

**Midland Independent School District**  
**Travis Elementary**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

I believe in myself and I am here to succeed. I am respectful, responsible, safe and prepared. I will do all I can do to help myself and others learn. I will do my best because everything I do today will affect my tomorrow. I am a Travis lion, and I am proud.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

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

### Improvement Planning Data

- District goals
- Campus goal

### Accountability Data

- Federal Report Card Data
- PBMAS data

### Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Observation Survey results

### Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility Migrant 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
- Section 504 data
- Homeless data
- Dyslexia Data

- **Response to Intervention (RTI) student achievement data**

#### **Student Data: Behavior and Other Indicators**

- **Attendance data**
- **Discipline records**

#### **Employee Data**

- **Professional Learning Communities (PLC) data Campus leadership data**
- **Campus department and/or faculty meeting discussions and data**
- **PDAS and/or T-TESS**

## **Demographics**

### **Demographics Summary**

#### **Mission:**

**All students will graduate prepared and ready for college and career.**

#### **Vision:**

**We are Responsible, Accountable, and Committed to Excellence for all students.**

#### **School Motto:**

**I believe in myself and I am here to succeed. I am respectful, responsible, safe and prepared. I will do all I can do to help myself and others learn. I will do my best because everything I do today will affect my tomorrow. I am a Travis lion, and I am proud.**

### **Demographics Summary**

**Travis Elementary has 695 students. Of those students 73% are economically disadvantaged making Travis a Title 1 school. The ethnicity breakdown is as follows: .2% Asian, 0% American Indian, 3% African American, 90% Hispanic, 7% White, and 2 or more races is 2%. We bus about 250 students into Travis from the rural areas of Midland county.**

#### **Organizationl Environment:**

### **ETHNICITY COUNTS**

CAMP ID	CAMPUS NAME	TOTAL GRD CAMP:	ASIANBLACK	HISPANIC	MULTI-RACIAL	WHITE	TOTAL GRD:
118	TRAVIS ELEMENTARY	LVL 695EE	0	0	2	0	0 2
		PK	0	0	61	2	3 66
		KG	0	1	100	0	5 106
		01	0	1	72	0	1 74
		02	1	4	90	0	13 108
		03	0	5	74	0	3 82
		04	0	4	78	0	7 89
		05	0	4	68	0	9 81
		06	0	3	78	1	5 87
		TOTAL	1	22	623	3	46
		CAMP:					
		TOTAL:	1	22	623	3	46

**We have a fully equipped science lab with a half time science lab teacher and computer lab with twenty-four computers. We also have 47 Smart boards, 13 laptop computers, 47 document cameras, and 50 projectors. Each classroom has at least four computers for teacher and student use.**

**Organizational Relationships: Travis Elementary is organized into grade level collaborative teams which meet once a week to identify the upcoming objectives that need to be taught. These objectives are tied to our campus goals which are aligned with the district goals. The grade level collaborative teams are monitored by the principal, assistant principals, literacy coach, and interventionist. The grade level teachers meet with the instructional planning team weekly to discuss disaggregated data from each campus and district assessment as well as formative assessments. The CEIC also monitors the progression of the campus goals. The members of CEIC will make recommendations for campus changes that affect the achievement of the campus goals. The parent survey will be conducted in the spring semester to provide important data from the parents for Travis. Travis also has collaborative teams set in place to assist in the monitoring of district priority sub groups (LEP, Economically Disadvantaged, and African American.) All teachers will follow the district expectation of implementing the Teachers of Excellence model, the district positive discipline system-CHAMPS, STAAR4ward utilizing Lead4ward resources, and Professional Learning Community process.**

**Travis Elementary ethnic distribution of students for 2016-17 is as follows: African American – 3.0% Hispanic – 90% White – 7% Asian/Pacific Islander – 0.2% American Indian/Alaskan Native - 0.0% Two or more races-0.3% We have 73.06% economically disadvantaged, Special Education is 4.3%, and Limited English Proficient comprised 33% of the population.**

## **Attendance**

**Travis attendance for 2015-16 was 94.8%. We continue to monitor and improve student attendance. Travis will continue to work with parents to ensure that ADA for the 2015-16 school year increases. Travis will contact parents when students have been absent for an unacceptable number of days. We recognize perfect attendance. Office staff will work together with MISD truancy department in order to hold parents accountable for having thier children at school each day. An attendance committee has been created and will meet every six weeks to monitor school attendance and create ways to improve daily attendance.**

### **Student Needs:**

**Students did not meet standard in the 4 Indexes. We also did not receive any distinctions.**

## **Demographics Needs**

**In 2016, Travis students did not meet stand in all 4 indexes. The scores were as follows:**

**46% met level 2 standards on the STAAR on Index 1**

**29% met Improvement Required Standard on Index 2**

**23% met Improvement Required Standard on Index 3**

**8% met Improvement Required Standard on Index 4**

**Economically Disadvantaged students performance in all areas needs to be monitored and improved. Programs will need to be developed to encourage attendance. Student attendance has been an on going concern.**



## **Student Achievement**

### **Student Achievement Summary**

### **Student Achievement Summary**

**In 2016, Travis had a TEA accountability rating of Improvement Required. A summary of the 2016 STAAR scores for Travis students were as follows at the Level 2 Satisfactory standard: Reading-46%, Math-45%, Writing-39%, Science-51% and All Subjects-45%.**

### **Reading Action Plan**

**Students in grades K -5 will be using the Fountas and Pinnell Early Intervention Kits. Early Intervention will assist teacher with intervening early during a student's educational career, so that by grades 3-6, students will be on grade level. We will use iStation, LLI, word studies, Imagine Learning with students. Teachers will utilize the guided reading library to assist student with their reading, at their individual reading levels. The TAIS committee met and decided to have reading as our priority goal in PreK-Sixth grade due to 35% on grade level for reading. The district reading department will help provide ongoing guided reading training through out the year.**

**Through collaboration through Professional Learning Committees we will have onsite coach trainings 5 times this year. Teachers will learn to create CFA's as a team and to disaggregate data so they will know where to vary their teaching methods and learn from their group. Travis will also team with 3 other schools twice a month to do horizontal PLC's at Pease Elementary (Pease, Crockett, South, & Travis).**

**All students will be assessed with running records to ensure that their comprehension and fluency are continually developing. The students will be monitored with running records, campus and district assessments, iStation reports, and Compass. Third, fourth, fifth, and sixth grade students will utilize Mentoring Minds Motivational Math, Reading, and Science (5th grade only) workbooks. Mentoring Minds will help the teachers to work on specific skills with the students. Students will each have their own workbook to utilize. The books address 100% of the TEKS and helps the students to master the TEKS and think critically. Teachers will use the Curriculum Management Plan in all content areas. They will use all documents to ensure that all lessons are aligned District wide and that all TEKS are being used. Teachers will provide support from administration and coaches on the implementation process and the District coaches will provide support, resources, and training to teachers.**

**Reading interventionist and Reading Specialist will plan with teachers, co-teach, intervene with students, participate in PLC's, etc.**

### **Math Action Plan**

**Travis will partner with Math Solutions founded by Marilyn Burns to improve effective teaching and student learning of mathematics. This will lead to building the capacity required for student achievement in mathematics. We will work on the 4 key areas of instructional focus to reach**

**math achievement goals: learning environment, reasoning and sense making, focus and coherence, and formative assessment. They will provide 2 full days of training and 5 days of 3 days of job-embedded coaching. Math Solutions will include training for our Math district coaches to help ensure support is given as well.**

**Travis teachers will attend all district and campus trainings in the 4 content areas. This will improve instructional strategies and good lesson planning.**

**Math/Science specialist has been hired and will assist the teachers in planning, co-teaching, PLC's, and helping with student intervention plans.**

### **Student Achievement Needs**

### **Student Achievement Needs**

### **Reading & Math**

- 1. Deeper understanding of all TEKS and informational text.**
- 2. Deeper understanding of higher level questioning.**
- 3. Consistent and effective early intervention.**
- 4. Deeper understanding of academic vocabulary**
- 5. Use of formative assessment to drive instruction**
- 6. Early intervention in Reading for First & Second grade students so that more are on grade level by 3rd grade.**
- 7. Number numeracy in all grade levels.**

## **School Culture and Climate**

### **School Culture and Climate Summary**

**Travis Staff is growing a new culture of collaboration and flexibility. PLC norms have been established in all grade levels including PLC cohort with Pease, Crockett, and South. The norms encourage respect for others during the planning process as well as thinking outside of the box for innovative ideas for help our students. A PLC Coach will be working closely with our campus as a support for the second year of full PLC implementation process.**

### **School Culture and Climate Strengths**

#### **Strengths**

- 1. Counseling programs/lessons that promote a positive culture.**
- 2. Student recognition.**
- 3. Friendliness and availability of the staff and faculty to all visitors of Travis.**
- 4. Positive and welcoming office staff.**
- 5. Good communication with parents and community.**

### **School Culture and Climate Needs**

#### **School Culture and Climate Needs**

- 1. Increased parental knowledge and understanding of how to help thier student be successful in school.**
- 2. Increased awareness of the importance of attendance to school success.**
- 3. Increased support of new teachers to the campus and not just new teachers to the profession.**

- 4. We are working to build necessary relationships with students and learn their backgrounds so we can better serve our them.**
- 5. Family activities are planned throughout the school year to encourage parental involvement and provide parent education.**
- 6. Attendance is a high priority this year.**

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

### **Staff Quality, Recruitment, and Retention Summary**

**Teacher quality is low at Travis. We hire 12-14 teachers every school year due to the oil field, transfers, and quitting in general. Building the teachers capacity is difficult when you have 2-3 new members on a grade level every single year. With the large numbers of new teachers it is difficult to give adequate support even with two specialists on campus. The majority of our teachers are brand new with no student teaching.**

**Recruitment is non exist for us at Travis when we are against the rest of the schools. Experienced good teachers get several offers and almost never chose Travis due to the area, low socioeconomic area, & same amount of pay for more work and higher expectations.**

**Retention of teachers is difficult because we are an IR campus with students who have great needs in multiple areas.**

**All teachers will follow the district expectation of implementing the Teachers of Excellence model, the district positive discipline system-CHAMPS, STAAR4ward with lead4ward resources, and the Professional Learning Communities process. The implementation process will be reinforced and monitored by campus administration. Another need identified was the continued alignment of curriculum in all subject areas throughout the campus both horizontally and vertically. Teachers have expressed a need to further identify the redundancies and gaps in instruction and make sure the TEKS are being addressed at every level. Staff development will be provided in balanced literacy, science, math, and writing strategies to assist teachers in targeting the areas that will be most beneficial for student success. Our main focus for Travis will be in Reading in all subject areas for targeted intervention and Math numeracy in all grade levels.**

### **Staff Quality, Recruitment, and Retention Strengths**

### **Staff Quality, Recruitment, and Retention Strengths**

- 1. Support for new teachers by administration, interventionist, literacy coach and coworkers.**
- 2. Identifying staffing needs and focus on hiring good quality candidates.**
- 3. Build a school wide community with teachers through the PLC model.**

## **Staff Quality, Recruitment, and Retention Needs**

### **Staff Quality, Recruitment, and Retention Needs**

- 1. Increase involvement of CEIC members for hiring.**
- 2. Greater Support of teachers new to the campus by content and lower/upper level knowledge.**
- 3. Building relationships with eachother to promote good morale on the campus.**
- 4. Stipend to pay teachers to help with retention.**

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

### **Curriculum, Instruction, and Assessment Summary**

**Travis will implement the District Curriculum Management Plan. All teachers will be trained on how to access the plan and manipulate the components. We will continue to use the district assessment data, iStation, Compass, and Fountas and Pinnell. Through these assessments we will monitor growth and guide the teaching staff. Data will be kept by each teacher documentation student growth, curriculum used and research based instructional strategies. Each grade level will be provided time to analyze data using Lead4ward templates, to set individual, grade level, and campus goals and to determine the next steps for instruction in their classrooms to ensure mastery of the TEKS. Travis math teachers will follow district guidelines and work on building the capacity of how to teach mathematics to students with Math Solutions.**

**Teachers will plan instruction collaboratively through the PLC process. They will use the 4 questions to drive their instruction for all students. Lesson plans will follow the Eduphoria Forethought templates. Common Formative Assessments will be developed to help plan and drive instruction.**

### **Curriculum, Instruction, and Assessment Strengths**

### **Curriculum, Instruction, and Assessment Strengths**

- 1. Working knowledge of the District expectations and goals.**
- 2. Availability of resources for the campus.**
- 3. Collaborative teaming to planning on all grade levels.**
- 4. Horizontal PLC's with cohort schools twice a month (Pease, Crockett, and South)**
- 5. Change of mindset of "my" kids to "our" kids.**

### **Curriculum, Instruction, and Assessment Needs**

## **Curriculum, Instruction, and Assessment Needs**

- 1. Deeper knowledge of the readiness and supporting TEKS.**
- 2. Utilizing the data to drive targeted instruction.**
- 3. Set goals that allow teacher to develop level 3 teaching skills.**
- 4. Create good CFA's to use the data to ensure all students are successful.**
- 5. Tier 1 instruction is very low.**



# **Family and Community Involvement**

## **Family and Community Involvement Summary**

### **Parental Involvement**

**Parent and Community Involvement is an important component to student success in school. We want to build a good parent involvement to ensure “buy-in” of the district’s programs by parents and the community. Without parental support, the campus will have more difficulty implementing effective programs. In order to address parent involvement issues, our staff will be conducting parent meetings and parent involvement activities. We are also working to expand our Parent-Teacher Association and increase membership with more active participation. We provided 50 successful parental involvement opportunities last year so we will continue to provide the same amount of involvement opportunities to increase parent involvement. A main focus for students, parents, and staff will be the importance of higher education through programs, awareness, etc. All staff wear college shirts every Monday to promote college awareness with our students, parents, and community. Teachers meet with parents each semester to let them know grade level expectations.**

### **Family and Community Involvement Strengths**

#### **Family and Community Involvement Strengths**

- 1. Grandma Volunteers**
- 2. Student High School Volunteers**
- 3. PTA**
- 4. Counselor Drug awareness**
- 5. CATCH Family Fitness programs**
- 6. Academic celebrations**
- 7. Music programs**

## **Family and Community Involvement Needs**

### **Family and Community Involvement Needs**

- 1. Community support**
- 2. Family interactions with children**
- 3. Building good relationships with students.**
- 4. Determine additional ways to involve PTA to support the school.**
- 5. Utilize volunteers within classrooms to support student achievement.**
- 5. Mentors to work with out at risk students.**
- 6. Increase of VIP volunteers.**
- 7. Active PTA**

## **School Context and Organization**

### **School Context and Organization Summary**

#### **Technology Summary**

**Over the last 5 years Travis has updated classroom and computer lab technology. Every classroom has 5 computers, smart boards, document cameras and an AMX system. Teachers have ipads used for instruction and students have learnpads.**

### **School Context and Organization Strengths**

#### **Technology Strengths**

- 1. Grades Pre-K-6 have smartboards and document cameras in thier classrooms.**
- 2. Computer lab access for PreK-6 grade students.**
- 3. Most teachers utilize technology for lesson delivery.**

### **School Context and Organization Needs**

#### **Technology Needs**

- 1. Professional Development to provide teachers with strategies to use within the classroom with technology.**
- 2. Increase student participation in technology usage within the classroom.**

# **Technology**

## **Technology Summary**

**Travis has wireless access throughout the building. The latest classroom and security technology is available in the building. Students in third, fourth, fifth, and sixth will have access to Learn Pads.**

## **Technology Strengths**

**Technology is used on a daily basis in every classrom on this campus. Most rooms have 5 student computers, Smartboards, document cameras, and AMX microphones. Technology will allow the entire school to be locked down by the touch of a botton. We have one mobile card and about 250 learnpads. All teachers have an ipad as well.**

## **Technology Needs**

**The main technology need is for everything to work everyday as it should. We have several dead spots in the builidng, poor library media presentation, etc. There are many times that the internet goes down or the WiFi does not work as it should. We will continue to buy technology as the budget permits.**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: Travis Elementary will increase performance of all students.






**Performance Objective 1:** Increase the ALL student group STAAR level II Satisfactory performance from 46% to a 60% .

**Evaluation Data Source(s) 1:** CFA's, district assessments, unit assessments, iStation, TEMI, RenStar, F&P results, running records, and 2017 STAAR

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use summative data to track and monitor student progress for growth in all sub populations.</p>	1, 2, 3, 4, 8, 9, 10	Teachers and Administrators	Results from CFA's, District assessments, unit assessments, iStation, TEMI, RenStar, F&P results, and 2017 STAAR				
Funding Sources: 211 Title 1 - \$116716.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Travis will analyze and disaggregate data weekly to address all students' individual strengths and weaknesses in order to drive instruction, with an emphasis on writing with all subgroups, reading and math for Economically Disadvantaged, African American, and ELL's through collaborative team meetings and lead4ward strategies.</p>	1, 2, 3, 7, 8, 9	Principal, Assistant Principal, Literacy coach, Interventionist, and Classroom teachers.	CFA's, district assessments, unit assessments, iStation, TEMI, RenStar, F&P results, running records, and STAAR 2017.				
Funding Sources: 211 Title 1 - \$116716.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) The Travis Instructional Teams will collaborate weekly as they investigate the state standards that need to be taught while engaging students at high levels of rigor, with a emphasis on writing with all subgroups, reading and math for African Americans, and reading for ELL's through collaborative teaming and lead4ward strategies.</p>	1, 2, 3, 4, 6, 7, 8, 9, 10	Principal, Assistant Principal, Literacy coach, Interventionist, and Classroom teachers.	CFA's, district assessments, unit assessments, iStation, TEMI, RenStar, F&P results, running records, and STAAR 2017.				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) All students will have access to curriculum which promotes high levels of rigor instruction in all subject areas with a emphasis on reading and math with all subgoups, reading and math for African Americans, and reading for ELL's</p>	<p>1, 2, 3, 4, 6, 7, 8, 9, 10</p>	<p>Principal, Assistant Principal, Literacy coach, Interventionist, and Classroom teachers.</p>	<p>CFA's, district assessments, unit assessments, iStation, TEMI, RenStar, F&amp;P results, running records, student grades, and STAAR 2017.</p>				
<p>Funding Sources: 211 Title 1 - \$116716.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Travis will support the process of effective transitioning of students from PreK to Kinder and 6th grade to 7th grade through activities which include parent participation.</p>	<p>1, 2, 3, 6, 7, 9, 10</p>	<p>Principal, Assistant Principal, Counselor, Literacy coach, Interventionist, and Classroom teachers.</p>	<p>Documentation from Lesson Plans, Weekly bulletins, and counselor reports.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Travis will have the Writing Academy teach students and teachers expository writing.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Principal, Assistant Principal, Classroom teachers</p>	<p>STAAR 2017, IFVs and T-TESS</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 2:** Increase the ALL student group Reading STAAR level II Satisfactory performance from 46% to 60%.

**Evaluation Data Source(s) 2:** CFA's, district assessments, unit assessments, iStation, RenStar, F&P results, running records, and 2017 STAAR

**Summative Evaluation 2:**

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 3:** Increase the ALL student group Math STAAR level II Satisfactory performance from 45% to 60%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 4:** Increase the ALL student group Science STAAR level II Satisfactory performance from 51% to 60%.

**Evaluation Data Source(s) 4:** CFA's, district assessments, unit assessments, iStation, TEMI, RenStar, F&P results, running records, and 2017 STAAR

**Summative Evaluation 4:**

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 5:** Increase the ALL student group Writing STAAR level II Satisfactory performance from 39% to 60%.

**Evaluation Data Source(s) 5:** CFA's, district assessments, unit assessments, and 2017 STAAR

**Summative Evaluation 5:**

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 6:** Increase this year's F & P levels in grades Kinder-5th grade from a 53% to a 70%.

**Evaluation Data Source(s) 6:** Running records, F&P end of the year testing


**Summative Evaluation 6:**

**Goal 1:** Travis Elementary will increase performance of all students.

**Performance Objective 7:** 100% teacher participation in the PLC process, lead4ward, professional development for LLI and guided reading.

**Evaluation Data Source(s) 7:** IFV's, TTESS, Benchmark data, CFA's, Agenda's and Minutes

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Travis will consult with Solution Tree to gain knowledge and new strategies to improve our Tier 1 instruction.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal, Classroom teachers, and PLC consultant	TTESS, IFV's, Agenda's and Minutes				
Funding Sources: 211 Title 1 - \$33000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Travis will have the Writing Academy teach students and teachers expository writing.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal, Classroom teachers	STAAR Writing 2017. IFV's, and TTESS				
Funding Sources: 211 Title 1 - \$9500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) First grade Math teachers will implement Guided Math in their classroom.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal, Classroom teachers	TEMI, STAAR 2017, Benchmarks, District and Campus assessments				
Funding Sources: 211 Title 1 - \$1000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Math Solutions will partner with Travis to give support teachers in giving good instruction, strategies, and student engagement.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal, Classroom teachers	TEMI, STAAR 2017, Benchmarks, District and Campus assessments				
Funding Sources: 211 Title 1 - \$76000.00							
							






**Goal 2: Travis Elementary will close the achievement gap between all student groups.**

**Performance Objective 1:** 100% of all Travis students working below grade level in any core subject areas will receive interventions.

**Evaluation Data Source(s) 1:** STAAR 2017, district assessments, campus assessments, TTESS, Classroom IFV documentation, iStation, Fountas and Pinnell, and running records.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) All Travis staff will effectively implement all aspects of the District Curriculum Management Plan to plan good effective lessons for all students.</p>	1, 2, 3, 7, 8, 9, 10	Principal, Assistant Principals, Instructional specialists, Classroom teachers	Documentation from IFV wak through's, Classroom Walkthroughs, Improved student achievement as shown on STAAR, district assessments, Campus assessments				
Funding Sources: 211 Title 1 - \$116716.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The Travis staff will utilizeSTAAR4ward lead4ward strategies and resources to identify and address both student and teacher weaknesses, with a emphasis on math and reading with all subgroups through collaborative team meetings.</p>	1, 2, 3, 8, 9	Principal, Assistant Principals, Instructional specialists, Classroom teachers	Documentation from IFV's, Classroom Walk throughs, Improved student achievement as shown on STAAR, Index planning, PLC Collaboration teaming agenda's and minutes, district assessments, campus assessments				
Funding Sources: 211 Title 1 - \$116716.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) 100% of our students in all sub groups not performing on or above grade level will receive research based individualized intervention, including after school tutorials and Saturday School with a emphasis on writing and reading for all subgroups.</p>	1, 2, 3, 7, 8, 9, 10	Principal, Assistant Principal, Instructional Specialists, Classroom teachers, and Counselor	Documentation from STAAR, district assessments, campus sssessments,TTESS, Classroom Walk throughs,WIN intervention time, Istation, Imagine Learning, CLI for Pre-K, Fountas & Pinnell				
Funding Sources: 211 Title 1 - \$116716.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) 100% of our ELL students will receive interventions through in-class assistance as well as small group interventions with a heavy focus on Reading.</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principals, Bilingual Instructional Specialist	Documentation from STAAR, district assessments, campus assessments, Istation, CLI for PreK, Fountas & Pinnell, E-assessment, TTESS, classroom walk-throughs				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) 100% of our special education students will receive interventions in class as well as small group interventions</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Principal, Assistant Principals, Classroom teachers, Special Education teachers</p>	<p>Documentation from STAAR, district assessments, campus assessments, Istation, Fountas and Pinnell, lesson plans, TTESS, Classroom Walk-throughs</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) 100% of our Economically disadvantaged students below grade level will receive interventions through in class assistance as well as small group interventions in Reading and Math.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Principal, Assistant Principals, Classroom teachers</p>	<p>Documentation from STAAR, district assessments, campus assessments, Istation, CLI for Pre-K, Fountas and Pinnell, lesson plans, TTESS, Classroom Walk-throughs</p>				
<p align="center">Funding Sources: 211 Title 1 - \$116716.00</p>							
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 2:** Travis Elementary will close the achievement gap between all student groups.

**Performance Objective 2:** Increase the overall (reading, math, writing, science) Economically Disadvantaged student group STAAR level II Satisfactory performance from 42% to 60%.

**Evaluation Data Source(s) 2:** STAAR 2017

**Summative Evaluation 2:**

**Goal 2:** Travis Elementary will close the achievement gap between all student groups.

**Performance Objective 3:** Increase the overall (reading, math, writing, & science) ELL students STAAR level II Satisfactory performance from 42% to 60%.

**Evaluation Data Source(s) 3:** STAAR 2017

**Summative Evaluation 3:**

**Goal 2:** Travis Elementary will close the achievement gap between all student groups.

**Performance Objective 4:** Increase the STAAR "met or exceed" progress measure by 10% for reading and math.

**Evaluation Data Source(s) 4:** STAAR 2017

**Summative Evaluation 4:**

**Goal 2:** Travis Elementary will close the achievement gap between all student groups.

**Performance Objective 5:** Increase the special education student achievement from a 31% to a 51% in all subjects.

**Evaluation Data Source(s) 5:** STAAR 2017

**Summative Evaluation 5:**

**Goal 2:** Travis Elementary will close the achievement gap between all student groups.

**Performance Objective 6:** Increase at least one proficiency level on TELPAS for all ELL students.

**Evaluation Data Source(s) 6:** TELPAS 2017

**Summative Evaluation 6:**






**Goal 3: Travis will ensure a safe and welcoming environment.**

**Performance Objective 1:** 100% of all Travis teachers will meet the NCLB criteria of highly qualified and participate in all required staff development that increases their knowledge base through curriculum, research, and study.

**Evaluation Data Source(s) 1:** Documentation from Personnel Attestation and MISD HR approval for certifications.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) We will provide opportunities for team building activities through collaborative team meetings and professional development.</p>	1, 2, 3, 4, 5, 10	Principal, Assistant Principals, Literacy Specialist, Interventionist, and counselor	Documentation from weekly bulletins, Professional learning feedback, and lesson plans.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) 100% of all students will participate in learning environments that are safe, drug free, and conducive to learning and promotes a health lifestyle</p>	1, 2, 3, 9, 10	Principal, Assistant Principals, Literacy Specialist, Interventionist, and Counselor	Documentation from weekly bulletins, Professional learning feedback, and lesson plans.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Implementation of district and campus Crisis Management Plan.</p>	1, 2, 3, 9, 10	Principal, Assistant Principals, Instructional Specialists, and Classroom Teachers	Documentation from Crisis drills, counselor reports PEIMS Discipline reports, district safety surveys, city fire marshal inspections				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) 100% of Travis teachers will follow the implemented student expectations which will create an environment that promotes safety, respect and responsibility through the CHAMPS program</p>	1, 2, 3, 7, 8, 9, 10	Principal, Assistant Principal, Counselor, and Classroom teachers	Documentation from discipline reports, counselor reports, TTESS, classroom walk-throughs				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) NCI and TBSI strategies will be implemented and a behavioral intervention team will be established to assist with behavior issues.</p>	1, 2, 3, 9, 10	Principal, Assistant Principal, and Counselor	Documentation from Discipline reports, Counselor reports, staff development records, PEIMS data				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) 100% of Travis classroom teachers will utilize the AMX microphone system which has an alarm button should an emergency situation occur.</p>	2	Principal, Assistant Principal, and Counselor	Documentation from crisis situations, observations				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) All Travis classroom teachers will utilize the AMX microphone system which has an alarm button should an emergency situation occur</p>	2	Principal, Assistant Principal, and Classroom Teachers	Documentation from crisis situations, observations				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Provide drug education program to PreK to sixth grade students</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principal, Counselor and Classroom Teachers	Documentation from Counselor reports, lesson plans, district safety school survey, PDAP survey				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



**Goal 3:** Travis will ensure a safe and welcoming environment.

**Performance Objective 2:** In 2016-2017, Travis's students and staff's learning and teaching environment will be safe and drug free and promote high expectations by demonstrating a decrease in discipline referrals by 10%.

**Evaluation Data Source(s) 2:** PIEMS discipline referral reports

**Summative Evaluation 2:**

**Goal 3:** Travis will ensure a safe and welcoming environment.

**Performance Objective 3:** 100% Travis classroom and special areas teachers and all other personnel will implement the CHAMPS classroom management system.

**Evaluation Data Source(s) 3:** Discipline referrals

**Summative Evaluation 3:**

**Goal 3:** Travis will ensure a safe and welcoming environment.

**Performance Objective 4:** Increase attendance rate from 95.13% to 96.5% in 2016-2017 school year.

**Evaluation Data Source(s) 4:** Attendance records

**Summative Evaluation 4:**

**Goal 3:** Travis will ensure a safe and welcoming environment.

**Performance Objective 5:** In 2016-2017, Travis Elementary will provide opportunities for parents and community members to become active partisans in daily and planned school activities thus increasing attendance at events by 10%.

**Evaluation Data Source(s) 5:** Parent and community attendance sign in sheets at activities.

**Summative Evaluation 5:**

**Goal 3:** Travis will ensure a safe and welcoming environment.

**Performance Objective 6:** We will educate parents of all language backgrounds using a variety of parental involvement strategies.

**Evaluation Data Source(s) 6:** Sign in sheets

**Summative Evaluation 6:**

## 2016-2017 Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Monica Baeza	Principal
Assistant Principal	Penny Vachal	Assistant Principal
Classroom Teacher	Loraine Bernard	Fifth grade Teacher
Classroom Teacher	Norma Enriquez	Fourth Grade Bilingual
Classroom Teacher	Martha Enriquez	Second Grade Bilingual
Classroom Teacher	Reagan Hughes	First Grade Teacher
Classroom Teacher	England Randolph	Sixth Grade
Classroom Teacher	Ana Rodriguez	Third Grade Teacher
Classroom Teacher	Gabriela Salinas	Kinder Bilingual
Counselor	Laura Kruse	Counselor
Non-classroom Professional	Tracy Jordan	Campus Literacy Coach
Non-classroom Professional	Elma Jordan	Interventionist

## Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	211 Title 1 - \$116,716		\$116,716.00
1	1	2			\$116,716.00
1	1	4			\$116,716.00
1	7	1			\$33,000.00
1	7	2			\$9,500.00
1	7	3			\$1,000.00
1	7	4			\$76,000.00
2	1	1			\$116,716.00
2	1	2			\$116,716.00
2	1	3			\$116,716.00
2	1	6			\$116,716.00
<b>Sub-Total</b>					\$936,512.00
<b>Grand Total</b>					\$936,512.00