

**Grand Prairie Independent School District**  
**World Language Academy at Travis Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

At Travis World Language Academy, students will become confident life-long learners, reaching their full potential through rigorous and intentional instruction to become future leaders in a global society.

## Vision

*Scholars Today. Professionals Tomorrow. Global Leaders Forever.*

# Comprehensive Needs Assessment

## Needs Assessment Overview

Travis World Language Academy began in 2015-2016 as a completely new entity - a charter campus serving students who *chose* to attend its bi-literate, bilingual and bi-cultural program. Its program development process was accomplished by the Travis WLA administrative team and its Campus Improvement Committee (CIC), with guidance from central administrators. With dedicated district support, inspired school leaders, a carefully designed Campus Improvement Plan, supportive parents and over 800 students who made the school their Campus of Choice, Travis WLA successfully launched and continues to work with the District to change its current Improvement Required status to Met Standards.

The 2018-2019 Campus Improvement Committee has experienced a few changes regarding positions vacated by members at the end of 2017-2018. However, the CIC remains very similar to last year's and has scheduled meetings for 2018-2019 and a posted website called the [Travis WLA CIC Hub](#). Our process includes 4 Formative Reviews of the CIP throughout the year to document progress and adjust or edit the plan as necessary.

## Demographics

### Demographics Summary

Travis World Language Academy is a Title 1 elementary and middle school third year charter campus serving Pre-Kindergarten through 8th grade. Current enrollment is 821 students with 93% Economically Disadvantaged, 64% English Language Learners, 18% At-Risk, and 10% Special Education. Travis WLA has a mobility rate of 11%. The majority of learners served by the campus are English Language Learners (ELL), with Spanish as their first language.

Travis World Language Academy Comprehensive Needs Assessment (CNA) indicates the importance of recruiting and retaining highly qualified staff. Approximately 63% of the student body at the charter are English language learners. The stages of language acquisition and effective instructional strategies are taught through the Bilingual/ESL teacher certification process. Our goal is 100% ESL certification among Travis WLA teachers.

### Demographics Strengths

Demographic breakdowns at Travis WLA are, for the most part, unchanged from the previous school year. However, expansion added just over 70 students last year. While the program was open for student applications from across GPISD, well over 90% of our students are neighborhood children deciding to stay at Travis.

The Languages Other Than English (LOTE) learning concept, implemented in 2015, will continue through 2019, expanding and building upon the language strengths of our ELL student population.

- Parents and students elected to attend WLA at Travis.
- ELL populations add to the World Languages focus of the school.
- Students who are proficient in two languages often master a third with little difficulty.

82% of campus educators hold ESL certification. The charter employs a Principal, Dean, two Assistant Principals, two Counselors, and two iCoaches. The GPISD Board and Superintendent hold administrators accountable for overseeing all aspects of curriculum, leadership, and operations for the charter. School staff will be employed based on GPISD contracts and the Appraise System will be used to evaluate personnel. Management practices will be reviewed annually by the Campus Improvement Committee. Personnel, policy, and other changes recommended by the team will be submitted by the Superintendent to the Board of Trustees.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** New programs that celebrate diversity, such as Sister Schools, have less than 50% class participation. **Root Cause:** Planning is

usually time- and resource-intensive. Teachers need easy-to-implement ideas.

**Problem Statement 2:** Travis students have high needs due to Economically Disadvantaged status (93%.) **Root Cause:** Awareness of areas affecting students experiencing poverty has not been a focus.

## Student Academic Achievement

### Student Academic Achievement Summary

Grand Prairie ISD opened a new School of Choice campus charter, Travis World Language Academy, in 2015. Enrollment is available to students from the neighborhood, across the district and from neighboring districts through an application process. The School of Choice theme and the increased grade level span resulted in a student body of over 90% neighborhood students who attended Travis last year or in previous years from feeder pattern schools, making student achievement data easier to access and analyze.

The comprehensive needs assessment and Campus Improvement Plan were used to identify student and campus needs.

1. Improve Academic Achievement of English language learners: Many students enrolled in Travis World Language Academy speak Spanish in their home. A review of Travis WLA STAAR data over a three year period from 2014 to 2017 indicates an average of 62% of 4<sup>th</sup> grade ELLs meet proficiency standards in reading each year. Scores from the math section of the test over the same years, shows an average of 64% of 4<sup>th</sup> grade ELLs meet proficiency standards annually. The percentage of students passing the test is lower than district and state averages. There is a need to implement curriculum that uses the student's native language to develop concepts, apply skills, and increase academic achievement.
2. Increase college entrance rates for English language learners. Texas Academic Performance Reports (TAPR) indicates ELLs in Grand Prairie ISD are less likely to graduate prepared for postsecondary education. In 2015, 15% of ELLs met standards on the ELA Higher Education Readiness Component assessment compared to 56% of the total student population. Additionally, 36% of ELLs met standards on the math section of the test compared to 63% of the total student population. There is a need to provide opportunities for students to participate in rigorous college preparatory lessons each day to create a classroom culture that promotes college readiness and entrance.
3. Expand the progress monitoring system to address needs of English language learners: AEIS data indicates the majority of ELLs who enter Travis WLA take at least four years to meet satisfactory standards on STAAR content-area assessments. There is a need to implement an assessment system that enables educators to set a specific performance expectation for each English language learner. The system adopted must be structured to use performance measures that take into account the student's English language proficiency to determine the time needed to fully demonstrate grade-level academic skills in English.

### Student Academic Achievement Strengths

The school is organized around three specialized instructional programs to improve academic achievement for English language learners: Gomez & Gomez

Dual Language Enrichment (DLE) Model, Advancement via Individual Determination (AVID) Elementary and secondary curriculum, and the Project Lead the Way Launch program. The World Language Academy choice program not only addresses varying languages and the needs of ELL, these languages become a positive component in teaching and learning.

- Over 50% of our students are proficient in Spanish
- Over 40% of our students are proficient in English

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Student academic improvement is needed in reading and writing. **Root Cause:** Teachers need additional support implementing a balanced literacy approach.

**Problem Statement 2:** There is insufficient funding for innovative new instructional programs and approaches **Root Cause:** The campus has not taken full advantage of outside funding sources, such as grants

## School Processes & Programs

### School Processes & Programs Summary

Travis World Language Academy charter is a campus in Grand Prairie ISD governed by the Board. Travis WLA does not require federal, state or local waivers.

One of the campus imperatives resulting from our Comprehensive Needs Assessment and Campus Improvement Plan was to assist educators with instructional delivery. 695 of the 798 students served by the Travis World Language Academy charter are economically disadvantaged. STAAR results for economically disadvantaged learners show steady increase in math and science achievement for all students. However, the achievement gap between poverty and nonpoverty remains unchanged. Additionally, in 2014 Math TEKS expectations and STAAR standards became more rigorous than in year past. This means teachers of economically disadvantaged students must narrow the achievement gap while meeting the higher expectations presented by the new standards.

### School Processes & Programs Strengths

- Budget requests have been coordinated with available federal funds to maximize results. Campus administration works with the Campus Improvement Committee to autonomously manage all aspects of daily operations including the budget. The ability to make decisions independently is above and beyond the autonomy of other GPISD campuses.
- Travis World Language states as one of its objectives that 80% of campus students will improve achievement in ELA and Math as evidenced by meeting or exceeding State standards on STAAR. The PK-8 school is utilizing the Gomez & Gomez Dual Language Enrichment Program. The program teaches ELA and Math in the home language to promote understanding of content; Science and Social Studies in English to support 2<sup>nd</sup> language acquisition; and other subject area classes rotate languages to master language and literacy goals using enrichment and heterogeneous grouping. Travis WLA also lists as an objective this year that 80% of campus students will improve achievement in Writing as evidenced by meeting or exceeding State standards on STAAR. The CIC recommends utilizing AVID Elementary curriculum that focuses on the development of reading and writing skills as well as study skills and time management. In addition, supplemental Writing software is provided via a grant received by Travis WLA. Charter students are the first in GPISD to attend AVID classes in elementary grades. The class will be part of the student's daily schedule in grades 3 to 8.
- Travis WLA understands the importance of second language learning on student's success in other subject areas and long term readiness to participate in a globalized community. To increase proficiency in second (and in some cases, third) language, students are taught in a Dual Language model, are provided the option of learning the language of their choice in an online language learning platform during weekly Rotations, and enjoy the opportunity to learn about world cultures and languages during club events.
- Students at Travis WLA also have the opportunity to develop STEM skills they will need in K-12 math and science courses as well as many future career paths.
- To promote language acquisition, students enjoy the opportunity to learn and practice language skills in Duolingo, an effective, web based software



program. The charter is also planning the implementation of Minecraft EDU, the educational platform that allows students to apply math, science, language, storytelling, and other classroom learning experiences in the popular gaming environment that has captured the interest and creativity of many learners at Travis WLA. Finally, multiple proposals were submitted to the GPISD Education Foundation to provide innovative, trending technologies to Travis students including video production and virtual reality kits.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** As a World Language Academy, Travis offers only four direct language learning options. **Root Cause:** Staffing Costs

**Problem Statement 2:** Campus needs additional professional personnel units in 2018-19. **Root Cause:** Student population increase and addition of 8th Grade.

**Problem Statement 3:** Campus lacks needed instructional space to accommodate increased student population. **Root Cause:** Facilities were already at maximum use prior to increased student population in 2018-2019.

# Perceptions

## Perceptions Summary

Travis World Language Academy promotes a new culture and climate for Grand Prairie ISD learners who choose to attend this bilingual, bi-literate, and bi-cultural campus. Travis WLA values diversity of culture and language and stresses rigorous academics, college readiness and a safe teaching and learning environment.

The Campus Improvement Committee at Travis World Language Academy documents goals, objectives and strategies to promote expected change, persons responsible, performance measures, performance targets, and the completion dates for each charter objective. Parents and students were required to submit an application to attend Travis WLA, a choice campus in Grand Prairie ISD. The campus Parent Involvement Policy and Parent, Student and School Compact have both been revised and are now posted on the campus website. However, both documents will be reviewed and revised as needed during the initial Campus Improvement Committee meeting in September 2018.

## Perceptions Strengths

Travis WLA develops and maintains a safe and disciplined environment by continuing to implement Capturing Kids Hearts, recognizing outstanding students, and conducting routine safety drills including lockdown, fire and tornado, to ensure staff and student preparedness. Additionally, the campus implements:

- Anti-bullying programming
- College readiness programming
- Dual Language course work and academic support
- Guidance on safe and responsible use of staff and student technologies. The CIC, comprised of parents, community members, campus teachers, and school administrators, serves as a site based decision making team to implement the charter plan.
- The district holds campus and district meetings in the spring of each year to inform families and students about GPISD Schools of Choice.
- The charter school instructs parents how to access the online application system.
- Parents and students elected to attend Travis World Language Academy.
- Families and community are a rich resource for Dual Language instruction.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Stakeholders need more information about events and volunteer opportunities. **Root Cause:** Parents are not receiving communication regarding parent meetings.

**Problem Statement 2:** Behavioral concerns increase on campus during passing periods. **Root Cause:** Articulation and regular communication of the campus wide behavioral management plan.

# Comprehensive Needs Assessment Data Documentation

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




# Goals









**Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)**

**Performance Objective 1:** (TIP) Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

**Evaluation Data Source(s) 1:** PLC rosters, training agendas, intervention documentation, tutoring records

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>1) (TIP) Students will monitor their own success and goal set each quarter.</p> <p>SW 2: data disaggregation to determine success/effectiveness SW 9: analyze individual student data</p>	2.4, 2.5	Chancellor	Teacher and student goal meetings. Student Leadership Binders detailing student goals. Overall increased student performance.				
Funding Sources: 211 - Title 1 - 200.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) (TIP) All teachers will participate in weekly PLCs to develop lesson plans aligned to SEs, discuss student needs, review data, and determine best instructional practices to ensure student academic achievement.</p>	2.5, 2.6	Dean of Instruction	4th and 7th grade students reaching Meets, to 50%; and Masters to 30% on the Writing STAAR Exam.  3rd to 8th grade students reaching Meets, to 55%; and Masters to 35% on the Reading and Math STAAR Exam.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) (TIP) Common assessments will be administered each 3, 6, and 9 weeks to monitor student progress.</p>	2.4, 2.6	Chancellor	100% of Travis World Language students will show progress				









<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) (TIP) Students who demonstrate increased achievement on the Quarter Assessments will receive incentives such as popcorn parties and increased technology time.</p> <p>SW 2: disaggregate data by subgroups to determine program effectiveness</p>	2.4	Assistant Principal, Grades PreK-4	Increased performance on Quarter Assessments.				
<p>Funding Sources: 211 - Title 1 - 3000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Travis WLA will promote increased student attendance by distributing students attendance awards and continually updating the Attendance Graph in the hallway of the campus.</p> <p>SW 2: extended learning time</p>		Assistant Principal, Grades PreK-4	Increased attendance				
<p>Funding Sources: 211 - Title 1 - 3000.00</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 2:** Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

**Evaluation Data Source(s) 2:** Enrollment data, GPISD assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Travis World Language Academy will implement GPISD's Pre-K curriculum, including core content areas to emphasize student growth and prepare students for future grades.</p>		Assistant Principal, Grades PreK-4	Improved reading and math preparation for first grade.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) AVID strategies will be implemented with fidelity in grades Pre-K through 8 to improve student writing, Teachers will use writing, inquiry, collaboration, organization and reading in grades 3-8 and use of rigorous writing, reading and study skills.</p>		Dean of Instruction	Improved college readiness for all Travis WLA students grades Pre-K through 8.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 3:** Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and work-based learning opportunities. (ESSA requirement)

**Evaluation Data Source(s) 3:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Travis WLA educators will provide individualized and small group learning sessions during rotation schedules integrated with PE, Music, Art, STEM, and K-2 World Languages.</p> <p>SW 9; small group/specific content</p>		Dean of Instruction	70% of campus students will improve achievement on STAAR Science.				
Funding Sources: 211 - Title 1 - 4000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Travis will implement campus college readiness and organization plan. Teachers grades 3-8 will teach college readiness and organizational skills, college readiness and organizational skills integrated with PE, Art and Music. Teachers will use writing, inquiry, collaboration, organization and reading in grades 3-8 and use of rigorous writing, reading and study skills.</p>		Dean of Instruction	70% of campus students meet achievement standards on STAAR Writing.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							










**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 4:** Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

**Evaluation Data Source(s) 4:** PEIMS data, completion rates. STAAR data, GPISD progress reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) (TIP) Travis WLA will use Response to Intervention (RTI) to identify and provide process improvements for at-risk student identification and services in both academics and behavior.</p>		Dean of Instruction	RTI documentation in Tier 1, 2 and 3 help target specific areas of need.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							








**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 5:** (TIP) Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Migrant and At-Risk)

**Evaluation Data Source(s) 5:** Tutoring records, prescriptive interventions, and documentation

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) (TIP) In order to extend student learning time, Extended Day will be made available in November and Saturday Learning Camp will be made available February through May to all tested students, including Migrant, SPED, LEP, 504 and other special populations.</p> <p>SW 2: extended learning time</p>		Chancellor	Student attendance and documented instructional plans in Saturday Learning Camps and increased student performance on standardized tests.				
Funding Sources: 211 - Title 1 - 19000.00, 212- Title I-C Migrant - 550.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) GT Strategy for Identification and Services. Travis WLA will provide intentional opportunities for acceleration focused on creative problem solving and critical reasoning.</p>		Dean of Instruction	Lesson plans, classroom observations, student-generated projects and other artifacts indicating use of higher order thinking skills.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) (TIP) Campus will implement Gomez &amp; Gomez Dual Language model in grades Pre-K through 8. Additionally, ELPS will be embedded in lessons and be visible within the language objective of the day.</p>		Dean of Instruction	100% of LEP students will increase academic achievement.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) (TIP) Student writing will occur in all subjects every day and is documented on Lesson Frame.</p>		Dean of Instruction	Refined student writing skills as evidenced by student writing samples and student scores on STAAR Writing.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) (TIP) Travis WLA will integrate technology to diagnose and prescribe action to address learning gaps for special populations with a focus on students receiving Special Education services.</p>		Assistant Principal, Grades PreK-4	Documentation, reports, and evidence of increased student learning				
<p>Funding Sources: 211 - Title 1 - 7500.00, 199 - SCE - 200.00</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 6:** Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment.

**Evaluation Data Source(s) 6:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Community members will be invited as Guest Speakers to Travis WLA to talk to students about real world applications of what they are learning in school.</p>		Chancellor	Sessions in which our invited guest speakers address students in class.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Travis WLA will offer activities related to guidance lessons, individual counseling, group counseling, parent education, community outreach, character education, career planning, student achievement, and global awareness growth.</p>		Counselor (Secondary)	<p>Rachel's Kindness Club will result in minimized office referrals, behavior RTI, and more personalized interventions</p> <p>Reduced DAEP placements</p> <p>Reduced SRO outreach calls</p> <p>Career Cruising will result in increased endorsement selection and CTE selection district wide</p> <p>Capturing Kids' Hearts and Handprints on Hearts will result in increased student engagement</p> <p>Increase parent participation</p>				








<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students in grades K-2 will learn Vietnamese during Rotations by attending a direct-teach session with a native Vietnamese instructor.</p> <p>SW 2: extended learning time</p>		Assistant Principal, Grades PreK-4	K-2 students become novice speakers of Vietnamese.				
<p>Funding Sources: 211 - Title 1 - 500.00</p>							
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 7:** Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

**Evaluation Data Source(s) 7:** Attendance Reports

**Summative Evaluation 7:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>1) Utilize Attention2Attendance software to improve monitoring and interventions for students with attendance challenges.</p>	2.4, 2.5	Attendance Clerk and PEIMS	Improved campus attendance rate and improved student achievement.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: (TIP) Highly Qualified/Effective Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)**

**Performance Objective 1:** Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

**Evaluation Data Source(s) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7  1) (TIP) Travis WLA will implement an Executive Leadership Walkthrough observation plan on campus throughout the school year.		Chancellor					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** (TIP) Highly Qualified/Effective Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)









**Performance Objective 2:** Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

**Evaluation Data Source(s) 2:** retention data, recruitment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Dual Language educators will attend Dual Language Enrichment Model training in order to provide individualized and small group learning sessions in content areas and enrichment centers provided in each language.</p> <p>SW 9: small group/ specific content</p>		Dean of Instruction	70% of campus students will meet standards on STAAR ELA and Math.				
Funding Sources: 211 - Title 1 - 6000.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) (TIP) Travis WLA will review State Board for Educator Certification credentials, targeting ESL certified teachers.</p>		Chancellor	Increased number of ESL certified teachers on campus.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) (TIP) Travis WLA will provide time for professional development for AVID and STEM teachers.</p> <p>SW 3: provide time for professional development SW 4: select professional development to meet the needs of all principals, teachers, paraprofessionals, and parents"</p>		Assistant Principal, Grades 5-8	AVID and STEM will be offered to students as course electives.				
Funding Sources: 211 - Title 1 - 4526.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) (TIP) Travis WLA teachers will be provided necessary equipment and supplies to effectively lead and participate in campus professional development activities.</p> <p>SW 4: allow teachers to attend professional developments through the year on content areas specific to teacher's assignments</p>		Chancellor	Participant evaluations of pd events				
Funding Sources: 211 - Title 1 - 3000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) (TIP) Travis WLA will implement a campus-based mentor program, matching new teachers with experienced educators and will provide time to observe master teachers in the classroom.</p> <p>SW 5: implement a campus-based mentor program</p>		Assistant Principal, Grades 5-8	Improved teacher retention and support.				
Funding Sources: 211 - Title 1 - 1600.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** (TIP) Highly Qualified/Effective Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

**Evaluation Data Source(s) 3:** PLC feedback, lesson plans, student achievement data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) In order to analyze individual student data to determine appropriate activities, teachers will utilize Student Data Portal reports.</p>		Assistant Principal, Grades 5-8	Teachers trained in Texas English Language Learner Progress Measure, Interim performance expected for every student, student performance assessed every nine weeks, English Language Learner Progress Measure chart to monitor progress and progress calculated using Student Data Portal.				
SW 9: analyze individual student data and student work to determine appropriate activities	Funding Sources: 211 - Title 1 - 100.00						
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Travis World Language Academy will continue to provide monthly luncheons Teacher Appreciation Week events, and other activities and recognitions to maintain positive teacher morale.</p>		Counselors	Increased teacher retention.				
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) In order to grow our own leaders, The Travis WLA Executive Leadership Team will support promising future leaders by providing high quality professional development opportunities, Team Leader Meetings, encouragement, and the chance to share knowledge with others.</p>		Dean of Instruction	Increase in number of teachers seeking education leadership role.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							


**Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)**

**Performance Objective 1:** GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

**Evaluation Data Source(s) 1:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Campus Improvement Committee minutes and sign in lists will be documented on campus website and on Plan4Learning site.</p>		Chancellor	Increased participation in collaborative planning efforts as evidenced in online communities listed under the Value tab.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) In order to include parents in the development of the parental involvement policy and school-parent compact, parents will be encouraged to participate in the Campus Improvement Committee to have input into program development and related spending.</p> <p>SW 6: include parents in the development of the parental involvement policy and school-parent compact</p>	3.1, 3.2	Chancellor	CIC Meeting Dates CIC Roster CIC Agendas CIC Minutes CIC Sign-in sheets				
Funding Sources: 211 - Title 1 - 100.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Parents who participate in the Campus Improvement Committee will have the opportunity to provide input and feedback on campus improvement measures via electronic surveys.</p>	3.1, 3.2	Counselor (Secondary)	Data from submitted parent surveys.				










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

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 2:** Expand outreach services to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

**Evaluation Data Source(s) 2:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Parent Engagement Policy will be posted on school website in Spanish and English.		Counselor	Website link to Parent Engagement Policy				
<b>Critical Success Factors</b> CSF 6 2) Parent, Student and School Contract will be posted on school website.		Counselor	Website link to Parent, Student and School Contract.				
<b>Critical Success Factors</b> CSF 5 3) Travis World Language Academy will use available resources and events to reach and include parents and community members, including special volunteer opportunities, technologies such as the Travis Facebook page, academic evening activities, etc.		Chancellor	Increased parent and community engagement.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

**Performance Objective 3:** Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

**Evaluation Data Source(s) 3:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Travis World Language Academy will continue to offer monthly parent workshops.	3.1	Assistant Principal, Grades PreK-4	Sign in list of parents who attend.				
<b>Critical Success Factors</b> CSF 5 2) Travis will continue to publish photos and information from parent workshops to hallway bulletin board and electronically, via webpage and Facebook site.		Assistant Principal, Grades PreK-4	Increased parent participation in workshops.				
<b>Critical Success Factors</b> CSF 5 3) Travis will continue to expand modes of communication in order to reach additional parents via print flyers distributed by volunteers after school, robocalls, marquee, Facebook, print posters at front of building, notes distributed to student backpacks, the campus website, and other media.		Assistant Principal, Grades PreK-4	Increased parent engagement; fewer concerns related to lack of notice regarding events and opportunities.				

**Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)**

**Performance Objective 1:** Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

**Evaluation Data Source(s) 1:** Campus inventory, purchase orders, usage data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Students in grades 3-5 will study their selected language of choice in an online language program.</p> <p>SW 2: extended learning time SW 9: incorporate computer assisted learning</p>		Director of World Languages	Chart of languages selected by students is displayed online at the Travis WLA website.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will integrate instructional technologies into daily learning experiences for students.</p>		Assistant Principal, Grades 5-8	Lesson plan, classroom observations				
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) Executive Leadership Team will model innovative use of technology and promote staff use of technologies for their own learning, organization, and productivity during meetings, pd, and other staff events.</p>		Chancellor	Technologies in use by Executive Leadership Team and staff members during staff events.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 4:** Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

**Performance Objective 2:** GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

**Evaluation Data Source(s) 2:** classroom walkthroughs, teacher feedback, usage logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will incorporate computer assisted learning in order to improve reading skills.</p> <p>SW 9: incorporate computer assisted learning</p>		Assistant Principal, Grades 5-8	System usage reports Academic progress in reading				
Funding Sources: 211 - Title 1 - 10400.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Students will use technologies to improve skills and knowledge in all subject areas.</p>		Assistant Principal, Grades 5-8	Increased student engagement and improved student performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Students will use technologies to create global connections with campus Sister Schools.</p>		Chancellor	Increased student engagement and improved student performance.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							











**Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)**

**Performance Objective 1:** GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

**Evaluation Data Source(s) 1:** Incident reports. BOE report format.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Campus will regularly conduct safety drills and utilize the safety vestibule and cameras for additional safety measures.</p>		Assistant Principal, Grades 5-8	Reports				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) Campus will implement processes for students to anonymously report matters related to school security or well being.</p>		Counselor	Improved administrator awareness of campus matters related to security and well being.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: Safe and Orderly Environment:** GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to ensure student, staff and school safety.

**Evaluation Data Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) Counselor will survey students and teachers to determine campus needs.</p>		Counselor	School Conflict -Teacher Survey <a href="https://www.surveymonkey.com/r/FTLVKDT">https://www.surveymonkey.com/r/FTLVKDT</a>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) In order to strengthen the relational capacity of Travis WLA educators, all teachers will be trained in Capturing Kids' Hearts and Handprints on Hearts.</p> <p>SW 3: Monitor, evaluate, and provide documentation of teacher effectiveness in correlation with professional development and its impact on student learning, leadership, and school community.</p>		Counselor	Eduphoria Workshop records				
<p>Funding Sources: 211 - Title 1 - 2500.00</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	(TIP) All teachers will participate in weekly PLCs to develop lesson plans aligned to SEs, discuss student needs, review data, and determine best instructional practices to ensure student academic achievement.
1	1	3	(TIP) Common assessments will be administered each 3, 6, and 9 weeks to monitor student progress.
1	2	2	AVID strategies will be implemented with fidelity in grades Pre-K through 8 to improve student writing, Teachers will use writing, inquiry, collaboration, organization and reading in grades 3-8 and use of rigorous writing, reading and study skills.
1	3	2	Travis will implement campus college readiness and organization plan. Teachers grades 3-8 will teach college readiness and organizational skills, college readiness and organizational skills integrated with PE, Art and Music. Teachers will use writing, inquiry, collaboration, organization and reading in grades 3-8 and use of rigorous writing, reading and study skills.
1	4	1	(TIP) Travis WLA will use Response to Intervention (RTI) to identify and provide process improvements for at-risk student identification and services in both academics and behavior.
1	5	1	(TIP) In order to extend student learning time, Extended Day will be made available in November and Saturday Learning Camp will be made available February through May to all tested students, including Migrant, SPED, LEP, 504 and other special populations. SW 2: extended learning time
1	5	4	(TIP) Student writing will occur in all subjects every day and is documented on Lesson Frame.
1	5	5	(TIP) Travis WLA will integrate technology to diagnose and prescribe action to address learning gaps for special populations with a focus on students receiving Special Education services.
1	6	3	Students in grades K-2 will learn Vietnamese during Rotations by attending a direct-teach session with a native Vietnamese instructor. SW 2: extended learning time
2	2	1	Dual Language educators will attend Dual Language Enrichment Model training in order to provide individualized and small group learning sessions in content areas and enrichment centers provided in each language. SW 9: small group/ specific content
2	3	1	In order to analyze individual student data to determine appropriate activities, teachers will utilize Student Data Portal reports. SW 9: analyze individual student data and student work to determine appropriate activities
3	1	2	In order to include parents in the development of the parental involvement policy and school-parent compact, parents will be encouraged to participate in the Campus Improvement Committee to have input into program development and related spending. SW 6: include parents in the development of the parental involvement policy and school-parent compact
4	1	1	Students in grades 3-5 will study their selected language of choice in an online language program. SW 2: extended learning time SW 9: incorporate computer assisted learning

# State Compensatory

## Personnel for World Language Academy at Travis Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacob Servin	Elementary Teacher		1
Kezzie Walton	Elementary Dyslexia Teacher	504	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chaluisan, Ivonne	Teacher	Title I	1
White, Kimberly	Teacher	Title I	1

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Joetta Wesley	Chancellor
Administrator	Elisa Alvarez	Dean of Instruction
Administrator	Kenneth Griner	Assistant Principal
Administrator	Flor Portillo	Assistant Principal
Non-classroom Professional	Crystal Torres	Counselor
Non-classroom Professional	Lilia Lopez	Counselor
District-level Professional	Sharon Manterola	Director of World Languages
Classroom Teacher	Yolunda Elam	Teacher
Classroom Teacher	Lienhoa Nguyen	Teacher
Classroom Teacher	Carlotta Mitchell	Teacher
Classroom Teacher	Vy Ngo	Teacher
Classroom Teacher	Jennifer Nguyen	Teacher
Classroom Teacher	Mayra Lopez	Teacher
Classroom Teacher	Eleazar Alarcon	Teacher
Classroom Teacher	Sasha Munoz	Teacher
Classroom Teacher	Stephanie Collazo	Teacher
Classroom Teacher	Mandy Kreger	Teacher
Classroom Teacher	Johnna Palmatier	Teacher
Classroom Teacher	Yvonne Zepeda	Teacher
Classroom Teacher	Sol Cardenas	Teacher
Classroom Teacher	Elizabeth Jimenez	Teacher
Classroom Teacher	Janie Perez	Teacher
Parent	(Last year's has served 2 years.)	Parent TBD
Parent	(Last year's has served 2 years.)	Parent TBD
Business Representative	(Last year's has served 2 years.)	Business Representative TBD

Business Representative	(Last year's has served 2 years.)	Business Representative TBD
Community Representative	(Last year's has served 2 years.)	Community Representative TBD
Community Representative	(Last year's has served 2 years.)	Community Representative TBD



# District Funding Summary

199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Supplemental Materials		\$200.00
<b>Sub-Total</b>					\$200.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Print materials, folders, markers		\$200.00
1	1	4	Rewards		\$3,000.00
1	1	5	Awards		\$3,000.00
1	3	1	Classroom materials		\$4,000.00
1	5	1	Teacher compensation, materials and supplies		\$19,000.00
1	5	5	Licensing		\$7,500.00
1	6	3	Materials		\$500.00
2	2	1	Instructional materials		\$6,000.00
2	2	3	Registration and travel		\$4,526.00
2	2	4	Materials and supplies for teacher professional development (doc cameras, dry erase boards, etc)		\$3,000.00
2	2	5	Materials		\$1,600.00
2	3	1	Print materials		\$100.00
3	1	2	Meeting materials		\$100.00
4	2	1	Licensing for student access to RAZ Kids and Reading A to Z		\$5,000.00
4	2	1	Mentoring Minds (student reading materials for STAAR preparation)		\$5,300.00
4	2	1	Materials to promote campus spelling bee		\$100.00
5	2	2	Training		\$2,500.00
<b>Sub-Total</b>					\$65,426.00

<b>212- Title I-C Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Teacher compensation, materials and supplies		\$550.00
<b>Sub-Total</b>					\$550.00
<b>Grand Total</b>					\$66,176.00