

**Grand Prairie Independent School District**  
**Travis Elementary**  
**2013-2014 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

William B. Travis is an elementary campus serving grades Kindergarten through 4th grade. Current enrollment is 608 students with 91% Economically Disadvantaged, 60% English Language Learners and 9.4% Special Education. Travis has a mobility rate of 13% and .4% reporting two or more races. Travis is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds. Travis is a School Improvement campus and we are working with our Professional Service Provider to address reading and mathematics achievement levels.

**CIP Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management)**

The CIP formative review process is being done in conjunction with preliminary budget planning for the 2013-2014 school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the DIP formative review. Particularly Title I School wide Program campuses will include improvements in this area of comprehensive planning. Improvements will include:

- Program planning and budgeting for services to at-risk students
- Documented connections of expenditures to planned services

*Planning and Budgeting:* Budgeting processes for Title I and SCE are similar and are being conducted in tandem. The budgeting process for 2013-2014 will include process documentation for description, structure and intent of fund utilization for both Title I and SCE funds.

*Expenditures and Services:* The 2011-2012 school year included an improvement strategy in the DIP requiring all purchase orders, regardless of funding, reference a particular strategy or strategies from the CIP. This requirement will be noted in revised documents and in the 2012-2013 DIP and CIPs.

### Demographics Strengths

- Ethnic breakdowns are consistent with the previous year.

- At-risk numbers and categories are consistent.
- STAAR results that did not make yearly growth are limited to Reading and Mathematics

### **Demographics Needs**

Based on district data analysis and the new state assesment, STAAR, these areas of need were identified and listed in priority order.

1. STAAR math and reading results less than the target measure in adquate growth are reported for non - ELL students and require strategies to address these student groups.
2. Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students
3. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.
- 4.

## Student Achievement

### Student Achievement Summary

Travis Elementary is rated by the Texas Education Agency (TEA) as a Needs Improvement campus. Our STAAR scores and other achievement data show Travis students are below both State and District averages. We are working to not only close the gap, but to exceed it. We exceeded our goal in Index 1 Student Achievement with 63% of students meeting standard. We also exceeded our goal in Closing the Performance Gaps with 60% students meeting standards. We did not meet standard in Index 2 Student Progress. Travis Index 2 Student Progress score was 25% and the State target was 30%. 49% of our non- ELL students made yearly progress in reading, while only 16% of non - ELL students made yearly progress in math.

**CIP Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC §4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)**

Travis did not Meet Standard under state accountability and must make improvements particularly in the areas of adequate yearly progress in reading and math. Williams Travis is working with a Professional Service Provider to address Texas Education Agency School Improvement Requirements. Needs Assessment processes have included a full review of data with the PSP for the required TEA report on strategies for School Improvement.

The School Improvement TEA required plan has been developed and submitted.

Tutoring and related accelerated instruction will continue to address the data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section.

### Student Achievement Strengths

- 2013 Accountability Rating is Improvement Needed
- STAAR Reading 64%, Math 58% , Writing 67% All below the State and District.
- All students exceeded Index 1 by 13%
- All students exceeded Index 3 by 5%

## **Student Achievement Needs**

Based on Campus data listed in priority.

1. Increase student growth at least one years worth in Math.
2. Increase student growth at least one years worth in ELA.
3. Provide tutoring and accelerated instruction based on Progress Monitoring.
4. Effective research-based instructional materials to expand supplemental instruction
5. Effective research -based technogly instructional materials to expand instruction/supplemental instruction.
6. Data Reviews at 3, 6 and 9 week period for Progress Monitoring and Instructional adjustments.

## School Culture and Climate

### School Culture and Climate Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include review of safe schools data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

**DIP Goal 7: 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. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff and Demographics Sections)**

### School Culture and Climate Strengths

- Continued Implementation of *Rachel's Challenge* and *Capturing Kids Hearts*
- CIC participation in campus climate and culture development and maintenance
- Implemented Schoolwide *Positive Behavior Support Program* for common areas as well as classrooms.

### School Culture and Climate Needs

1. Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements
2. Maintain CIC documentation
3. Correlate School Improvement strategies to overall campus success



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

**CIP Goal 5: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model)**

Review of current training records shows positive attendance and feedback from Travis teachers. Professional development and training sessions have been expanded to include necessary preparation for Travis. After reviewing testing data, school demographics and student data, the committee decided to focus on professional development in an effort to improve student assessment scores. Sessions include:

- *Building Relational Capacity*
- *Data Driven Decisions*
- *Best teaching / innovative practices*
- *English as Second Language*
- Professional learning communities
- Academic Vocabulary

The Travis CIC voted at the October, 2013 meeting and approved of the campus training plan. All members were in agreement.

### Staff Quality, Recruitment, and Retention Strengths

- Campus based training plan is implemented
- Eduphoria is utilized to track teachers' participation in District training
- 13-14 training plan is developed to support the School Improvement Plan submitted to TEA to focus heavily on Reading and Math achievement

### Staff Quality, Recruitment, and Retention Needs

1. Based on district data analysis and the new state assessment, STAAR, these areas of need were identified and listed in priority order.
  2. Improve documentation on attendance, feedback and implementation of campus training plan

3. Utilize campus iCoach to move from training sessions to application of concepts into classroom instruction
4. Continue monitoring Eduphoria records for tracking District training

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Travis will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. This information is summarized in the School Improvement plan submitted to the Texas Education Agency.

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review thesedata reviews for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective onbetter alignment of curriculum to instruction to assessments to reflect this change.

**CIP Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

Our School Improvement Plan notes the beginning use of Professional Learning Communities. We have also made several personnel changes for grade level and subject areas noted for improvement. Instruction will be enriched with concepts like campus math teams, vertical teaming and student strategies such as Math facts "Power time" to help students learn their multiplication facts.

### Curriculum, Instruction, and Assessment Strengths

- iCoach leads and facilitates team meetings with a focus on curriculum and instructional delivery
- PLCs weekly meetings
- The beginning of more intentional Vertical teaming
- Home learning extensions (I station, Fastforward)
- Extended day tutorials
- Effective scientifically based researched materials to supplement teaching and learning efforts

### Curriculum, Instruction, and Assessment Needs

1. Data Reviews at the 3,6, and 9 week period for Progress Monitoring and Instructional adjustments.
2. iCoach support for instructional delivery and training applications
3. School Improvement components as reported to TEA
4. Continued focus on effective supplemental instructional materials

## Family and Community Involvement

### Family and Community Involvement Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Principal Waller at any time during the year.

**CIP Goal 1: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)**

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to obtain met standard rating. Parent information sessions must also include the full description of Travis School Improvement strategies as developed with the Professional Service Provider and submitted to TEA. Particularly reading and math challenges must be reviewed with parents. Parent sessions will focus heavily on techniques and strategies for home learning to support improvements in all subjects but particularly writing and mathematics.

### Family and Community Involvement Strengths

- Parent Community Liaison offers orientation to all parents to resources available to monitoring student progress
- iCoach assists with developing parent sessions based on student achievement needs
- Survey is sent to all parents for input as to what classes and sessions are offered to parents (ex. computer class, ESL, parenting)
- Breakfast with the principal once a month to give parents more communication with school.
- Piolt Program for Parenting Partners.

### Family and Community Involvement Needs

1. Improve documentation of activities for better evaluation of efforts
2. Increase family and community participation in scheduled events
3. Home learning opportunities tailored to achievement data
- 4.



## **School Context and Organization**

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

Context and Organization for Travis includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

Context and organization changes for the 2013-2014 school year will include communicating with all stakeholders the School Improvement status of Travis and the core components of the plan for meeting standards for student achievement in all areas.

Travis will also support the GPISD efforts for school choice by providing information to parents about their home school as well as the Programs and Schools of Choice within GPISD.

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

- - Active participation of parents in the CIC and PTA efforts
  - Professional Service Provider assistance with developing and implementing School Improvement strategies
  - Personnel adjustments to support academic growth

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

1. Implementation of School Improvement requirements and strategies
2. Improve CIC and PTA participation if efforts to improve the school organization and effectiveness

# Technology

## Technology Summary

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

**DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)**

Travis will participate in training and applications to support the GPISD Digital Integration to Conversion Plan.

## Technology Strengths

- - Travis is compliant with GPISD Technology Plan
  - Campus based Technology Specialist
  - Teachers all have access to laptop computers and iPads for classroom use
  - Multiple use of instructional technology to help students close the achievement gap.

## Technology Needs

1. Monitor teacher compliance with Technology training
2. Include Technology applications in the Campus Training Plan
3. Continue campus based Technology Specialist
4. Monitor lesson plans and campus walkthroughs to document classroom usage of technology applications



# Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Community and/or parent surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Special education population, including performance, discipline, attendance, and mobility
- Homeless 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 population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Texas STaR Chart
- Campus committee meeting discussions
- NCLB Report Card data
- STAAR Data Released from TEA
- PDAS data
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data





- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Parent Involvement Rate
- TEA Accountability Summary
- System Safeguards











# Goals

**Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)**

**Performance Objective 1:** Travis Elementary will meet or exceed the standard set by the Commissioner's Accountability Rubric in all subject areas for all students.

**Summative Evaluation:** STAAR records, AEIS reports








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis Elementary will implement Progress Monitoring for each student utilizing data and assessment tools to improve the assessment process and to link to effective instructional strategies. The Data Review process of student assessments for each 3 weeks and 6 weeks progress and the 9 week performance adjustments reviews are in place for each 9 week instructional period.	1, 2, 8, 9	Principal A.P. Teachers PSP - Ron Golden	Progress Monitoring forms Data Review documentation District and campus assessments Lesson Frames Deconstructed S.E.'s				
Funding Sources: 199 - General Fund - \$1000.00							
2) Improve Math problem solving and numeracy with digital instructional tools to help students meet yearly adequate progress.	1, 2, 7, 8, 9	Principal A.P. Teachers IMS I COach	District Assessment Scores Usage Reports				
Funding Sources: 211 - Title 1 - \$15000.00							
3) Improve Reading fluency and comprehension with digital instructional tools to help students meet yearly adequate progress.	1, 2, 7, 8, 9	Principal, A.P., Teachers, IMS and I coach	District Assessment Scores Usage Reports				
Funding Sources: 211 - Title 1 - \$15000.00							
4) i Coach will monitor student progress and address instructional needs with teachers through modeling, planning, and data discussions.	2, 3, 4, 5, 9	Principal Assistant Principal iCoach	3,6, and Summative data STAAR Data DRA and TPRI data Weekly i coach logs Weekly i coach huddles				

5) Intentional small group instruction to help students master grade level TEKS.	1, 2, 3, 9	Principal A.P. Counselor Teacher RTI Tier III tutors	Progress monitoring of District Assessments. Documentation from Tier III tutors. Lesson Frames RTI Documentation.				
	Funding Sources: 211 - Title 1 - \$15000.00						
6) Continue supplemental work of paraprofessionals to improve the learning environment and instructional management Classroom teachers, Assistant Principal, Principal Paraprofessional schedules Lesson Plans	1, 9	Classroom teachers, Assistant Principal, Principal	Paraprofessional schedules Lesson Plans Technology Usage Reports				
7) Continue review and implementation of rigorous and effective materials and supplies for accelerated e	1, 9	i Coach, Principal, Classroom teachers District	summative assessment scores, District benchmark assessment scores				
	Funding Sources: 211 - Title 1 - \$10000.00						
8) Require review of programs and materials, including instructional technology applications, for effectiveness, rigor and teacher readiness for implementation prior to purchase. Ensure purchase orders are noted properly with CIP connections.	1	iCoach, Content strategists, Instructional Media Specialist, Principal, Secretary	iCoach review notes, Instructional media specialist review notes, purchase orders				
9) Work with PSP Ron Golden to create Needs Improvement Plan and submit to the state.	1, 2	Principal, PSP, Needs Improvement Committee.	Plan				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 1:** Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

**Performance Objective 2:** Travis Elementary will increase instructional time by raising student attendance to the exemplary level of 98%.









**Summative Evaluation:** Campus Attendance data, AEIS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Every Child, Every Seat, Every Day	1, 2, 7	Counselor Piems Clerk Teachers	AIES Report Monthly Reports				
2) Weekly, Monthly and Semester Incentive Program	1	Piems Clerk Counselor	Number of students who receive awards				
	Funding Sources: 199 - General Fund - \$3000.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 1:** Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

**Performance Objective 3:** Travis Elementary will increase enrollment in Early Childhood Development programs by 5% annually.

**Summative Evaluation:** ECE enrollment and completion figures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide information to parents about Pre-Kinder and Kindergarten enrollment procedures throughout the year, but primarily in the Spring in both English and Spanish.	6, 7	Counselor, Principal	Flyers will be kept by the secretary and dates in order to have documentation that they were sent home.				
Funding Sources: 199 - SCE - \$2000.00							
2) Offer the Salsa program in connection with the YMCA to train mothers of Early Childhood age children on how to provide a healthy lifestyle for them and their children.	7	Parent Involvement Campus Facilitator	Enrollment Numbers and participation				
3) Flyers will be sent home about Parent and Child Time Together training that is being held at Bonham Early Education Center Monthly.	6, 7	Assistant Principal, Counselor	Flyers will be kept by the secretary and dates in order to have documentation that they were sent home.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 1:** Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

**Performance Objective 4:** Travis Elementary will imlement effective gifted and talented services that are modified and updated annually.








**Summative Evaluation:** AEIS reports, GT department data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Ensure timely purchases and implementation of identified prescriptive academic services for Gifted and Talented Education students.		Principal, Gifted and Talented Strategist	Gifted and Talented purchasing documentation				
Funding Sources: 199 - General Fund - \$1000.00							
2) Provide yearly and on-going staff development that is geared toward the identification of Gifted and Talented students. Provide on-going staff development that is geared toward effective strategies that can be used in the classroom to increase rigor and critical thinking.	4	Principal, Gifted and Talented Strategist	Professional development agendas and attendance sheets, Formative classroom walk-through data, and District summative and benchmark assessment scores.				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

**Performance Objective 1:** Travis Elementary will design and implement College and Career Readiness activities and initiatives to ensure student success.

**Summative Evaluation:** Campus Plan









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement campus-wide college plan specific to grade level. Students will participate monthly in college awareness activities .	2	Principal, Assistant Principal, Classroom teacher, College Readiness Committee	Grade level documentation, monthly calendar of activities for students				
2) Implement College and Career Readiness initiative that promotes the visibility of college names throughout the campus along with spotlighting the colleges of staff members on campus during the morning announcements. The Career focus is prominent during Career week. Guest speakers come to speak with students about their careers and inspire them to reach for careers in chosen fields.	2	Principal, Assistant Principal, Counselor, Classroom Teachers, College Readiness Committee	Guest speaker attendance logs, College awareness and visibility throughout campus				
Funding Sources: 199 - General Fund - \$1000.00							
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							



**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 2:** Travis will implement instructional alignment to ensure student growth.









**Summative Evaluation:** Teaching and learning documentation, campus lesson plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Begin collaborative PLC meetings to discuss reading, writing, math content. During PLC meetings teachers will work to identify skills, SE's, misconceptions, and Key understandings that students will need to be successful with the given content, as well as effective teaching strategies.	1, 3, 4	Principal, i Coach, Assistant Principal	Lesson Plan effectiveness, improved instructional delivery as evidenced through formative classroom walk-through data, and District summative and benchmark assessment results				
	Funding Sources: 199 - General Fund						
2) Assessment data analysis will be used to identify instructional areas of strength and need. It will also be utilized to guide the PLC on its path of continued student growth. Teachers will use the information during data analysis to identify students requiring additional small group instruction for success. Assessment data analysis will also provide the iCoach, interventionists, and Principal with detailed information about co-teaching and lesson modeling needs.	1, 2, 3, 4, 8, 9	Principal, iCoach	District summative and benchmark assessment scores, improved instructional delivery as evidenced through formative classroom walk through data				
3) Continue the usage of scientifically based researched materials to supplement teaching and learning efforts.	1, 8, 9	Principal, iCoach, Assissant Princiapl	District summative and benchmark assessment scores				
	Funding Sources: 199 - General Fund - \$5000.00, 211 - Title 1 - \$5000.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 3:** Travis Elementary will implement all School Improvement Program Requirements as measured by implementation reports to the Texas Education Agency.

**Summative Evaluation:** TEA Reports, Required measurable strategies

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Complete Needs Assessment Summary and Improvement Plan with the PSP for submission to TEA.	1	PSP Ron Golden Principal Campus Improvement Committee	TEA report completed and submitted. Additional strategies from the SI needs assessment and improvement plan follow below.				
2) Improve math instruction: Staff development with district math strategist, Schedule PLCs weekly for data review, Staff development during PLC's and Wednesday Learning Opportunities. targeted instruction for Non ELL students, digital instructional supports, during the day and extended day tutoring	1, 2, 3, 8, 9	PSP, Principal, PLC TEA Reports,	Eduphoria training records, PLC agenda and notes, Benchmark scores, Tutoring records, Student work.				
	Funding Sources: 199 - SCE - \$15000.00						
3) Improve Reading instruction: Staff development with district ELA strategist, Schedule PLCs weekly for data review, Staff development during PLC's and Wednesday Learning Opportunities. targeted instruction for Non ELL students, digital instructional supports, during the day and extended day tutoring	1, 2, 3, 8, 9	PSP, Principal	PLC TEA Reports, Eduphoria training records, PLC agenda and notes, Benchmark scores, Tutoring records, Student work.				
	Funding Sources: 211 - Title 1 - \$15000.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 4:** Travis Elementary will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.







**Summative Evaluation:** Social Studies curriculum, Departmental documents, campus session records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue training and implementation of lesson planning based on data analysis of student performance.	1, 3, 8, 9	Principal, I Coach, Grade Level Chairs, Assistant Principal	Lesson Plans, Deconstructed S.E.'s, PLC Agenda's				
2) Implement school wide behavior plan with all classrooms using CKH questions as a part of the program, social contract, and Rachel's challenge.	1, 2, 4, 8	Assistant Principal, Counselor School Culture Committee	Training records, Learning Walks, Mystery Lion Paw Parties, Records of number of students earning Lion Paws.				
3) Continue and improve Rachel's Challenge implementation.	1, 2	Campus Principal Counselor Central Staff	Training records, Learning Walks, Counselor records, Monthly Celebrations Number of chains				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 5:** Travis Elementary will support and advertise Programs and Schools of Choice opportunities to meet the needs of each learner.

**Summative Evaluation:** Choice programs, enrollment data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis will attend the GPISD experience to promote schools of choice.	2	Principal, A.P., counselor	Attendance				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 3: Travis Elementary will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)**

**Performance Objective 1:** Travis Elementary will adhere to the Business Operations Handbook procedures and incorporate Campus Improvement Plan strategies for all expenditures.

**Summative Evaluation:** BOE Reports, Purchase Order documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Campus administration will make purchases as outlined in Business Operations Handbook.	1	Secretary	Deadlines met, approved purchases/purchase	✔			

**Goal 3:** Travis Elementary will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)

**Performance Objective 2:** Travis Elementary will maintain a balanced budget as measured by quarterly Board of Education Reports.







**Summative Evaluation:** BOE Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis will expend funds according to the Business Operations suggested timeline and balance the budget quarterly.	1	Principal and Campus Secretary	Purchase Orders documentation and balanced budget				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)**

**Performance Objective 1:** Travis Elementary will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

**Summative Evaluation:** HQ evaluation data: 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will have their certifications checked by the campus administration and a log of certifications will be kept in the office for parents to review if they need proof of certification. This will support the Human Capital Development initiative, including HQ staff.	3	Assistant Principal	Documentation log				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 4:** Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 2:** Travis Elementary will design and implement a Human Capital Development Plan, approved by the Campus Improvement Committee, to align instruction to evidence based practices. (See 2.3)

**Summative Evaluation:** Eduphoria records. Plan documentation (See 2.3)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis will design and implement, with the assistance and approval of the CIC, a campus-based professional development plan.	1, 3, 4	Principal Instructional Coach Team Leaders	Eduphoria records Teacher input				
2) Teachers will receive training in the use of Discovery Education, Gaggle, Prezi, and I-pads along with other technology software in order to help with the transition to the use of Digital integration in lesson planning.	1, 3, 4	Principal Instructional Media Specialist	Teacher completion of Technology Milestones				
3) Ensure 100% required attendance for all campus staff in district training.	1, 3, 4	Principal	Eduphoria records				
4) First Steps in Math training for one teacher per grade level for developmental stages of math acquisition.	1, 3, 4	Principal Instructional Coach	Training attendance documentation				
5) Teachers will attend campus-based "Non-Linguistic Representations" training, presented by Eileen Littell. during PLC's.	1, 3, 4	Principal Instructional Coach	Training attendance documentation				
6) Teachers will attend campus-based workshop - "New Math TEKS" presented by Region 10 staff or District staff.	1, 3, 4	Principal	Training attendance documentation				
7) Teachers will receive campus-based workshops on " Math Academic Vocabulary" - presented by Eileen Little or Y. Rivera during PLC's	1, 3	Principal A.P. Instructional Coach	Training attendance documentation				
8) All Travis staff will be trained in how to build relational capacity with students, parents, and staff members.	1, 3, 4	Principal A.P. Counselor Culture Committee	Training attendance documentation				









 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

**Goal 4:** Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 3:** Travis Elementary will implement the Campus Improvement Committee structure as defined by the Texas Education Agency and Board Policy BQB Local to raise awareness, understanding and support for the nput of each stakeholder in the decision-making process.

**Summative Evaluation:** CIC membership, agendas and sign-in sheets.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Campus Improvement Committee will meet five times this year in order to give all stakeholders an opportunity to be a part of the decision-making process.	1, 2, 6	Principal and Assistant Principal	CIC minutes and agendas				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 5: Parents and community members will be full partners with educators in the education of Travis Elementary students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)**

**Performance Objective 1:** Travis Elementary will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.

**Summative Evaluation:** Parent/School Compacts signed an on file. Schedule and attendance for parent sessions and visits.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Inform parents of GPISD Special Education PTA monthly meetings and assign two campus representatives to attend each meeting.	1, 2, 6	SPED Inclusion teacher	Schedule of meeting dates and representative assigned. Sign-in sheets, handouts				
2) Support the classes and activities provided by the Parent Involvement Center (PIC) through improved communication of opportunities. Provide a parent library of books in English and Spanish that are self help books about reading, parenting, etc.	1, 2, 6	Counselor	Parent letters Posters PIC Workshop Activities Schedule Parent Make and Take Workshops on Campus Workshops on Nutrition, Health and Wellness Purchase Order Records				
Funding Sources: 211 - Title 1 - \$1200.00							
3) Travis will distribute and discuss our campus Title I Parent/School Compact. 100% of the distributed compacts will be signed and returned.	2	Principal Counselor Teachers	Signed Parent/School Compacts				
4) Travis will host parent and student academic night on campus. The academic nights will showcase content that students are learning and provide parents with information and strategies to help their child at home.	2, 6	Principal, Classroom teachers, iCoach	Flyers for content nights, parent signature/attendance sheets				
Funding Sources: 199 - General Fund - \$500.00							
5) Travis will host 3rd-4th grade STAAR information night for parents to discuss strategies and skills needed for students to be successful on the STAAR assessment.	2, 6	Principal, Classroom teachers, iCoach	Flyers, signature/attendance sheets				
Funding Sources: 199 - General Fund - \$150.00							
6) Breakfast with the principal will be hosted monthly for parent. The time will be used to discuss events occurring on campus along with parent concerns and celebrations.	2, 6	Principal	Flyers, signature/attendance sheets				
Funding Sources: 199 - General Fund - \$2000.00							
7) Continue the current documentation system for parent and community involvement and volunteer efforts to include type of activity, attendance and participant feedback.	2, 6	Counselor, Parent liaison, Principal	Documentation forms, feedback forms				
8) Teachers will make a positive contact with every student's parent in their class every nine weeks	2, 6	A.P.	Sunshine call Logs.				








9) Every classroom teacher will hold a parent/teacher conference with every student's parent after the 2nd quarter and the 4th quarter.	1, 2, 6, 9	Principal, Classroom teachers	Conference sign - in sheets.				
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 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

**Goal 5:** Parents and community members will be full partners with educators in the education of Travis Elementary students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 2:** Travis Elementary will build capacity of parents to support student learners by offering a minimum of five academic workshops per year.








**Summative Evaluation:** Agenda and sign-in sheets for sessions.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis in conjunction with the PIC will offer five academic workshops during the school year. The workshops will be geared towards building the capacity of our parents in order to help support student learning.	2, 6	Parent liaison, Counselor, Principal	Signature/attendance sheets, Flyers, Session materials				
				Funding Sources: 199 - General Fund - \$500.00			
2) Parents will complete a survey to find out what topics that they would like to receive additional training in so that they can be assist their child at home.	6	Counselor, Parent Liaison, Principal	Sign-in documentation, survey				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 5:** Parents and community members will be full partners with educators in the education of Travis Elementary students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 3:** Travis Elementary will measure and increase parent/community satisfaction through planned information gathering strateis including but not limited to surveys.

**Summative Evaluation:** Satisfaction surveys, session feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis will distribute parent surveys bi-annually to measure and increase parent/community satisfaction.	2, 6	Principal	Survey information				
2) Review and improve the current documentation system for parent and community involvement and volunteer efforts to include type of activity, attendance and participant feedback.	1, 6, 7	Principal, Assistant Principal, Counselor	Survey results				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)**

**Performance Objective 1:** Travis Elememtry will increase STaR ratings in all areas to the Advanced or Target levels.

**Summative Evaluation:** STaR ratings longitudinal data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Complete a campus inventory of all current technology applications and review levels of usage and classroom effectiveness. Principal, Instructional Media Specialist, Campus Secretary and Instructional Coach Technology application usage reports, teacher feedback, Instructional Coach notes and Media Specilist notes	1, 4, 8	Principal, Instructional Media Specialist, Campus Secretary and Instructional Coach	Technology application usage reports, teacher feedback, Instructional Coach notes and Media Specialist note				
2) require all purchases of new instructional technology to have CIP strategy connection, documentation of rigor and effectiveness, and system for teacher training and support for implementation.	1, 2, 4, 8	Principal, Instructional Media Specialist, Campus Secretary and Instructional Coach	Purchase order documentation, Instructional Coach notes and Media Specialist notes				
3) Improve Math problem solving and numeracy with digital instructional tools.	1, 2, 7, 8, 9	Principal A.P. Teachers Instructional Media Specialist I Coach	District Assessment Scores Usage Reports				
	Funding Sources: 211 - Title 1 - \$15000.00						
4) Improve Reading fluency and comprehension with digital instructional tools.	1, 2, 7, 8, 9	Principal, A.P., Teachers, IMS and I coach	District Assessment Scores Usage Reports				
	Funding Sources: 211 - Title 1 - \$15000.00						
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 6:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)

**Performance Objective 2:** Travis Elementary will implement a comprehensive Digital Integration to Conversion plan resulting in increased teaching and learning performance.

**Summative Evaluation:** Training completion records. Feedback from campus personnel. Inventory records. Purchasing records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will receive training and implement the use of: Edmodo, Gaggle, I-pads, and Prezi in order to improve instructional delivery in the classroom and to help students progress in their individual use of technology.	1, 2, 4	Principal Instructional Media Specialist	Edmodo utilization by teachers Each teacher will use Gaggle Each teacher will create and present Prezi				
2) Teachers will implement the use Discovery Education by learning how to create assignments and use lessons implementing this resource.	1, 2, 4	Principal Instructional Media Specialist	Lesson Frames Campus walk-thru Monthly Technology Trainings.				
3) Travis will implement instructional resources aligned with state standards in digital format to create engaging lessons in all content areas and to expand and improve teaching and learning.	1, 2, 4	Principal Instructional Media Specialist	Eduphoria records Teacher feedback Lesson Frames Digital usage records, Monthly Technology trainings.				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished							













**Goal 7: Travis Elementary 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)**

**Performance Objective 1:** Travis Elementary will implement curriculum and student activities to address behavioral issues through curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence. (See 2.5)

**Summative Evaluation:** Documentation in place. Department documents and reviews. See 2.5







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis Culture Committee will review current safety plans, recommend updates, and prepare a presentation for the full CIC, faculty, and parents.	1	Assistant Principal Culture Committee	Presentation				
2) Campus Team leaders along with the Culture Committee will develop a campus wide discipline plan. The plan will include the implementation of positive reinforcement to reward good behavior(classroom and common areas) and give students a motivating reason to make good behavior choices.	1	Assistant Principal Culture Committee	Classroom walk-throughs				
			PAWS Documentation Mystery Motivator Participation.				
Funding Sources: 199 - General Fund - \$500.00							
3) Travis will utilize the campus Culture Committee to strengthen, create, and adjust as needed our campus student behavioral guide lines	2	Assistant Principal,Culture Committee, Principal, Classroom Teachers, Counselor	Attendance sheets for meetings, Agendas, Austin's Discipline continuum, SST information, Behavior Contracts, School-wide reward system				
4) Travis will review safety drill procedures and processes monthly with staff and students. Safety drills and procedures will be conducted according to District guidelines.	2	Assistant Principal,	Safety drill documentation forms,				
5) Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive safety/discipline plan.	1, 2	Assistant Principal, Principal	Reduced discipline incidents via discipline log information				

6) Comprehensive guidance lessons will be conducted throughout the year on Friday during specials, that focus on Bullying, Building relationships, Sharing, and the Character traits.	1, 2	Counselor, Principal	Guidance lesson documentation				
7) Counselor will provide comprehensive small group counseling that help students handle life's stresses appropriately.	2	Counselor Principal	Weekly Small group logs.				
8) Information presented by district Employee Assistance Program representative which will inform staff about the EAP program.		Principal	In-service documentation sheets				
9) Staff development presented by school social worker which will inform staff about dealing with students who come from trauma backgrounds		Principal	In-service documentation sheets				
10) Staff development presented by school social worker which will inform staff about how to take care of themselves during stressful times	2	Principal	In - service documentation sheets.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 7:** Travis Elementary 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

**Performance Objective 2:** Travis Elementary will design and implement a comprehensive safety plan to ensure the safety and well-being of students, staff, parents and community members.

**Summative Evaluation:** Safety Plan document. Training data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Use of Response to Intervention (RTI) process to document and address student discipline issues Principal SST Chairperson SST Case Manager RTI folder documentation	2	Principal SST Chairperson SST Case Manager SST Team	RTI folder documentation				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

**Performance Objective 1:** Travis Elementary will support process improvements for at-risk student identification and services.

**Summative Evaluation:** Identification process document. Campus records. CIP references.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Travis will review GPISD guidelines for At-Risk student identification to ensure the identification process is compliant and efficient.	1, 2, 9	Counselor Principal	CIC Agenda showing PEIMS review Semester session agenda and sign-in showing PEIMS Review Written documentation of process for at-risk student identification.				
2) Provide campus based session on at-risk designations as well as information on effective interventions for at-risk students.	2	Counselor	Agenda and attendance sheets				
3) Utilize the campus SST team to provide tiered interventions and instruction to meet the needs of students identified as at-risk.	2	Principal, Assistant Principal, Counselor, Instructional Coach, RTI Case Managers	Training Agenda/Sign In Sheet and RTI Documentation				
4) Include effective interventions for at risk students in campus based training plan and schedule classroom time for counselors and social workers to address student needs.	1, 2, 9	Principal Counselor Social worker	Campus based training plan Counselor materials and schedule Social Worker materials and schedule				
5) Weekly, Monthly and Semester Attendance Incentive Program		Piems Clerk Counselor	Number of students who receive awards				
Funding Sources: 199 - General Fund - \$30000.00							
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

# State Compensatory

## Budget for Travis Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.127.0.30.000	6118 Extra Duty Stipend - Locally Defined	\$13,120.00
199.11.6119.00.127.0.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$300,000.00
199.11.6139.41.127.0.30.000	6139 Employee Allowances	\$1,400.00
199.11.6141.00.127.0.30.000	6141 Social Security/Medicare	\$4,000.00
199.11.6141.41.127.0.30.000	6141 Social Security/Medicare	\$20.00
199.11.6142.00.127.0.30.000	6142 Group Health and Life Insurance	\$22,100.00
199.11.6143.00.127.0.30.000	6143 Workers' Compensation	\$2,240.00
199.11.6146.00.127.0.30.000	6146 Teacher Retirement/TRS Care	\$6,030.00
<b>6100 Subtotal:</b>		<b>\$348,910.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.127.0.30.000	6399 General Supplies	\$9,000.00
<b>6300 Subtotal:</b>		<b>\$9,000.00</b>
<b>6400 Other Operating Costs</b>		
199.13.6499.00.127.0.30.000	6499 Miscellaneous Operating Costs	\$2,000.00
<b>6400 Subtotal:</b>		<b>\$2,000.00</b>

**Personnel for Travis Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BOLDEN, VERA A	TEACHER/1ST GRADE	State Compensatory Education	1
GONZALEZ, SARAH BETH	TEACHER/1ST GRADE	State Compensatory Education	1
LOPEZ, SONIA MARLENE	TEACHER/PRE-KINDER	State Compensatory Education	1
MORROW, RITA C	TEACHER/KINDER	State Compensatory Education	1
WILLIAMS, JENNIFER C	TEACHER/3RD GRADE	State Compensatory Education	1

# Title I

## Schoolwide Program Plan

Travis Elementary operates as a Title I Schoolwide Campus due to the percentage of low income students. Annually we review the schoolwide concept and the targeted assistance concept with faculty and parents via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program Plan.

The schoolwide program plan is reviewed and updated annually during the Comprehensive Needs Assessment process. The process includes a review of the ten components of a schoolwide program with connections to the Goal Areas. We have included a Performance Objective in Goal Area 4 to address improvements in this process and all shared decision-making efforts.

Schoolwide reform strategies are reviewed, updated and incorporated into the Campus Improvement Plan annually. For the 2013-2014 schoolyear these reform strategies are addressed:

- Increase instructional time via increased attendance rates.
- Incorporate a College and Career Readiness plan.
- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development plan, approved by the CIC.
- Implement a Digital Integration to Conversion plan to improve computer assisted instruction.
- Focus Parent Involvement sessions on student academic achievement, as requested in parent survey.
- Design and implement improved comprehensive safety plans to ensure a positive teaching and learning environment.

Components three, four and five will be improved with Human Capital Development (HCD) reform strategy in Goal Area 4. Improvements include professional development, certification needs and the transition from training into classroom effectiveness. A major component of this initiative is to provide classroom assistance by well trained high-quality facilitators and strategists in the content areas. The HCD initiative will also address the need to attract and assign high-quality and highly qualified teachers to our campus.

Parental involvement is noted in our Campus Improvement Plan in Goal Area 5. Title I funds are allocated to each campus by formula to comply with expenditure requirements. Updates for 2013-2014 include a strong focus on parent involvement responses and survey information stating the need for better information regarding assisting students with academics. We will offer a minimum of five parent sessions on student achievement needs and techniques for homework assistance and home learning opportunities.

Title I elementary campuses offer Pre-Kindergarten programs. The District also operates the Bonham Early Education Center to serve more students. GPISD has set an objective in Goal Area 1 for the 2013-2014 schoolyear to increase enrollment by 5%. Related strategies are included in Goal Area 1 in the District Improvement Plan and our Campus Improvement Plan as appropriate.

Involving teachers in the decision-making process regarding the use of assessment is addressed in a new Performance Objective in Goal Area 4 geared to improving shared decision-making at the campus and district level. Campus Improvement Committees currently provide feedback to Principals regarding student assessments. Campus representatives on the District Education Improvement Committee must approve all changes to assessment tools and schedules.

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency and eight categories of psycho-social measures (such as homelessness or parenting). PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8. Tutoring efforts are well documented. *Dual Language programs and ESL programs are included in teacher preparation and training efforts.* Individual campuses also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance.

Coordination of federal, state and local services and programs are addressed in the Comprehensive Needs Assessment process and the budgeting process. Local funds, Title I funds and State Compensatory Education funds, as well as any other special revenue or grant funds at our campus are budgeted in an integrated budget development process. GPISD requires all purchase orders to include a reference to the Campus Improvement Plan to monitor for effective coordination. The District Improvement Plan and our Campus Improvement Plan have included a new Goal Area 3 for improving fiscal responsibility.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment (CNA) begins with a summative evaluation of the previous year's Campus Improvement Plan (CIP). GPISD provides student achievement data and progress monitoring reports to campuses. Academic Excellence Indicator System (AEIS) data and Public Education Information Management System (PEIMS) data is also provided to each campus. Texas Education Agency System Safeguard reports are included this year. A checklist is in our CIP noting additional information reviewed by our Campus Improvement Committee (CIC), central administrators and teachers. The Campus Improvement Committee organizes review sessions and feedback.

While we complete a Comprehensive Needs Assessment to drive the development of our Campus Improvement Plan early during the school year, we revisit this work at each formative evaluation of the CIP. Both the initial CNA work and formative reviews are documented in CIC agendas.

### **2: Schoolwide Reform Strategies**

Schoolwide reform strategies are reviewed, updated and incorporated into the Campus Improvement Plan annually. For the 2013-2014 schoolyear these reform strategies are addressed:

- Increase instructional time via increased attendance rates.
- Incorporate a College and Career Readiness plan.



- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development plan, approved by the CIC.
- Implement a Digital Integration to Conversion plan to improve computer assisted instruction.
- Focus Parent Involvement sessions on student academic achievement, as requested in parent survey.
- Design and implement improved comprehensive safety plans to ensure a positive teaching and learning environment.

### **3: Instruction by highly qualified professional teachers**

Title I components three, four and five will be improved with the reform initiative addressing Human Capital Development (HCD) in Goal Area 4. GPISD is assisting campuses with improvements in professional development, certification needs and the transition from training into classroom effectiveness. A major component of this initiative is to provide classroom assistance by well trained high-qualified facilitators and strategists in the content areas. As a Title I schoolwide campus, we also utilize the services of an iCoach at our school to work daily with teachers to improve instruction.

The HCD initiative will also address the need to attract and assign high-quality and highly qualified teachers to our campus.

### **4: Strategies to attract highly qualified teachers**

Travis Elementary works with GPISD Human Resource staff centrally for all recruitment efforts and job postings to ensure highly qualified and effective teachers are attracted to our campus. This staff reviews assignments to ensure that high needs campuses are served proportionately. The documentation process of time and effort for teaching positions also serves as a review strategy for formative evaluations of teacher qualifications and placement.

### **5: Strategies to increase parental involvement**

Parental involvement is noted in our Campus Improvement Plan in Goal Area 5. Title I funds are allocated to each campus by formula to comply with federal expenditure requirements. Updates for 2013-2014 include a strong focus on parent involvement responses and survey information stating the need for better information regarding assisting students with academics. We will offer a minimum of five parent sessions on student achievement needs and techniques for homework assistance and home learning opportunities.

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

Involving teachers in the decision-making process regarding the use of assessment is addressed in a new Performance Objective in Goal Area 4 geared to improving shared decision-making at the campus and district level. Campus Improvement Committees currently provide feedback to Principals regarding student assessments. Campus representatives on the District Education Improvement Committee must approve all changes to assessment tools and schedules.

In addition, our initiative to coordinate Data Reviews, 3, 6 and 9 week assessments of student progress, with our Curriculum Reviews that address the curriculum plan for each 9 week instructional period was designed to guide teacher participation in developing and utilizing student assessments. The 3 and 6 week assessments are in quiz format designed with teachers. The summative 9 week assessment is more comprehensive and the process is designed to work with teachers to adjust instruction and performance based on the assessment results.

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

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency, and eight categories of psycho-social measures, such as homelessness or pregnancy/parenting. PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8 of our CIP. Tutoring efforts are well documented. Dual Language programs and ESL programs are included in teacher preparation and training efforts to ensure effective instruction and supplemental instruction. Our teachers also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance

## **8: Coordination and integration of federal, state and local services and programs**

Coordination of federal, state and local services and programs is addressed in the Comprehensive Needs Assessment process and the budgeting process. Local funds, Title I funds and State Compensatory Education funds, as well as any other special revenue or grant funds at our campus are budgeted in an integrated budget development process. GPISD requires all purchase orders to include a reference to the Campus Improvement Plan to monitor for effective coordination. Our Campus Improvement Plan has included a new Goal Area 3 for improving fiscal responsibility.

## 2013-2014 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>
A.P.	Aaliyah Miranda	Adhock	
Classroom Teacher	Kalli Bankston	Member	
Classroom Teacher	Rose Mary Blackwell	Member	
Classroom Teacher	Vera Bolden	Member	
Classroom Teacher	Shandra Burton	Member	
Classroom Teacher	Erica Orellena	Member	
Classroom Teacher	Carolina Sorto	Member	
Classroom Teacher	Stacyee Sultan	Member	
Community Representative	Carl Allen	Member	
District-level Professional	Esmeralda Rodriguez	Member	
Non-classroom Professional	Rose Anderson	Member	
Paraprofessional	Sandra Pantoia	Memeber	
Parent	Norma Moreno	Member	
Parent	Lorena Villanueva	Member	
Rob Waller Admin			