

Pampa Independent School District
Travis Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission is to produce learners who are compassionate, competent, confident, and future-ready!

Vision

Travis Elementary School will empower students to take charge of their own learning; to excel beyond state expectations. We will achieve student success by providing high quality, student-centered instruction, state-of-the-art technology, and extracurricular participation in fine arts and enriching academic opportunities. Through these experiences, our students will become life-long learners and will have the tools necessary for success.

PISD Vision

Pampa ISD will become the premier destination school district in the Panhandle!

Tenacity~Integrity~Generosity~Engagement~Respectful~Self-Control

Core Beliefs

P Purposefulness - We believe that the core business of schools is to ensure that every student every day is provided challenging, engaging, and meaningful work; therefore, we will purposefully prepare ourselves and our students for authentic experiences that ensure they are future-ready.

A Authentic Engagement - We believe that students and adults learn best when they are actively involved in the learning process; therefore, we will promote engaging and active learning opportunities to staff and students that develop an attitude of being a life-long learner.

M Mindset for Growth - We believe that all students are capable of high achievement and that intelligence is developed and that achievement results from consistent and effective effort; therefore, we will support and encourage students and staff to have a growth mindset in order to meet expectations of excellence.

P Preparedness- We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, to be challenged, and to use technology as a significant tool for learning.

A Assurances - We believe we have a collective responsibility to create and sustain a safe environment that is respectful, caring, engaging, vibrant, and culturally responsive. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication and seek authentic, trusting relationships.

PISD's Guiding Question:

What's Your Plan???

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Elementary is a kindergarten through 5th grade campus located at 2300 Primrose in Pampa, Texas. It is one of four elementary schools in our community of almost 18,000. It is on the northwest side of town and the majority of the students live within 1-2 miles of the school. In the fall of 2016 it had a total enrollment of 389 students. The most recent demographic data reflects that 61.4% of the campus is white, 33.2% is Hispanic, 2.31% is Black, 1.03% Asian, and 1.8% are of two or more ethnicities. Students who have been identified in the gifted and talented program make up approximately 3% of the student body. Economically disadvantaged students make up 58% of the total student population. Travis Elementary is a school wide Title 1 campus.

Demographics Strengths

- Travis staff members have a respect for cultural diversity
- All students are taught by highly qualified staff members
- Many community organizations and groups support the economically disadvantaged population through donations of school supplies and other needs

Demographics Needs

- The number of students who are considered at-risk has increased over the past 3 years. Ensuring that the staff is equipped to respond to their needs is essential to their success in the classroom.
- The percentage of students who are economically disadvantaged demands the staff know and understand how socio-economic status impacts learning.
- The mobility rate for Travis is 16.5 which is higher than the comparison group average. Systems must be in place for students to ease the transitions in and out of Travis.

Student Achievement

Student Achievement Summary

Travis Elementary met standard in all areas according to the 2016 accountability system. The campus had good success on the STAAR test of 2016. In Index 1, Student Achievement, Travis students scored 76 with a target score of 60. For Index 2, Student Progress, the Travis score was 49 with 32 being the target. On the index which measures closing gaps, Target 3, Travis students scored 42 with 28 being the target. And, finally, on Index 4, Postsecondary Readiness, Travis' number was 30 with a target score being 12.

Travis Elementary earned a distinction designation because the campus performed in the Top Quartile of the Cohort Group on the Student Progress measure. This tells us the campus' work in PLC's to provide focused Tier 1 instruction and in Interventions has been effective!

Student Achievement Strengths

- Travis Teaching Staff is 100% highly qualified based on Texas Education Agency standards.
- Travis Elementary met standards in the areas of student achievement, student progress, closing performance gaps and postsecondary readiness.
- Intervention opportunities for students are supported by a school schedule that builds intervention times into the school day.
- Programs available to support the needs of students include: Study Island, IStation, Read 180, System 44, and Think Through Math.

Student Achievement Needs

- In all population groups and in all subjects a greater percentage of students should reach the Level III Advanced STAAR performance standard.
- Students will continue to need intervention and support.
- Data must be disaggregated on a regular basis to provide the instruction necessary for student success.
- Closer attention and additional strategies should be implemented in order to bridge success with at-risk students.
- Improvement in writing scores will be a focus this year, and Lead4ward training will be the catalyst to improving this concern.

School Culture and Climate

School Culture and Climate Summary

The culture and climate at Travis Elementary is collaborative and cooperative. The environment is organized, inviting, and positive. Parents, teachers, community members, and other staff are committed to providing a safe and secure place for students to learn. Teachers and staff members are a very close knit group and work diligently to meet the needs of the students and provide them with a wonderful place to learn. The students are respectful of the school, their teachers, and each other. Parents are welcome at any time and participation in Open House, Parent/Teacher Conferences, and assemblies is indicative of the positive culture and climate.

School Culture and Climate Strengths

- Inviting facility
- Safety measures in place which include keyless entry, check in system for visitors, halls accessible only through one door that must be unlocked by staff members, and playgrounds secured during the school day
- Two way communication devices for each grade level and administration for easy contact from the playground and other areas of the building
- Clear and specific safety drills
- All teachers and most staff members have been trained and utilize CHAMPS as their classroom management plan

School Culture and Climate Needs

- Annual schoolwide survey to gather data concerning school culture including parents and community members for data collection
- Annual schoolwide survey to gather data concerning safety and security for data collection
- Annual consistent Bullying prevention and intervention education for students, teachers, and parents

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Travis Elementary has a quality staff! Staff for the 2016-2017 school year include:

Interventions and Coaching	1 Instructional Specialist, 2 Aides
Library Services	1 Aide
Technology Manager	1 Aide
Dyslexia	1 Teacher
Speech	1 Speech Therapist Assistant
Health Services	1RN, 1 LVN
Counseling	1 Counselor
Administrative Services	1 Principal, 1 Assistant Principal, 1 registrar/secretary, 1 attendance clerk/secretary

Kindergarten	3 Teachers
1 st Grade	4 Teachers
2 nd Grade	3 Teachers
3 rd Grade	3 Teachers
4 th Grade	3 Teachers
5 th Grade	3 Teachers
PE	1 Teacher
Music	1 Teacher
Special Education	3 Teachers, 7 Aides

The campus has a balance of teachers with many years of experience as well as 3 first year teachers.

Staff Quality, Recruitment, and Retention Strengths

- Three first year teachers on campus
- The majority of teachers have multiple years of experience
- Retention level is high on campus
- Quality training from district personnel in First Year Teacher Academies
- Weekly collaboration among teachers during Professional Learning Communities
- A positive work environment
- District plans and provides additional professional development to meet the needs of teachers

Staff Quality, Recruitment, and Retention Needs

- Increasing percentage of teachers who are ESL certified
- Increasing percentage of teachers who are GT certified

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment needs for Travis Elementary are being met on a district and campus level. There has been increased focus on the CIA cycle, alignment of curriculum horizontally and vertically, and Response to Intervention teams making informed decisions for the students who are not meeting the academic expectations. A focus on scope, sequence, pacing and instructional technology will guide the work for teacher professional development for 2016-2017. A district initiative to focus on an explicit phonics program will continue to be integrated into K-2 grade levels. Professional development has been planned for early release days to focus on horizontal alignment throughout the district, as well as professional development for areas oftentimes assist teacher's in achieving their individual goals. A process for the development of TEKS based lesson plans designed by teachers and for teachers will utilize best practice strategies at the level of depth and complexity appropriate for increased student performance.

Student progress is monitored through a variety of assessment formats. These formats included iSIP, OS, learning checks, benchmark assessments and state assessments. The teachers regularly disaggregate data from these assessments and monitor TEKS progress. If a student is not meeting expectations, then a referral process to an RTI team will occur and the team will actively seek ways to find interventions that will successfully raise the student's performance level. The campus, as well as the district have revised protocols for the 2016-2017 school year.

Curriculum, Instruction, and Assessment Strengths

- Teachers at Travis are increasing the rigor of content and higher order questioning strategies to increase student performance
- Travis teachers actively and purposefully analyze assessment data to determine strengths and weaknesses of their students
- Teachers at Travis intervene in a variety of ways to assure every opportunity for learning
- Curriculum is TEKS based
- Instructional strategies are research based best practices
- Technology is being integrated into the lesson design to meet the needs of our 21st century learners.
- Teachers are committed to designing lessons that meet the needs of their students
- Professional Learning Communities are purposeful and impact both teaching and learning
- Instructional specialist at the campus is available to provide instructional support to teachers

Curriculum, Instruction, and Assessment Needs

- Lessons will continue to be developed for each grade level's content. This process is in its third year and will take time to collaborate and create lessons that are horizontally aligned and follow a scope and sequence and state standards.

- A software program for attaining student data is available called AWARE. Teachers will need to continue their training and support so that they will utilize the data effectively and efficiently to gain student information.
- Professional Learning Communities will be the backbone of professional development this year. Scheduling of PLC meetings and follow-up with walk-throughs will be vital.
- 21st Century learning skills are better understood as technology resources are added. Support for those components needs to be efficient and reinforced (SMART boards, Chromebooks, iPads).

Family and Community Involvement

Family and Community Involvement Summary

Travis Elementary has solid parent participation in activities. There is an active Booster Club program that diligently works to support the students and teachers. The students are involved in various activities that involve the community. The fourth grade team chooses students of good character once a month to participate in "Lunch with Dignitaries" sponsored by Altrusa, a social service club. The school has grade levels involved in a Veterans Day program which honors Veteran's in our community. Community support is widespread and involves planning and fundraising for the event. Other community involvement includes Rotary Club attendance incentives every six weeks and at year's end, Mason dental program to 1st graders, volunteers who work with our students and teachers, and athletic play-off celebrations coordinated with the community and high school teams. The community is also involved in various extension learning times - these members include the police department, PAWS Animal Shelter, Professional Venom football team members, and Bullying programs.

Family and Community Involvement Strengths

Travis Booster Club is active and serves the needs of the students and teachers

- The Veteran's Day program is a community-wide celebrated event in Pampa
- Multiple forms of communication are available for parents including social media (Facebook), Remind, email, website, all-call system, and Thursday folders
- Open House is available to a variety of organizations that provide resources and other community services. The intent is to help provide families with opportunities and resources available in the community.
- A bilingual secretary is available and has been beneficial in our communication with our Spanish speaking parents.
- The annual Academic Showcase provides an opportunity for community and parental involvement.
- Our Spring Open House includes a teaching component for parents to learn about how to help support learning at home. This learning is facilitated by our staff members.
- All school wide communication is sent in English and Spanish. Grade level communication is sent in Spanish when appropriate.

Family and Community Involvement Needs

- A survey of family and community needs that is quick and efficient and is returned by the majority of parents
- Increase participation in a Title I parent feedback survey
- A comprehensive list of community services and resources should be available to our families and we should assist families in accessing them when

possible. There is a short list located in the Title 1 Parent Compact but the resources available may need to be more detailed and comprehensive.

- Continue to provide creative ways to communicate with the parents. In addition to those on the compact, Snack Pak 4 Kids is a program that supports our students who meet the criteria.
- Determine what ways the school can meet the needs of the families and equip them with skills to assist their children with their school work
- Greater support for the Travis Booster Club. Many members had students go to junior high and the number of participants has dwindled.

School Context and Organization

School Context and Organization Summary

Students at Travis Elementary feel safe and supported by teachers and staff. Teachers have been trained and will continue to add additional components of CHAMPS classroom management; and the protocols and procedures have been effective school wide (according to referral data). Students will continue to be educated on bullying and harrassment and this area will continue to be addressed during the 2016-2017 school year through the district's safe schools coordinator, classroom teachers, and administration.

School Context and Organization Strengths

- Safety procedures for crisis management have been implemented and are consistent school-wide
- The goals for the district and the campus mirror each other
- There is a strong sense of pride for the school itself from students and staff members
- Students, parents, and teachers generally have a positive perception of Travis Elementary.
- With few exceptions, teachers feel that administrators are approachable and supportive

School Context and Organization Needs

- Bullying, harrassment, and inappropriate behaviors towards each other should continue to be addressed with students. School personnel should communicate to students that they have a right, as well as a need, to report bullying to adults in a safe and protected manner. Teachers and counselor will conduct character education classes throughout the school year to help students understand the importance of valuing and modeling these character traits daily.
- A more focused approach to PLC's will be embarked upon in the 2016-2017 school year to make sure they are consistently productive.
- Students and teachers should be celebrated more often, the "You've Been Mugged" program will be one method to achieve this. Awards Assemblies should also be utilized to celebrate each other.
- Special education and dyslexia teachers should attend general education professional development and PLC's to help improve communication and student support.

Technology

Technology Summary

Travis Elementary has approximately 180 computers campus wide. Each classroom in grades 2-5 have approximately 4 Chromebooks. In grades K & 1, there are 4 iPads per classroom, as well as a teacher computer. There are 30 iPads and 16 Chromebooks in the library. There are 2 technology labs that are managed by a technology aide that contain 25 computers each. Each teacher received their own iPad. Projectors have been added to all classrooms that utilize SMART software. Smartboards are also located in the Medically Fragile and Autistic Units. Students have received Gaggle accounts in order for them to utilize Google Docs and save information. Technology is an instructional focus as we prepare our 21st Century Learners. Training by the district's Instructional Technology director and the Instructional Specialist will be implemented throughout the school year. Increased instructional use of technology is encouraged and will be supported by training.

Technology Strengths

- The majority of teachers are willing to utilize technology as part of their daily instruction
- The district has made Instructional Technology a priority and has a plan to increase its availability
- Software programs such as Istation (K-5), Think Through Math (grades 3-5), and Study Island (grades 3-5) are able to track academic progress and are used for intervention and enrichment for our students
- A technology aide has been hired to manage the tech labs and address digital citizenship and other 21st century skills
- The library has been redesigned as a Learning Commons for collaboration. Technology has been added to make this a great place for student learning

Technology Needs

- Additional training is needed regarding integrating technology into instruction.
- Protocols and procedures should be well defined as new devices are added to the campus.
- Discover new ways to better communicate with parents using various forms of technology.
- Print capabilities would be beneficial for teachers to print from their iPads.
- An efficient protocol for updating apps on the iPad carts and classroom iPads should be established.
- Connectivity continues to be an issue at times and will be explored to determine what needs to be done to eliminate the frustration this causes.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data

Employee Data

- Professional Learning Communities (PLC) data

Goals

Goal 1: Travis Elementary will achieve excellence in academics.

Performance Objective 1: 1.1 We will close academic performance gaps between Travis Elementary and our accountability cohort, our region, and our state.

Summative Evaluation: State testing results based on standards set by the state.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Instructional coaching to improve instructional practices. (Target Group: All) (NCLB: 1)	3, 4, 9	Campus Principal, Assistant Principal, Instructional Coach, Teacher(s)	improved scores on benchmarks and common assessments				
2) Administer Learning Checks every three weeks in reading, math, and science, analyzing data in PLC's to adjust intervention and instruction. (Title I SW: 1,8) (Target Group: All)	1, 8	Campus Principal, Assistant Principal, Core Subject Teachers, Instructional Specialist, Special Ed Teacher	Analysis of Learning Check scores in AWARE				
3) Use Professional Learning Community time (weekly) to collaborate about benchmark results, learning checks, and effective instructional strategies .(Target Group: All) (NCLB: 1,2)	8	Campus Principal, Assistant Principal, Curriculum Specialist, Teacher(s)	TEKS Resource System, AWARE data, benchmark results				
4) Students will increase their decoding skills through the implementation of a systematic phonic program called Go Phonics (Target Group: All) (NCLB: 1,2)	1, 2	Campus Principal, Assistant Principal, Instructional Specialist, Teachers	Comparison of BOY scores on OS and ISIP to scores on EOY scores on ISIP and OS Improved scores on STAAR reading test from one year to the next				
Funding Sources: 215 - Title I-D							
5) Use data protocols to inform intervention instructional decisions such as grouping and effective intervention resources.	8, 9	Campus Principal, Assistant Principal Instructional Specialist, Teachers	Data reports, Intervention Group Lists				
6) Professional development refresher on K-2 Writer's Workshop and on 6+1 writing strategies.	1, 4	Campus Principal, Assistant Principal Instructional Specialist, Teachers	Benchmark, Learning Checks				

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

Goal 1: Travis Elementary will achieve excellence in academics.

Performance Objective 2: 1.2 Travis Elementary will work with PISD to incorporate a compressive system to successfully serve special student populations such as special education, at-risk, economically disadvantaged, and English Language Learners.

Summative Evaluation: Assessment data including student achievement levels.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Reading Intervention will serve special education struggling readers using IStation, System 44, Read 180.	9	Campus Principal(s), Reading Intervention Teacher	Reading progress as indicated through ISIP assessments as well as reports in iStation, System 44, and Read 180.				
Funding Sources: 199 - State Comp							
2) Continue the implementation of small group specifically designed interventions for Kindergarten thru 5th grade students who are at-risk of experiencing academic success.	1, 3, 9	Campus Administration, Instructional Specialist, Teachers	report card grades, benchmark test results, STAAR scores, OS and ISIP reports, lexile levels				
3) Travis Elementary will continue to provide extended year academic opportunities for students not meeting state assessment standards in grade 5, as well as ESY for specific special education students in K - 5, and Jump Start provided for struggling students going to 1st grade. (Target Group: At Risk) (NCLB: 1,2)	9	Campus Principal, Assistant Principal, Teacher(s)	Lists of students not passing STAAR. Copies of correspondence mandating summer school for students not passing STAAR. Also, Skyward documentation showing students who failed a core subject for the school year				
Funding Sources: 199 - State Comp							
4) Provide ELL support through differentiated instruction and ELL summer school to reinforce and promote continued growth of all ELL learners. Imagine Learning is also a program that will be utilized with our ELL students in order to improve their language acquisition.	9	Principals, Teachers	Increase in scores on Telpas, STAAR, OS, and Phonics assessment				
Funding Sources: 263 - Title III, LEP							
5) Response to Intervention Teams meet and plan for interventions for struggling students in order for them to meet grade-level expectations.	2, 9	Campus Principal(s), Campus RTI Team, Teacher(s)	Increase in assessment scores for students needing intervention				
Funding Sources: 199 - State Comp							

6) Continue to serve struggling readers through iStation and Tiger Time. (Target Group: AtRisk) (NCLB: 1)	9	Campus Principal(s), Reading Intervention Teacher	Reading progress as indicated through ISIP assessments as well as Observation Survey				
Funding Sources: 199 - State Comp							
7) Specific training provided for teachers regarding special population students to help teachers better serve these students.	1, 3, 4, 9	Campus Principal(s), District Special Education Director, District Curriculum Department	Closing the gap in special education student performance on state assessments.				

Goal 1: Travis Elementary will achieve excellence in academics.

Performance Objective 3: 1.3 Travis Elementary will continue systematically integrating technology into its classrooms that reflects the development of 21st Century Skills in lesson design.


Summative Evaluation: Walk-through data indicating increased use of technology.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Integration of technology into the instructional setting will be emphasized during PLC time, as well as professional development during early release and dedicated days.	1, 4	Administration, District personnel, Instructional Specialist, Teachers	Increased utilization of iPads and other forms of technology seen in walk-throughs.				
2) Once weekly classes will visit the learning commons where emphasis will be placed on the use of technology in learning. Learning Centers will be helpful in the development of 21st Century skills.	1, 4	Administration, District personnel, Instructional Specialist, Teachers	Increased utilization of iPads and Chromebooks seen in walk-throughs.				
							

Goal 1: Travis Elementary will achieve excellence in academics.

Performance Objective 4: 1.4 We will develop and implement a plan to ensure that our students are college and career ready upon graduation.






Summative Evaluation: STAAR 2016-2017 results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Increase number of teachers who are GT certified.	3, 4	Campus Administration, Counselor, Teachers.	Percentage of GT certified teachers.				
2) Webb's Depth of Knowledge professional development for teachers.	4, 8	Campus Administration, Instructional Specialist, Teachers	Walk-through, Observation data, student performance on state assessment.				
3) Increase in number of students competing in UIL Academics.	4	Campus Administration, Campus UIL Coordinator, Teachers	Participation numbers in UIL Academics, 2017 STAAR Results.				
4) Incorporate "What Is Your Plan" focus with student body.	1, 9	Counselor, Campus Administration, Teachers	2017 STAAR Results.				
							

Goal 1: Travis Elementary will achieve excellence in academics.

Performance Objective 5: 1.5 Travis Elementary School will work to increase student attendance.


Summative Evaluation: Student data evaluated at the end of the year comparing six weeks information.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Celebrations will occur every 6 weeks. Perfect attendance, A honor roll and AB honor rolls will all be recognized. This will be held October-May.	1, 6, 7	Administration, Teachers, Campus secretaries, Booster club	We will look for increases in the number of students who achieve one of the three categories listed to assess the Awards Assembly's effectiveness.				
2) A drawing will be held each six week that includes all students who had perfect attendance. The bike will be donated by the local Rotary Club.	1, 6	Administration, Teachers	We will look at the number of students who are eligible for the drawing to determine success.				
3) The Travis Booster Club will offer incentives for students who achieve the AB and A honor roll. A drawing will be held for the A Honor roll for a \$25 Walmart gift card. They will also offer 2 drawings for a Travis Tiger T-shirt to students who are eligible for the AB Honor Roll.	1, 6	Administration, Teachers, Campus Secretaries, Booster Club	Increase in eligible students for the drawing.				
4) Emphasize to parents the importance of students being on time for school and staying throughout the day. An "Every Minute Counts" campaign will consist of information to parents during Meet the Teacher, Open House, in Student Handbook, and parent conferences.	1, 6	Administrators, Teachers, Campus Staff.	Increase in student attendance percentage.				
5) Take necessary steps with attendance contracts to ensure students have proper amount of learning time.	1	Campus Administration, Counselor	Increase in student attendance percentage.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Travis Elementary will build a quality staff with high morale.

Performance Objective 1: 2.1 Travis Elementary School will recruit and retain a quality teaching and administrative staff by providing a system of support and professional development to assist teachers and administrators in reaching their individual performance goals.






Summative Evaluation: Professional Development logs, review and conferences with teachers regarding goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Time will be established once a week for every grade level for Professional Learning Communities to work collaboratively analyzing data including benchmarks, formative and summative assessments and universal screenings to determine direction for teaching, learning, and areas for intervention.	1, 8	Administration, Instructional Specialists, Teachers	Increased student performance and collegial support, Weekly Agenda and Minutes of meetings.				
State System Safeguard Strategy 2) Response to Intervention teams will work to improve productivity and effectiveness and progress in student learning.	4, 8	Principal, Counselor, Designated Teachers all comprising the Campus RTI Team	Students who are part of the RTI process will improve their academic growth based on the specific intervention plan.				
3) Teachers will receive communication 2 times every 3 weeks from campus and/or district administration regarding walk-throughs conducted in the classroom regarding evidence of growth in their individual goals.		District and campus administration.	Walk-through documentation in Eduphoria, administrators' calendars and documentation.				
4) Teachers will receive training on Edivate to help them achieve their individual goals.	4, 5	District curriculum team, campus administration.	Documentation in Edivate				
5) Teachers will receive T-TESS training.	4, 8	District curriculum team, campus principal					
							

Goal 2: Travis Elementary will build a quality staff with high morale.

Performance Objective 2: 2.2 Travis Elementary will build a quality staff with high morale through systems that promote and model a growth mindset.


Summative Evaluation: Employee survey and retention rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Recognizing staff when goals are met.</p>	3, 5	Administration, Instructional Specialist	Teacher surveys				
<p>2) Social media campaign with incentives for teachers who post examples of student learning.</p>	3, 5	District Public Relations, Campus Technology Liaison, Administration, Teachers	Postings on Social Media.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Travis Elementary will build a quality staff with high morale.

Performance Objective 3: Travis Elementary administration will use the T-TESS and T-PESS evaluation systems, as well as teacher and principal standards, to ensure all educators understand their job expectations and to monitor and encourage individual educator growth.


Summative Evaluation: Documentation of conferences, mid-year evaluations, final year-end evaluation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) The use of TTESS will help provide continuous, timely, and formative feedback to teachers to monitor and encourage professional growth.	4, 8	Administration, Teachers.	Documentation, Calendars				
2) All teachers receive training on goal setting and have goal setting conference with administrator.	4	District Curriculum, Campus Administration, Teachers	Documentation in Eduphoria, Calendars				
3) Administration participate in AEL training to improve leadership skills.	4	District personnel, Campus Administration	Calendar, Certification obtained.				
							

Goal 2: Travis Elementary will build a quality staff with high morale.

Performance Objective 4: Travis Elementary administration will ensure each campus educator is provided with timely, quality, and individualized learning that will help them reach individual professional goals.


Summative Evaluation: Campus calendar, teacher reports, surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Review and discuss individual professional goals with teachers and make a plan to personalize learning.	4, 8	Administration, Teachers	Documentation, Calendars, Certificates of Achievement from Training sessions.				
2) Teachers use Edivate for professional development to achieve individual goals.	4, 8	Administration, Teachers	Calendars, Documentation in Edivate				
							

Goal 3: Travis Elementary will have increased support from the community and stakeholders.

Performance Objective 1: Travis Elementary will provide various opportunities for community members/stakeholders to understand, evaluate, and promote the vision and goals of Travis Elementary.






Summative Evaluation: Parent Survey, and increased participation in parent/community involvement activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Travis Elementary's 4th grader's will honor Veterans during a Veteran's Day performance in November.	6	Administration, classroom teachers	Overall attendance of event.				
2) Students will be involved in various performances throughout the year. The Spring Choir Concert for 5th grade (an elementary collaboration), musical play performances for grades 1,3,&5 as well as 2nd grade caroling. We also have 4th grade students performing in a Veteran's Day program. Kindergarten and 5th grade students each have an end of year celebration program.	6	Administration, classroom teachers	Student participation and enthusiasm. Respectful attitudes and appropriate behaviors will also demonstrate successful performances.				
	Funding Sources: 199 - General Fund						
3) The Lunch with Dignitary program sponsored by Altrusa takes a small group of 4th grade students into the community on a monthly basis and they participate in getting to know some aspect of the community and meet community leaders.		Administration, 4th grade classroom teachers.	Student participation and enthusiasm toward program. Repsectfulness shown to community members.				
4) We will encourage community members to participate in the district VIP program and volunteer on our campus.	6	Campus Administration	Visitor Sign-in Sheets				
							

Goal 3: Travis Elementary will have increased support from the community and stakeholders.

Performance Objective 2: Travis Elementary will provide and encourage meaningful, quality, and two-way communication using various means in order to inform parents/community members/stakeholders of events and opportunities involving students.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Parent/teacher conferences are held to discuss each student's progress at the end of the first six weeks then as needed throughout the year	2, 6	Classroom Teachers	Participation evaluated by number of students represented in conferences on sign in sheets. Parents will also be given a survey at the end of the year to assess overall satisfaction.				
2) Travis will host a "Meet the Teacher" event prior to school starting allowing all parents and students to meet their teacher. This initial greeting allows for positive interaction and promotes a welcoming environment for all stakeholders.	6, 7	Administration, Classroom teachers	Overall participation based on the number of students who come with their parents. Parents will also be given a survey at the end of the year to assess overall satisfaction.				
3) Travis Elementary will host an open house event within 3 weeks of school starting. This provides parents and students the opportunity to see work that has been produced by the students and encourages communication between parents and teachers. This Travis event will offer community services and Booster club opportunities as well.	6, 7	Administration, classroom teachers, counselors, and instructional support personnel.	Percentage of students that were represented through attendance. This event will also be assessed on parent survey.				
4) Thursday folders are utilized school wide to provide weekly communication with parents concerning the academic progress of their student.	6	Classroom teachers	Parents must sign the folder on a weekly basis and return.				
5) Progress reports will be distributed to students in grades 3-5 to communicate the academic progress of the students to parents. Access is also available through the Skyward Student Information System that allows 24 hour access if parents have signed up for it.		Administration, teachers	Signed progress reports for students that are not passing their coursework. Skyward indicates how often parents have accessed their student's information.				
6) The Window on a Wider World grants will allow for field trips and trunk shows to be conducted with grades K-5.	2, 6	Administration, WOWW coordinator, classroom teachers	Students will show evidence of success as they gain a better appreciation and interest in the arts.				
7) Travis Elementary has a facebook page as well as a website that notifies parents about upcoming events and activities.	6	Website coordinator	Parents who have "friended" Travis Elementary of facebook. Evidence will also be attained through parent satisfaction with communication for events and activities.				
8) Important events, weather communication, and other valuable pieces of information will be communicated through an All-Call system.	6	Administration	Positive response on parent survey about communication of important information with the all-call system.				

9) "Remind" a text app has been set up in order to have better communication through texting with our parents. Information has been shared. The app is user friendly and parents can sign up at anytime. Grade level specific codes have also been created for grade level communication.	6	Campus principal, leadership team members	Number of parents utilizing this app.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Travis Elementary will provide a healthy and safe school climate for all students and staff

Performance Objective 1: Travis Elementary will provide a safe and secure learning environment for its students and staff members.


Summative Evaluation: Monitored and documented drill information.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Travis will follow Hazmat procedures and will provide scheduled safety drills. These drills will include fire, tornado, and lock down drills.	10	All staff members	Safety drill efficiency				
2) Protocols for visitors entering the building are established and visitors must present a valid driver's license and be scanned using a district initiated program.	10	Administration, Front Office Staff, and Classroom teachers	Visitor tags				
3) Emergency drills will be performed regularly analyzing processes in place and making adjustments where needed.	10	Administration, District SRO, Campus Staff	Administration documentation				
State System Safeguard Strategy 4) CHAMPS training and emphasis will take place during in-service and throughout the year with teachers and students.	1, 4	Administration, Instructional Specialist, Teachers	Observation in common areas and classrooms,, lower discipline referrals.				
5) The Rapid Responder program linked to Pampa PD and Fire Department will be utilized.	10	District personnel, Campus Administration	Campus Emergency Plans				
							

Goal 4: Travis Elementary will provide a healthy and safe school climate for all students and staff






Performance Objective 2: The campus will promote a climate in which students will exhibit an appropriate level of physical, emotional, and social health that will allow for a happy and healthy school experience.

Summative Evaluation: Fitness gram evaluation and physical screenings, discipline reports, student surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Travis will provide free and reduced lunches and snack paks for students who qualify.	10	Cafeteria staff, front office staff, counselor, classroom teachers	Free and reduced lunch forms Snack pak applications				
2) Healthy lunch choices are provided to all Travis students.	10	Cafeteria staff	Fruit and vegetables included on each lunch tray.				
3) Physical education is provided to all students according to state standards.	10	Coach Appier	Fitness gram results				
4) Travis Elementary will host a Kindergarten Kick-off for incoming Kindergarten students.	7	Campus Principal(s), parental Involvement Liaison, Teachers	List of students and their parents who visited the campus.				
5) Continue the identification of homeless students through surveys and provide those students with the extra support they need in order to be successful	1, 9, 10	Campus Principal(s), Parental Involvement Coordinator, Homeless Liaison, and counselor	Increase in scores for all academic testing				
Funding Sources: 215 - Title I-D							
6) We will educate students on the Kindness Movement to be proactive against bullying, as well as educate students on non-bullying strategies.	1, 9	Counselor, Campus Administration	Discipline reports				
							






Goal 5: Travis Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 1: Our student participation in extra-curricular activities (such as athletics, band, choir, fine arts, UIL academics and other special student organizations) will increase each school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) We will encourage increased student participation in academic contests, choir, theater arts, and visual arts.</p>	2	Administration, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
<p>Critical Success Factors CSF 6</p> <p>2) Use our "Positive Media" campaign to celebrate the increased numbers of participants, as well as the results of all the various contests the students are in. This public praise of their hard work will encourage others to participate.</p>	2	Administrators, Coaches, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Travis Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 2: We will improve performance and maintain excellence in all extra-curricular and academic activities by providing students with purposeful practice, coaching support, and by celebrating successes.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement opportunities for elementary students to begin working on fundamental skills in athletics, choir, and band. Have the PHS/PJHS coaches/directors work with the elementary students several times throughout the year.</p>	2	Administrators, Coaches, Teachers	Lesson plans showing visits by the coaches/directors				
<p>Critical Success Factors CSF 6</p> <p>2) Use the "Positive Media" Campaign to celebrate wins and "personal bests" in academics, athletics, band, choir, and arts.</p>	2	Administrators, Coaches, Teachers	FB posts, tweets, pictures on district website				
<p>Critical Success Factors CSF 6</p> <p>3) Increased training for athletic coaches, band and choir directors, visual arts teachers to better prepare our students for competition.</p>	2, 4	Administrators, Coaches, Teachers	Certificates showing increased training opportunities for coaches and directors, increase in wins and participation in various competitions.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	Response to Intervention teams will work to improve productivity and effectiveness and progress in student learning.
2	2	1	Recognizing staff when goals are met.
4	1	4	CHAMPS training and emphasis will take place during in-service and throughout the year with teachers and students.

Title I

Schoolwide Program Plan

Travis Elementary's Title One program is a comprehensive plan to provide a quality education to all students. The academic performance information about all students in the district is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. The campus analyzes results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing on our campus and where efforts should be concentrated for each school year.

The steps that Travis will be undertaking throughout this process will include:

1. Professional development for all staff members for targeting improved instructional practices
2. Supporting the staff with resources and other materials in order for goal attainment
3. Identifying data sources and gathering the data;
4. Analyzing the data
6. Reporting data findings to the entire school community and collecting reflections and feedback.

Throughout the planning process, administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The FLT's process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made at Travis Elementary to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The yearly schoolwide planning process contains several important steps throughout the year. At the end of last year, administrators and teachers began collecting and analyzing data and then identifying needs. After the needs were identified, they were prioritized and reported to the Leadership Team.

The team was given time to reflect on the data and ask clarifying questions. When the leadership team felt comfortable that all appropriate data had been disaggregated and analyzed, a comprehensive plan was developed to address the needs. Annual writing of the Comprehensive Needs Assessment with a focus on the requirements of Title 1 is always an extremely important step in the overall school improvement process. It also serves as an essential component to consider during all other campus planning processes. The Comprehensive Needs Assessment brings focus and coherence to student achievement strategies and has helped to ensure unity of purpose, alignment, and clear accountability for our school.

2: Schoolwide Reform Strategies

The initiatives described in this improvement plan are in place in order to significantly impact student achievement and are based on scientifically-based research. Data indicates that they are strengthening the core academic program, increasing the quality and quantity of learning time, and addressing the learning needs of all students in the District. Examples of some of the interventions used at Travis include:

Reading Reform Strategies:

- Wilson Reading Program (for students with Dyslexia)
- System 44 (for students in 2-5 that are significantly behind grade level)
- Reading Interventionist (K-3 support)
- Read 180 (3-12 grade students)
- I-Station (for all students to improve reading performance)
- Go-Phonics (K-2)

3: Instruction by highly qualified professional teachers

Travis elementary has a staff that is 100% highly qualified and the recruitment of highly qualified staff is a priority for all hires.

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

The plans for professional development are located in the body of this improvement plan under the appropriate goal and performance objective.

5: Strategies to attract highly qualified teachers

Highly qualified teachers are a priority at Travis Elementary. The screening process for highly qualified staff members is being reassessed at the district

level and assurances are made that will provide a process that allows highly qualified teachers to be an essential component of the hiring process.

6: Strategies to increase parental involvement

Multiple efforts are in place to increase parental involvement. These strategies are located in the needs assessment section of this document as well as in goals and objective section as well.

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

PISD strives to help our youngest students have easy transitions from one campus to another. The following activities are in place to allow for easy transitions.

In Pampa ISD, all pre-kindergarten and Headstart programs are housed at Lamar Elementary. Each spring, the pre-k and Headstart teachers plan a visit to each elementary school and the students who will be attending kindergarten at each of the various campuses ride a schoolbus and visit the campus. They, along with their teachers and parents, visit their future campus. They are given a tour of the campus by the campus principal. They then visit each of the kindergarten classrooms and meet the teachers. Each kindergarten teacher does a little activity with the visiting students, along with their current kindergarten students. Once the visiting students have visited each kindergarten classroom and toured the school, they get to play on the playground for a few minutes. Then, they go to the cafeteria and eat lunch with their parents and teachers before returning to Lamar. Each of the private pre-kindergartens in Pampa also schedule a visitation and the same schedule as above is followed.

If pre-k students are absent the day of their transition visit, principals allow those students to come up during the kindergarten conference period to meet the teachers and tour the school.

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

Our Campus RTI team met on a regular basis to look at individual student data. The team meets on individual students (that have shown academic difficulty) three to five times a year and compare the assessment and intervention data and look for progress. Progress monitoring is done on a weekly or bi-weekly basis and students are given many opportunities for academic support.

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

Our Campus leadership team ensures that Title 1 rules and regulations are being followed. We will follow state and local policies. The administration has received training and will be updated as changes occur and will communicate those changes to staff members.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
199 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
Sub-Total					\$0.00
215 - Title I-D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
4	2	5			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TARGETED Improvement Plan/Travis Elementary

Goal #1: Writing

- **Problem Statement:** 3.5 average composition score in 4th grade writing
- **Annual Goal:** By May 2017, Travis Elementary will achieve an average of 5.0 on the 4th grade STAAR writing composition
- **Strategies:** Develop a comprehensive professional development plan to support vertical understanding of the writing process and TEKS

Goal #2: Reading

- **Problem Statement:** 69% of ECD students met state standard in reading
- **Annual Goal:** By May 2017, 80% of Travis ECD students will meet state standard in reading
- **Strategies:** Develop a plan to integrate Istation and classroom data to ensure students are placed in the appropriate tier of instruction

Goal #3: Level III Advanced

- **Problem Statement:** 18% of Travis students scored at the Advanced III standard in reading and 14% of Travis students scored at Advanced III in math
- **Annual Goal:** By May 2017, 25% of Travis students will meet Advanced III standard in reading and 20% will meet Advanced III standard in math
- **Strategies:** Create a professional development plan at the campus level that develops teachers' skills in both differentiation and in raising the level of rigor in Tier 1 instruction

Goal #4: Special Education

- **Problem Statement:** 37% of Travis special education students met state standard in reading
- **Annual Goal:** By May 2017, 50% of Travis special education students will meet state standard in reading
- **Strategies:** The special education teacher will meet with PLCs once a month to review student progress and data with regular education teachers

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