

**Pampa Independent School District**  
**Travis Elementary**  
**2018-2019 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 te 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???***

# Table of Contents

Comprehensive Needs Assessment .....	6
Demographics .....	6
Student Achievement .....	7
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	9
Curriculum, Instruction, and Assessment .....	11
Parent and Community Engagement .....	12
School Context and Organization .....	13
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: Travis Elementary will achieve excellence in academics. ....	17
Goal 2: Travis Elementary will build a quality staff with high morale. ....	25
Goal 3: Travis Elementary will have increased support from the community and stakeholders. ....	29
Goal 4: Travis Elementary will provide a healthy and safe school climate for all students and staff .....	32
Goal 5: Travis Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities. ....	34
Comprehensive Support Strategies .....	36
Title I Schoolwide Elements .....	37
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	37
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	37
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	37
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 2018 it had a total enrollment of 406 students. The most recent demographic data reflects that 60.59% of the campus is white, 32.51% is Hispanic, 1.72% is Black, 1.72% Asian, and 2.71% are of two or more ethnicities. Students who have been identified in the gifted and talented program make up approximately 5.42% of the student body. Economically disadvantaged students make up 52.71% 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

# Student Achievement

## Student Achievement Summary

Travis Elementary met standard as a campus according to the 2018 accountability system. Comprehensive needs analyzed by the campus leadership team revealed the identified problems as stated below.

## Student Achievement Strengths

- Travis Teaching Staff is 100% highly qualified based on Texas Education Agency standards.
- 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: Read 180, and System 44.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** At Travis Elementary, 62% of K-2 students were at or above grade level on end of year text reading level assessment. **Root Cause:** There is a lack of consistent planning and implementation of balanced literacy

**Problem Statement 2:** At Travis Elementary, 45% of 3rd, 4th, and 5th grade math students and 42% of reading students met the “Meets” standard on the STAAR Assessment. **Root Cause:** There is a lack of purposeful planning in instruction and intervention.

**Problem Statement 3:** At Travis Elementary, 27% of 4th grade writing students met the “Meets” standard on the STAAR Assessment. **Root Cause:** There is a lack of student accountability by teachers and vertical writing activities across all content areas.

**Problem Statement 4:** At Travis Elementary, 22% of 2nd grade special ed students scored the “Approaches” standard on the end of year reading assessment, and 46% of 3rd and 4th grade special ed students scored the “Approaches” standard on the STAAR reading assessment. (average of 2nd, 3rd, and 4th = 38%) **Root Cause:** There is a lack of grade level expectations, personalized student needs, and staff collaboration.

# 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



# 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	2 Instructional Coordinators
Media Aide	1 Aide
Dyslexia	1 Teacher
Speech	1 Speech Therapist Assistant
Health Services	1RN, 1 LVN
Counseling	1 Counselor
Administrative Services	1 Principal, Part time Assistant Principal, 1 registrar/secretary, 1 attendance clerk/receptionist

Kindergarten	3 Teachers
1 <sup>st</sup> Grade	3 Teachers
2 <sup>nd</sup> Grade	3 Teachers
3 <sup>rd</sup> Grade	3 Teachers
4 <sup>th</sup> Grade	3 Teachers
5 <sup>th</sup> 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 as well as 4 first year teachers.

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

- Four 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

# 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 lesson planning, 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 2018-2019. 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 professional development days to focus on sheltered instruction, data binders, quintile reports, as well as professional development for areas to 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 assessment. 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 2018-2019 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

# Parent and Community Engagement

## Parent and Community Engagement 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.

## Parent and Community Engagement 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.

# 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). Pampa ISD has implemented an anonymous bullying reporting system utilizing the StopIt app. Students will continue to be educated on bullying and harrassment and this area will continue to be addressed during the 2018-2019 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

# Technology

## Technology Summary

Travis Elementary grades 2-5 have one to one Chromebooks. In grades K & 1, there are one to one iPads per classroom, as well as a teacher computer. There are 30 iPads and 16 Chromebooks in the library. There is 1 technology lab that contains 21 computers. 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 Gaggie 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
- A technology aide has been hired to manage the media lab and address digital citizenship and other 21st century skills
- The library has been redesigned as a media center. Technology has been added to make this a great place for student learning.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures 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.

**Evaluation Data Source(s) 1:** State testing results based on standards set by the state.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Instructional coaching to improve instructional practices. (Target Group: All) (NCLB: 1)</p>	Campus Principal, Assistant Principal, Instructional Coach, Teacher(s)	improved scores on benchmarks and common assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Administer Learning Checks every three weeks in reading, math, and science, analyzing data in PLC's or data talk meetings to adjust intervention and instruction. (Title I SW: 1,8) (Target Group: All)</p>	Campus Principal, Assistant Principal, Core Subject Teachers, Instructional Specialist, Special Ed Teacher	Analysis of Learning Check scores in AWARE				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Use Professional Learning Community time (weekly) to collaborate about benchmark results, learning checks, and effective instructional strategies. (Target Group: All) (NCLB: 1,2)</p>	Campus Principal, Assistant Principal, Curriculum Specialist, Teacher(s)	TEKS Resource System, AWARE data, benchmark results				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students will increase their decoding skills through the implementation of a systematic phonic program called Go Phonics (Target Group: All) (NCLB: 1,2)</p>	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 - ESSA, Title I-D - 0.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Use data protocols to inform intervention instructional decisions such as grouping and effective intervention resources.</p>	<p>Campus Principal, Assistant Principal Instructional Specialist, Teachers</p>	<p>Data reports, Intervention Group Lists</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Professional development refresher on K-2 Writer's Workshop.</p>	<p>Campus Principal, Assistant Principal Instructional Specialist, Teachers</p>	<p>Benchmark, Learning Checks</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						











**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.

**Evaluation Data Source(s) 2:** Assessment data including student achievement levels.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Reading Intervention will serve special education struggling readers using System 44, Read 180.</p>	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 Compensatory (SCE) - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Continue the implementation of small group specifically designed interventions for 1st thru 5th grade students who are at-risk of experiencing academic success.</p>	Campus Administration, Instructional Specialist, Teachers	report card grades, benchmark test results, STAAR scores, OS and ISIP reports, lexile levels				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>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)</p>	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 Compensatory (SCE) - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>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.</p>	Principals, Teachers	Increase in scores on Telpas, STAAR, OS, and Phonics assessment				
Funding Sources: 263 - ESSA, Title III, LEP - 0.00						








<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Response to Intervention Teams meet and plan for interventions for struggling students in order for them to meet grade-level expectations.</p>	<p>Campus Principal(s), Campus RTI Team, Teacher(s)</p>	<p>Increase in assessment scores for students needing intervention</p>				
<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Continue to serve struggling readers through Tiger Time. (Target Group: AtRisk) (NCLB: 1)</p>	<p>Campus Principal(s), Reading Intervention Teacher</p>	<p>Reading progress as indicated through ISIP assessments as well as Observation Survey</p>				
<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>7) Specific training provided for teachers regarding special population students to help teachers better serve these students.</p>	<p>Campus Principal(s), District Special Education Director, District Curriculum Department</p>	<p>Closing the gap in special education student performance on state assessments.</p>				
<p>8) Provide Mentoring Minds resource to improve instruction and performance of all students.</p>	<p>Campus Principal(s), CIA Department</p>	<p>Increased achievement results through quality resource availability.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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.

**Evaluation Data Source(s) 3:** Walk-through data indicating increased use of technology.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>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.</p>	Administration, District personnel, Instructional Specialist, Teachers	Increased utilization of iPads and other forms of technology seen in walk-throughs.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**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.

**Evaluation Data Source(s) 4:** STAAR 2017-2018 results.

**Summative Evaluation 4:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 7 1) Webb's Depth of Knowledge professional development for teachers.	Campus Administration, Instructional Specialist, Teachers	Walk-through, Observation data, student performance on state assessment.				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 2) Increase in number of students competing in UIL Academics.	Campus Administration, Campus UIL Coordinator, Teachers	Participation numbers in UIL Academics, 2017 STAAR Results.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**Goal 1:** Travis Elementary will achieve excellence in academics.

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

**Evaluation Data Source(s) 5:** Student data evaluated at the end of the year comparing six weeks information.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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.</p>	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.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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.</p>	Administration, Teachers	We will look at the number of students who are eligible for the drawing to determine success.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) The Travis Booster Club will offer incentives for students who achieve the AB and A honor roll. All A Honor roll students will be awarded a free Laser Tag pass. They will also offer a drawing for a Travis Tiger T-shirt to students who are eligible for the AB Honor Roll.</p>	Administration, Teachers, Campus Secretaries, Booster Club	Increase in eligible students for the drawing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>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.</p>	Administrators, Teachers, Campus Staff.	Increase in student attendance percentage.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Take necessary steps with attendance contracts to ensure students have proper amount of learning time.</p>	Campus Administration, Counselor	Increase in student attendance percentage.				



= Accomplished



= Continue/Modify



= 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.

**Evaluation Data Source(s) 1:** Professional Development logs, review and conferences with teachers regarding goals.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>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.</p>	Administration, Instructional Specialists, Teachers	Increased student performance and collegial support, Weekly Agenda and Minutes of meetings.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Response to Intervention teams will work to improve productivity and effectiveness and progress in student learning.</p>	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.				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>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.</p>	District and campus administration.	Walk-through documentation in Eduphoria, administrators' calendars and documentation.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**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.

**Evaluation Data Source(s) 2:** Employee survey and retention rate.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 6 1) Recognizing staff when goals are met.	Administration, Instructional Specialist	Teacher surveys				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Social media campaign with incentives for teachers who post examples of student learning.	District Public Relations, Campus Technology Liaison, Administration, Teachers	Postings on Social Media.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**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-P ESS 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.

**Evaluation Data Source(s) 3:** Documentation of conferences, mid-year evaluations, final year-end evaluation.

**Summative Evaluation 3:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) The use of TTESS will help provide continuous, timely, and formative feedback to teachers to monitor and encourage professional growth.</p>	Administration, Teachers.	Documentation, Calendars				
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>2) All teachers receive training on goal setting and have goal setting conference with administrator.</p>	District Curriculum, Campus Administration, Teachers	Documentation in Eduphoria, Calendars				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**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.

**Evaluation Data Source(s) 4:** Campus calendar, teacher reports, surveys.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) Review and discuss individual professional goals with teachers and make a plan to personalize learning.</p>	Administration, Teachers	Documentation, Calendars, Certificates of Achievement from Training sessions.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

# 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.

**Evaluation Data Source(s) 1:** An increase in participation of parent/community involvement activities.

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Travis Elementary's 4th grader's in collaboration with other elementary schools will honor Veterans during a Veteran's Day performance in November.	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 and 3 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.	Administration, classroom teachers	Student participation and enthusiasm. Respectful attitudes and appropriate behaviors will also demonstrate successful performances.				
Funding Sources: 199 - General Fund - 0.00						
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. Respectfulness shown to community members.				
4) We will encourage community members to participate in the district VIP program and volunteer on our campus.	Campus Administration	Visitor Sign-in Sheets				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						


**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.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Parent/teacher conferences are held to discuss each student's progress at the end of the first six weeks as well as at mid-year prior to 5th six weeks.	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.	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 in the first semester of school. This encourages communication between parents and teachers. This Travis event will offer community services and Booster club opportunities as well.	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.	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 TxEIS 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.				
6) The Window on a Wider World grants will allow for field trips and trunk shows to be conducted with grades K-5.	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.	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.	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.	Campus principal, leadership team members	Number of parents utilizing this app.				
						

# 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.

**Evaluation Data Source(s) 1:** Monitored and documented drill information.

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	All staff members	Safety drill efficiency				
2) Protocols for visitors entering the building are established and visitors must present a valid driver's license prior to entering the office to be scanned using a district initiated program.	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.	Administration, District SRO, Campus Staff	Administration documentation				
<b>Comprehensive Support Strategy</b> 4) CHAMPS training and emphasis will take place during in-service and throughout the year with new teachers.	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.	District personnel, Campus Administration	Campus Emergency Plans				
= Accomplished              = Continue/Modify              = 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 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.

**Evaluation Data Source(s) 2:** Fitness gram evaluation and physical screenings, discipline reports, student surveys.

**Summative Evaluation 2:**










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Travis will provide free and reduced lunches and snack paks for students who qualify.	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.	Cafeteria staff	Fruit and vegetables included on each lunch tray.				
3) Physical education is provided to all students according to state standards.	Physical Education Teacher	Fitness gram results				
4) Travis Elementary will host a Kindergarten Kick-off for incoming Kindergarten students.	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	Campus Principal(s), Parental Involvement Coordinator, Homeless Liaison, and counselor	Increase in scores for all academic testing				
	Funding Sources: 215 - ESSA, Title I-D - 0.00					
6) We will educate students on the Kindness Movement to be proactive against bullying, as well as educate students on non-bullying strategies. We will continue to implement kindness squad and continue to use the StopIt app to combat bullying situations.	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.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) We will encourage increased student participation in academic contests, choir, theater arts, and visual arts.</p>	Administration, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
<p><b>Critical Success Factors</b> 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>	Administrators, Coaches, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) We will encourage increased student participation in our daily spotlighted author in morning meeting. Our "Positive Media" campaign will encourage parent and community involvement.</p>	Administration, Teachers					
<p>  = Accomplished              = Continue/Modify              = 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.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	Administrators, Coaches, Teachers	Lesson plans showing visits by the coaches/directors				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Use the "Positive Media" Campaign to celebrate wins and "personal bests" in academics, athletics, band, choir, and arts.</p>	Administrators, Coaches, Teachers	FB posts, tweets, pictures on district website				
<p><b>Critical Success Factors</b> 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>	Administrators, Coaches, Teachers	Certificates showing increased training opportunities for coaches and directors, increase in wins and participation in various competitions.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

# Comprehensive Support 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 new teachers.

# **Title I Schoolwide Elements**

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

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

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

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
199 - State Compensatory (SCE)					
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
<b>Sub-Total</b>					\$0.00
215 - ESSA, Title I-D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
4	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
263 - ESSA, Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00