and personnel support from a resource teacher.	3	Griffin, Teachers, ARD Coordinator	Special Education students demonstrate success on their IEP				
State System Safeguard Strategy 3) Provide teachers with additional time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.	1, 2, 4, 8	Griffin, Counselors, Teachers	Students meet state and district standards set for the year.				
State System Safeguard Strategy 4) Junior Greatbooks, SpringBoard, Institute for Literacy Instruction & Intervention, and Concept-Based Curriculum & Instruction training to provide ongoing staff development to improve student performance in small group reading instruction and higher order thinking.	1, 2, 3, 4, 10	Griffin, Carter, Teachers	Sign-in sheet Invoice				
Funding Sources: General Fund - 199 - \$500.00							
5) Students identified through the ARD process will be provided with intense small group instruction based on their area of need during the A.C.E. period.	3, 9	Special ed. teachers	Students meet state and district standards set for the year.				
State System Safeguard Strategy 6) A 45-minute A.C.E. (academic and creative enrichment) period was built in the master schedule to provide students with needed remediation or enriched instruction.	3	Teachers	ACE lesson plans, walk-throughs				






State System Safeguard Strategy							
7) 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.	3, 9	Dyslexia specialist	ACE lesson plans, walk-throughs				
8) 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				
9) Students identified through the ARD process will be provided with inclusion support during core academics.		Lead Special Ed. Teacher, Special Ed. Teachers	STAAR Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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. 70% of students will pass the STAAR-M test.

Summative Evaluation 1:

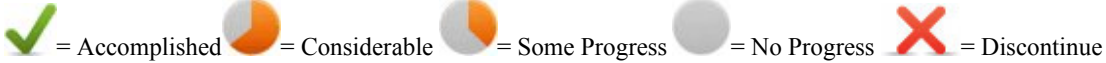
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
State System Safeguard Strategy 1) Students identified through the RTI process will be provided with intense instruction based on their area of need through a lab setting.	1, 3	Seargeant FTE 1, Counselors, Griffin	Meeting the state standard for STAAR Mathematics, and the district academic standard.				
State System Safeguard Strategy 2) Provide teachers with additional time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.	1, 2, 4, 8	Griffin, Counselors, Teachers, Tammy Benavides, FTE 1	PLC meeting minutes				
3) Provide special education students full inclusion through the regular education classroom with accommodations, modifications, and personnel support from a resource teacher.	3	Griffin, Teachers, ARD Coordinator	Special Education students demonstrate success on their IEP.				
4) A 45-minute A.C.E. (academic and creative enrichment) period was built in the master schedule to provide students with needed remediation or enriched instruction.	3	Teachers	ACE lesson plans, walk-throughs				
State System Safeguard Strategy 5) Students identified through the ARD process will be provided with intense small group instruction based on their area of need during the A.C.E. period.	3, 9	Special ed. teachers	Students meet state and district standards set for the year.				
6) Incorporating year 2 of Project Lead The Way so our students are more competitive in the STEM fields.	3, 4, 10	Librarian	Calendar event from weekly meetings				
State System Safeguard Strategy 7) Students identified through the ARD process will be provided with inclusion support during core academics.		Lead Special Ed. Teacher, Special Ed. Teachers	STAAR Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 - \$5000.00							
2) Prior to the STAAR Science test provide an intensive rotation schedule integrating the Science TEKS in all content areas.	2, 8	Griffin, Science TAL, Teachers	Students meet state and district standards set for the year.				
3) Implement a vocabulary program at all grade levels building on everyday science language.	3	Griffin, Newsom (TNT), Teachers	Students are able to recognize and apply science vocabulary 80% of the time on their assessments.				
State System Safeguard Strategy 4) Provide teachers with additional time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.	1, 2, 4, 8	Griffin, Teachers	PLC meeting minutes				
5) Incorporating Project Lead The Way so our students are more competitive in the STEM fields.	3, 10	Lovern, Hammond	Lesson plans, walk-throughs, calendar events				
6) Students will participate in Coding Clubs and Little Bit School Chapter activities.	3	Librarian	Lesson plans and walk-throughs				
7) 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) All language arts teachers will be trained in the district curriculum program "Empowering Writers" and implement the program in LA.	3, 4, 10	Carter FTE .20, Bullock	Students meet state and district standards set for the year.				
Funding Sources: Title II - 255 - \$18750.00							
2) TNT members will publish articles for the Mineral Wells Index.		Newsom, TNT students	Published newspaper articles				
3) Showcase exemplary writing in each grade level every three weeks.	1	Teachers	Writing displayed in the showcase.				
State System Safeguard Strategy	1, 3	Teachers, Carey	sign-in sheets				
4) All 4th, 5th & 6th grade language arts teachers will be trained in Empowering Writers.		Carter FTE .02, Griffin					
Funding Sources: General Fund - 199 - \$500.00							
State System Safeguard Strategy	1, 2, 4, 8	Griffin, Teachers	PLC minutes				
5) Provide teachers with additional time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.							
6) PLCS with the ELA ICoach will examine writing pieces and make professional judgments using a writing rubric and use for instructional decision-making.	3	ICoach, Administrators	Lesson plans, sign-in sheet				
7) All content area teachers will incorporate daily writing using the MWISD writing expectations.	3	Teachers	Lesson plans, walk-throughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 project per student.	1	Quinn, Teachers	100% of the students will have a technology product.				
3) Students will be completing a research/technology project.		Quinn	completed projects				
State System Safeguard Strategy	3	Librarian	Completed projects				
4) Gain experience in real-world concepts through Gateway - STEM.							


 = Accomplished
  = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 - \$5000.00							
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.	1	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: 2% fewer bus referrals.
20% decrease in the number of discipline referrals.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Campus administration will work with SRO and drug enforcement team to keep a drug free campus.	5, 10	Griffin, SRO	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 - \$1123.92			
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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Utilization of School Messenger to keep parents informed of upcoming events.	1, 2, 6, 10	Administrators	Ending report of completed messages sent out.				
Funding Sources: Title I Fund - \$1000.00							
2) Teachers will conference with all their parents during the first semester of school.	6	Griffin, Teachers	Sign-in sheet or phone log				
3) Plan and implement a minimum of one student-parent night each semester to promote parental involvement.	6	Counselors, Griffin, Teachers	Sign-in sheets and program from the event.				
4) Keep parents informed through monthly parent newsletter, Facebook, and marque.	6	Griffin	Invoice documenting publication of each newsletter				
Funding Sources: General Fund - 199 - \$1487.00							
5) Provide parents education to create a healthy, happy, and academically sound student through Ram Parents in Action Meetings.	6, 10	Griffin, Office Staff	Sign-in log				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State 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 additional 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	Junior Greatbooks, SpringBoard, Institute for Literacy Instruction & Intervention, and Concept-Based Curriculum & Instruction training to provide ongoing staff development to improve student performance in small group reading instruction and higher order thinking.
1	1	6	A 45-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	7	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 additional time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.
2	1	5	Students identified through the ARD process will be provided with intense small group instruction based on their area of need during the A.C.E. period.
2	1	7	Students identified through the ARD process will be provided with inclusion support during core academics.
3	1	4	Provide teachers with additional 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	4	All 4th, 5th & 6th grade language arts teachers will be trained in Empowering Writers.
4	1	5	Provide teachers with additional 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	4	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	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,495.00
211E11611900105230000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,344.15
6100 Subtotal:		\$113,839.15
6200 Professional and Contracted Services		
211E13621900105230000	6219 Professional Services	\$15,000.00
255E13621900105230000	6219 Professional Services	\$2,900.00
270E11621900105224000	6219 Professional Services	\$405.00
6200 Subtotal:		\$18,305.00
6400 Other Operating Costs		
211E13641100105230000	6411 Employee Travel	\$750.00
255E13641100105230000	6411 Employee Travel	\$450.00
6400 Subtotal:		\$1,200.00

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 math and reading and Think Through 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 Lead4ward, Kagan, Teacher Academic Leaders, Interactive Journaling, Concept-Based Curriculum and Instruction, Institute for Literacy Instruction and Intervention, and Instructional Coaches. 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 coach, campus teacher academic leaders, and an elementary curriculum director.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gina Nicklow	Teacher	ELA	1
Nicole Bazzell	Teacher	ELA	1
Patti Newsom	Teacher	Intervention	2
Randa Seargant	Teacher	Math	1
Rebecca Alcorn	Teacher	Social Studies	1
Sandy Cox	Teacher	Science	1

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Natalie Griffin	Principal
Business Representative	Richard Choate	Owner of Choate Electric
Campus Level Professional	Colin Greenwood	Lead Special Ed. Teacher
Classroom Teacher	Becca Alcorn	Fifth Grade Social Studies
Classroom Teacher	Amy Birdwell	ELAR Special Ed. Teacher
Classroom Teacher	Sue Butler	Fourth Grade Social Studies
Classroom Teacher	Connie Krynicki	Sixth Grade Social Studies
Classroom Teacher	Randa Seargeant	RTI Lab
Classroom Teacher	Melanie Stubblefield	Fine Arts
District-level Professional	Parisa Lerma	Special Ed. Director
Parent	Amanda Enriquez	Parent

Campus Funding Summary

Title I Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$909.87
8	1	1			\$1,000.00
Sub-Total					\$1,909.87
Title II - 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$18,750.00
Sub-Total					\$18,750.00
General Fund - 199					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$500.00
3	1	1			\$5,000.00
4	1	4			\$500.00
6	1	1			\$5,000.00
6	1	2			\$90.00
7	1	2		0210001480	\$1,123.92
8	1	4			\$1,487.00
Sub-Total					\$13,700.92
Grand Total					\$34,360.79