

Pampa Independent School District
Travis Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

By providing quality, student-centered instruction in a positive and welcoming environment, Travis Elementary will empower our students to become life-long learners. Our high expectations of outstanding character and learning will support students in becoming exemplary role models and productive citizens.

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.

Characteristics for Success

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	12
School Context and Organization	14
Technology	15
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: Travis Elementary will achieve outstanding educational performance across all grade levels measured by state assessments.	19
Goal 2: Travis Elementary will have a strong understanding of its role to encourage the school's engagement with its stakeholders and the community.	23
Goal 3: Travis Elementary will build a strong staff through support, training, and evaluation.	28
Goal 4: Travis Elementary will provide a healthy school environment.	31
Title I	34
Schoolwide Program Plan	34
Ten Schoolwide Components	34
Campus Funding Summary	38

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 2014 it had a total enrollment of 388 students. Demographic data from the 2013-2014 school year reflects that 64.3% of the campus is white, 29.6% is hispanic, 1.9% is black, 0% Asian, and 3.9% are of two or more ethnicities. There is not a bilingual program at Travis, however, 8% of our students are ESL and are served by a certified ESL teachers. All ESL students indicated that Spanish was their native language. Students who have been identified in the gifted and talented program make up 2.9% of the student body. The special education program serves 9.4% of the total student body. Economically disadvantaged students make up 45.9% 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 15.4 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 2015 accountability system. The campus had good success on the STAAR test of 2015. Travis Elementary met 22 of 22 system safeguards. No distinctions were earned for this accountability year. Travis students were at or above the state average in the areas of 4th grade reading, 4th grade writing, as well as 5th grade reading and science. State math averages were not available due to changes in the state's system. Students are instructed using TEKS based curriculum that is vertically aligned in the district. Students are offered opportunities for tutorials, enrichment, and intervention in order for them to meet goals set for them.

Student Achievement Strengths

Travis met 22 of 22 system safeguards for 2015.

- Students are instructed daily by a highly qualified staff.
- 86% of students, following the second administration, met Level 2 satisfactory passing rate for the reading test in 5th grade
- Travis Elementary met standards in the areas of student achievement, student progress, and closing performance gaps and postsecondary readiness.
- Interventions opportunities for students are supported by school schedule that builds those into the school day.
- Programs available to support the needs of students include: Study Island, IStation, Read 180, System 44, and Think Through Math.
- Third grade reading was a concern last year with a 26 point gap between all students passing vs. hispanic students. The gap this year closed to an 8 point gap

Student Achievement Needs

- All population groups and for all subjects a greater percentage of students should reach the Level III Advanced STAAR performance standard.
- the state average in their passing rates in third grade.
- 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
- 3rd Grade reading scores were below state average - phonics program and lead4ward training will be 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

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 2015-2016 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 Part Time Counselor
Administrative Services	1 Principal, 1 Assistant Principal, 1 registrar/secretary, 1 attendance clerk/secretary

Kindergarten	4 Teachers
1 st Grade	3 Teachers
2 nd Grade	4 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, 7Aides

The campus has a balance of teachers with many years of experience and only 1 first year teacher. Teachers in the school have an average of more than 10 years experience teaching and all are highly qualified according to NCLB requirements.

Staff Quality, Recruitment, and Retention Strengths

- One first year teacher on campus
- The majority of teachers with multiple years of experience
- Retention level high on campus
- Staff highly qualified according to NCLB requirements
- Good district First and Second Year Teacher Academies
- Great collaboration among teachers during PLC, Faculty Learn times, and planning periods
- A positive work environment
- Districts plans and provides additional professional development meets the needs of teachers

Staff Quality, Recruitment, and Retention Needs

- Greater percentage of teachers who are ESL 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 expectations for learning based on data received from assessments. Focus on scope, sequence, and pacing as well as instructional technology will guide the work for teacher professional development for 2015-2016. A district initiative to focus on an explicit phonic program will continue to be integrated into K-2 grade levels. District wide curriculum meetings will take place bi-monthly where horizontal teams of teachers from the district will evaluate curriculum, instruction, and assessment protocols and practices. Professional development has also been set aside during early release days to focus on horizontal alignment on the district level and professional development for areas of focus. A process for the development of TEKS based lesson plans designed by teachers and for teachers that 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, unit assessments, benchmark assessments and standardized testing by the state among others. The teachers regularly disaggregate data from these assessments and monitor class progress. If a student is not meeting expectations then a referral process to an RTI team will occur as they 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 2015-2016 school year and will continue to have a consultant working with the RTI teams to assess the effectiveness of interventions, timelines, and protocols.

Curriculum, Instruction, and Assessment Strengths

- Teachers at Travis are increasing the rigor of content 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 teaching and learning
- Instructional specialist at the campus is available to provide instructional support to teachers

Curriculum, Instruction, and Assessment Needs

- Curriculum lessons will be developed for each grade level's content. The process is in its initial stages and will take time to collaborate and create lessons that are horizontally aligned and follow a scope and sequence and state standards.
- The pyramid of interventions should be updated by a district team which will create consistent and comprehensive procedures and protocols for each campus.
- Communication from the RTI team and parents needs to be more purposeful and parents should be involved earlier in the process.
- 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 do not seem consistent in their implementation. Training and support for the development of true PLC's is necessary for effective PLC work to be done.
- 21st Century learning skills are better understand as technology resources are added support for those components needs to be efficient and reinforced (SMART boards, Chromebooks, iPads).
- Additional support for Project based learning will be integrated into Faculty Learn times

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 Veteran's 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 opened up to a variety of organizations of 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 bilingual 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, 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 2015-2016 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 appropriate 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 will conduct character education classes throughout the school year to help students understand the importance of valuing and modeling these character traits daily
- PLC's still need to be given direction. A more focused approach to PLC's will be embarked upon in the 2015-2016 school year to make sure that they are consistently productive.
- Students and teachers should be celebrated more often, the Tiger Clap being one method to achieve this. Morning assembly time should also be utilized to celebrate each other.
- Teachers who are involved with students but not classroom teachers, such as special education and dyslexia teachers, should be more involved at the grade level in order to ensure communication that will best support the students. Time and systems should be determined to provide this necessary communication

Technology

Technology Summary

Travis Elementary has approximately 180 computers campus wide. Each grade level has a minimum of 3 student desktop computers, 6 iPads per classroom, as well as a teacher computer. There are 2 technology labs that are managed by a technology aide that contain 25 computers each. Each teacher received their own iPad and the school has an iPad cart containing 30 iPad's for student use. Projectors have been added to 4th and 5th grade classrooms that utilize SMART software and the remaining classrooms will be added in the fall of 2015. Smartboards are also located in the Medically Fragile and Autistic Units. The Learning Commons also has an iPad cart with 22 iPads as well as 14 Chromebooks. Students in grades 3-5 have all received Gaggles 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 director of 21st century learning as well as the Instructional Specialist will be implemented throughout the 2015-2016 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
- SMART board technology will be available in every instructional classroom in the school by the fall of 2015
- 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

- Technology devices are not easily accessible and available throughout the day for all students
- Teachers will need to be well trained and equipped to integrate technology into instruction. This takes time and financial support.
- Protocols and procedures should be well defined as new devices are added to the campus
- Discover new ways to better communicate with parents with various forms of technology
- Print capabilities would be beneficial for teachers to print from their iPads.
- A protocol for updating apps on the iPad carts and classroom iPads that is efficient should be established and although this is better there still needs to be better guidelines

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 outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 1: 1.1 Travis Elementary School will be Exemplary, or "Met Highest College Readiness/Student Progress Standard on STAAR" by the year 2016-2017.

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			
				Sept	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 TEKS Resource System assessments in grades 2-5 after every unit in reading and math as well as TEKS Resource System science assessments for 5th grade students. (Title I SW: 1,8) (Target Group: All)	1, 8	Campus Principal, Assistant Principal, Core Subject Teachers, Instructional Specialist, Special Ed Teacher	comparison of benchmark and unit test scores in AWARE				
3) Continue to serve struggling readers through a Reading Intervention program. (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							
4) Continue to provide Wilson Reading Instruction for students identified as dyslexic. (Target Group: AtRisk) (NCLB:1)	9	Campus Principal, Assistant Principal, Dyslexia specialist	BOY testing compared EOY				
Funding Sources: 199 - State Comp							
5) Use Professional Learning Community time (weekly) to collaborate about benchmark results, common assessments, and at-risk students.(Target Group: All) (NCLB: 1,2)	8	Campus Principal, Assistant Principal, Curriculum Specialist,Teacher(s)	TEKS Resource System, AWARE data, benchmark results				

6) 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							
7) 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 any student in K - 5 who failed a core subject for the year.(Target Group: AtRisk) (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							
8) Continue the implementation of small group specifically designed interventions for Kindergarten thru 5th grade students who are experiencing academic difficulty.	1, 3, 9	Campus Administration, Instructional Specialist, Teachers	report card grades, benchmark test results, STAAR scores, OS and ISIP reports, lexile levels				
9) Travis Elementary will host a "transition" visit for incoming Kindergarten students who attended Head Start or Pre-K.	7	Campus Principal(s), Parental Involvement Liaison, Teacher(s)	List of students and their parents who visited their home campus of Travis				
10) Students identified through RTI as being struggling readers (and resistant to previous interventions) are eligible for System 44 or Read 180.	2, 9	Campus RTI Team, Core Subject Teachers, Curriculum Specialist, Principal, Assistant Principal, Special Ed Teachers	List of students receiving these reading interventions and comparison of their lexile levels from beginning of year to end of year				
Funding Sources: 224 - IDEA B, Formula							
							

Goal 1: Travis Elementary will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 2: 1.2 Travis Elementary students will meet or exceed the state standard in attendance in 2015-2016 by two percent.

Summative Evaluation: Attendance data analysis at the end of the year compared to state standard.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) 1. Attendance will be closely monitored and parents of students with high absenteeism will be notified through conferences, phone calls or letters.	1	Campus Administraton, Teachers, Attendance Officer	Increased attendance percentage from year before				
	Funding Sources: 199 - General Fund						
2) Recognize perfect attendance (for the 6 weeks)for students (K-5) at each awards assembly.	1	Campus Principals	Percentages of students having perfect attendance will increase from the same six weeks period the year before				
3) Perfect Attendance drawings for each student who has perfect attendance for the entire year will get a water park pass.	1	Campus Principals	The number of students whose names are in the drawing will increase from year to year				
	Funding Sources: 461 - Campus Activity Fund						
4) Travis bike giveaway each six weeks to the student whose name is drawn at the awards assembly . A student has to have had perfect attendance during the six week grading period in order to be in the drawing for the free Travis bike. The bike is donated from the Rotary club. Mini iPads are also donated for a year-end perfect attendance incentive for students who have had perfect attendance all year.	1	Campus Principals	The number of names in the perfect attendance drawings will increase from that same grading period the year before				
	Funding Sources: 461 - Campus Activity Fund						
							

Goal 1: Travis Elementary will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 3: 1.3 Travis Elementary will be diligent in identifying and improving the learning of all student subgroups to have a 2 percent increase in all student subgroups by 2015-2016.

Summative Evaluation: Assessment data including student achievement levels.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) At-risk students in k-2 will be identified and will receive extra help from various staff members during mandatory tutorials.	1, 3, 8, 9, 10	Campus Instructional Technology teacher, Campus Principal(s), Campus RTI Team, Counselor(s), Dyslexia specialist, Reading Recovery Teacher, Parent Volunteers, Special Ed Teachers, Teacher(s)	Numbers of students needing extra help in each intervention will decrease from year to year				
2) Provide ELL support through differentiated instruction and ELL summer school to reinforce and promote continued growth of all ELL learners. DyNEd 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						
3) 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						
4) 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						

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

Goal 1: Travis Elementary will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 4: 1.4 Travis Elementary School will see a two percent increase in attendance rates for all students in the 2015-2016 school year and will celebrate meeting goals for attendance, behavior, and academic success every six weeks.


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			
				Sept	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.				
							

Goal 2: Travis Elementary will have a strong understanding of its role to encourage the school's engagement with its stakeholders and the community.

Performance Objective 1: 2.1 Travis Elementary School and/or PISD will provide opportunities for parent involvement on a regular basis in order to create a strong partnership for student success.






Summative Evaluation: Results from Spring parent survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	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.				
							

Goal 2: Travis Elementary will have a strong understanding of its role to encourage the school's engagement with its stakeholders and the community.

Performance Objective 2: 2.2 Travis Elementary will provide multiple opportunities for students to interact positively with community members.


Summative Evaluation: Information received from outside sources supporting continued involvement with Travis Elementary

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	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) 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.				
3) 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						
4) Fourth grade students will participate in the Ag Fair in October provided to other students in the district as well.	2, 6	Classroom teachers	Positive and appropriate behavior of students as well as an appreciation of the learning event will determine success of event.				
	Funding Sources: 199 - General Fund						
5) 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.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Travis Elementary will have a strong understanding of its role to encourage the school's engagement with its stakeholders and the community.

Performance Objective 3: Travis Elementary will improve communication to parents and community through social media, newsletters, newspaper articles, Remind, and the all call system.


Summative Evaluation: Parent surveys will be distributed in the spring to determine if our efforts to improve communication has been positive and which modalities are most utilized.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) 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.				
2) "Tiger Tales" Newsletters are sent out on monthly basis by the district's Parent Involvement team. Information from these newsletters are also sent to parents who have an email address.	6	District Parent Involvement department	Communication with parents from the school is a positive comment on the parent survey.				
3) 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.				
4) "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.				
							

Goal 3: Travis Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 1: Travis Elementary will build strong professional learning communities which focus on instructional improvement, technology integration, and improved student success.


Summative Evaluation: Minutes provided by grade level team PLC's to administration.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Professional Learning Communities are a purposeful time for staff members to work collaboratively analyzing data including benchmarks, formative and summative assessments and universal screenings to determine direction for teaching and learning and areas for intervention. PLC have dedicated time each week for every grade level.	1, 8	Administration, Instructional Specialists, Teachers (including classroom and dyslexia)	Increased student performance and collegial support will be indicators that will demonstrate success of PLC's within our school. Minutes from grade level PLC's.				
2) Response to Intervention teams will be trained together to improve productivity and effectiveness. They will also develop district protocol's to align the processes. (System Safeguard)	4, 8	Administration, Campus RTI Team, Intervention Specialists	Students who are part of the RTI process improve their academic success based on their tiered intervention.				
3) Instructional strategies for Sheltered instruction and differentiation will be integrated into learning through PLC collaboration. These strategies will be a part of teacher professional development and training throughout the school year. (System Safeguard)	1, 4, 8	Administration	Improved student performance of all student groups.				
4) A Faculty Learn time will be integrated each week to allow for professional learning for staff members.	1, 8	Campus principals	Increase faculty understanding of instructional strategies, technology instruction, and integrating best practices into their instruction.				
							

Goal 3: Travis Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 2: Travis Elementary will continue staff development through Faculty Learn Times targeting improved instructional techniques, integrating technology, and best practices including PBL.


Summative Evaluation: Walk through data indicating use of improved techniques and best practice.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Teachers will be provided continued instructional support through district personnel in order to improve their instructional practices.	1, 4	Administration, Curriculum personnel at the district level, Instructional specialists.	Use of instructional strategies as evidence in student work.				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog							
2) Instructional specialists will provide on-going training in best practices through PLC learning, Faculty Learn time, as well as other staff development opportunities.	1, 4	Administration, Instructional Specialists	Best practices will be documented in walk-throughs and will be evident in student work.				
3) Integration of technology into the instructional setting will be emphasized during early release days as well as during a Faculty Learn time as we strive to develop 21st century skills in our students.	1, 4	Administration, Instructional Technology Director for PISD	Increased utilization of iPads and other forms of technology in the instructional setting.				
							

Goal 3: Travis Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 3: Travis Elementary teachers will collaborate horizontally and vertically to ensure use of best practice and alignment of curriculum.


Summative Evaluation: Walk through data as well as formative checks that ensure alignment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Teachers will utilize the TEKS Resource systems, a vertically aligned curriculum, to ensure alignment throughout the district.	4	Administration and classroom teachers	Student data of academic progress.				
2) Teachers will collaborate each semester with other grade levels to ensure that they are utilizing the curriculum with fidelity to assure that students learn what they need to where they need to.	4, 8	Classroom teachers and administration	Reflected in student assessment data.				
3) Horizontal teams are organized to ensure that lessons are collaboratively developed that utilize best practices and are horizontally aligned.	4, 8, 9	District Curriculum Department, Instructional Specialists, Administration	Lessons developed in Forethought, Student academic success.				
							

Goal 4: Travis Elementary will provide a healthy school environment.

Performance Objective 1: Travis Elementary will decrease the number of student referrals in 2015-2016 school year by 3% by utilizing CHAMPS classroom management program

Summative Evaluation: Student referral data evaluated at the end of the year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) CHAMPS, a district wide classroom management f, was implemented at Travis Elementary following staff training in August 2013 and in 2014. Additional training during inservice 2015 also occurred. New staff members will be aligned with previous trainings to ensure a consistent plan. (System Safeguard)	1, 4	Administration and Teachers	Referral data				
	Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog						
2) The staff will develop consistent classroom strategies for success in common areas of the school based on CHAMPS (System Safeguard).	1, 2	Administration, Leadership Team	Referral data				
							

Goal 4: Travis Elementary will provide a healthy school environment.

Performance Objective 2: 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			
				Sept	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				

Goal 4: Travis Elementary will provide a healthy school environment.

Performance Objective 3: The campus will promote a healthy environment for students.

Summative Evaluation: Fitness gram evaluation and physical screenings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	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				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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.

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

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
1	2	1			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
Sub-Total					\$0.00
199 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
1	3	4			\$0.00
Sub-Total					\$0.00
211 - ESEA, Title I, Part A, Imp Basic Prog					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
215 - Title I-D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00
224 - IDEA B, Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00

					Sub-Total	\$0.00
263 - Title III, LEP						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	3	2				\$0.00
					Sub-Total	\$0.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	2	3				\$0.00
1	2	4				\$0.00
					Sub-Total	\$0.00
					Grand Total	\$0.00