

TRAVIS ELEMENTARY

Campus Improvement Plan

2011/2012

I believe in myself and I am here to succeed. I am respectful, responsible, safe and prepared. I will do all I can do to help myself and others learn. I will do my best because everything I do today will effect my tomorrow. I am a Travis Lion and I am proud!

Date Reviewed: 09/29/11

Date Approved: 09/30/11

TRAVIS ELEMENTARY Site Base

Name	Position
Anderson, Sue	Teacher
Bermea, Iliana	Bilingual Literacy Coach
Burdal, Sha	Principal
Carruth, Bevra	Teacher
DeLaRosa, Tony	Teacher
Glass, Danette	Special Ed Teacher
Luna, Corina	Parent rep
McPherson, Necole	Community Rep
Mendoza, Adrian	Teacher
Ochoa, Katy	Teacher
Portillo, Ray	Assistant Principal
Prince, Claudia	Counselor
Rice, Tracy	Teacher
Wise, Gina	Assistant Principal

Travis Elementary Needs Assessment 2011-2012

Organizational environment:

The Travis Elementary Campus Improvement Team developed the mission statement by considering our purpose, vision and values. Our mission will be to affirm that every child has a right to a quality education, high academic standards must be set, and every child can and will succeed in ways that reflect his or her aptitudes and interests. Travis Elementary employs many more female staff members (89.0%) than male staff members (11%). Of these staff members, 49.3% are Anglo, 46.4% are Hispanic, 1.1% are Native American and 3.2% are African American. We have a fully equipped science lab with a full time science literacy lab teacher and computer lab with twenty computers. We also have twenty-four Smart boards, seven laptop computers, eighteen document camera, and twenty-eight In-Focus projectors. Each classroom has at least three computers for teacher and student use.

Organizational Relationships:

Travis Elementary is organized into grade level collaborative teams which meet once a week to identify the upcoming objectives that need to be taught. These objectives are tied to our campus goals which are aligned with the district goals. The grade level collaborative teams are monitored by the principal, assistant principals, math specialist, science literacy specialist, bilingual literacy coach and literacy coach. The grade level teachers meet with the instructional planning team to discuss disaggregated data after each campus and district assessment. The CEIC also monitors the progression of the campus goals. The members of CEIC will make recommendations for campus changes that affect the achievement of the campus goals. The parent survey will be conducted in the spring semester to provide important data from the parents for Travis. Travis also has collaborative teams set in place to assist in the monitoring of district priority sub groups (LEP, Economically Disadvantaged, and African American.)

According to the 2009-2010 AEIS report, the ethnic distribution of Travis students is as follows:

African American – 5.7%
Hispanic – 83.7%
White – 9.0%
Asian/Pacific Islander - 1.4%

American Indian/Alaskan Native - .3%

Students considered Limited English Proficient comprised 40.2% of the population.

Student Findings

Although the primary instrument for determining student achievement is the Texas Assessment of Knowledge and Skills (TAKS), the campus does employ other instruments as well. The campus uses TELPAS, TPRI, Tejas Le, Fountas and Pinnell, as well as district and campus developed assessments. For the school year 2009-2010, the campus received a rating of “academically unacceptable” from the Texas Education Agency.

Student Strengths

TAKS scores for the 2011 test administration indicate that students improved from 52% passing to 75% passing in math, 61% passing to 76% in reading, 59% passing to 71% passing for writing, and 73% passing to 80% passing for science all student group. All sub groups in each of the tested subject areas showed significant gains.

Student Needs

Even though students showed improvements in all areas and all student groups, support needs to be provided for all areas to maintain the rate of improvement made during the 2010-2011 school year.

Staff Findings

According to the most recent AEIS report (2009-2010), the majority of teachers (34.2%) have between one and five years teaching experience. 22.1% of the staff have between six and ten years of experience while only 22.4 % of teachers have between eleven and twenty years of experience.

Staff Needs

Another need identified was the continued alignment of curriculum in all subject areas throughout the campus both horizontally and vertically. Teachers have expressed a need to further identify the redundancies and gaps in instruction and make sure the TEKS are being addressed at every level. Staff development will be provided in balanced literacy, science, math, and writing strategies to assist teachers in targeting the areas that will be most beneficial for student success.

Parental Involvement

It is important to build a good parent involvement component to ensure “buy-in” of the district’s programs by parents and the community. Without parental support, the campus will have more difficulty implementing effective programs. In order to address parent involvement issues, our staff will be conducting parent meetings and parent involvement activities. We are also working to expand our Parent-Teacher Association and increase membership with more active participation.

SCE Funds were utilized to fund a Dyslexia teacher and tutorials after school hours.

Resources

Resource	Source
Bilingual Education	Federal
IDEA Special Education	Federal
Title I	Federal
Activity Funds	Local
Local Funds	State
State Compensatory	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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Goal 1. MISD will support high academic standards.

Objective 1. 90% of the Travis students will reach high standards by performing at a higher level from the previous year on the various state assessments in all tested subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All students will receive individualized and diagnostic instruction to ensure student success through research-based curriculum programs.</p> <p>Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) Supplies to support Math, Reading, Writing, and Science \$33,329.99; 3iPads for administration to use to monitor classroom instruction-\$3,000. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All, H, W, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>daily</p>	<p>(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)District Staff, (O)ESC 18 Trainers, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (S)Local Funds, (S)PreK Expansion Grant, (S)State Compensatory</p>	<p>STAAR, PDAS, informal walk-throughs, district assessments, campus assessments, STAR Early Literacy, TejasLe, Fountas & Pinnell</p>
<p>2. The Travis staff will analyze and disaggregate data to address students' individual strengths and weaknesses in order to drive instruction.</p> <p>Title One-Payroll Professional salaries-\$224,714(Science Literacy Specialist, Math Specialist, Literacy Coach, .5 Read 180 Teacher) (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All, H, W, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports</p>	<p>STAAR, PDAS, informal walk-throughs, district assessments, campus assessments, STAR Early Literacy, TejasLe, Fountas & Pinnell</p>
<p>3. Travis students and staff will participate in planned activities that will promote post secondary opportunities for students. (Title I SW: 1,2,3,4,5,6,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Parent Liaison, Parent Volunteers, Principal, Teacher(s)</p>	<p>Monthly</p>	<p>(O)Classroom Teachers, (O)Principal, (S)Local Funds</p>	<p>Staff Bulletins, Emails, displays, observations, Midland High Cosmetology trips, MC, and UTPB field trips</p>

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Goal 1. MISD will support high academic standards.

Objective 1. 90% of the Travis students will reach high standards by performing at a higher level from the previous year on the various state assessments in all tested subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. The Travis Instructional Teams will collaborate as they investigate the state standards that need to be taught while engaging with a high level of rigor.</p> <p>Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) (Title I SW: 1,2,3,4,5,7,8,9,10) (Target Group: All, H, W, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>		<p>(F)Bilingual Education , (F)Title I, (L)SchoolNet Data, (O)Principal, (O)STAR Math Reports, (O)STAR Reading Reports</p>	<p>STAAR, district assessments, campus assessments, Fountas & Pinnell, student grades</p>
<p>5. Students will have access to curriculum which promotes high levels of rigor in instruction in all subject areas.</p> <p>Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) Supplies and materials to support Math, Reading, Writing, and Science \$33,329.99; 3iPads for administration to use to monitor classroom instruction-\$3,000. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All, H, W, AA, ECD, LEP, SPED) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Instructional Specialist, Teacher(s)</p>	<p>daily</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (L)Staff Development, (O)District Staff, (O)ESC 18 Trainers, (O)Principal</p>	<p>PDAS, Classroom Walk-Through documentation, STAAR, District Assessments, Campus Assessments, Student grades</p>
<p>6. Travis will support the process of effective transitioning of students from PreK to Kinder and 6th grade to 7th grade through activities which include parent participation. (Title I SW: 1,2,3,6,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Principal</p>	<p>April and May, 2012</p>	<p>(F)Head Start, (O)Classroom Teachers, (O)District Staff, (O)Principal</p>	<p>Lesson Plans, Weekly Bulletin, Counselor Reports</p>

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Goal 2. MISD will uniformly use effective instructional strategies.

Objective 1. 100% of all Travis students working below grade level in core subject areas will receive interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students not performing on or above grade level will receive research based individualized intervention, including after school tutorials and Saturday School.</p> <p>Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) Supplies to support Math, Reading, Writing, and Science \$33,329.99; Extra Duty Pay/Tutorials-\$32,000 (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All, H, W, LEP, SPED) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>weekly</p>	<p>(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (L)Staff Development, (O)ESC 18 Trainers, (O)Principal, (O)Special Education Teachers, (S)State Compensatory</p>	<p>STAAR, district assessments, campus assessment, PDAS, Classroom Walk-through documentation, Star Early Literacy, Tejas Lee, F&P, SRI, Academic Reports</p>
<p>2. LEP students will receive interventions through in-classroom assistance as well as small group interventions. (Title I SW: 1,2,3,4,5,6,9,10) (Target Group: All, H, LEP) (NCLB: 1,2,3,4)</p>	<p>Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)</p>	<p>weelly</p>	<p>(F)Bilingual Education , (L)Staff Development, (O)District Trainers, (O)ESC 18 Trainers, (O)Principal, (O)STAR Math Reports, (O)STAR Reading Reports, (S)DATE Grant</p>	<p>STAAR, district assessments, campus assessments, Tejas Lee, F&P, EDL, RNPU, EIAF, Academic reports, PDAS, Classroom walk-through documentation</p>
<p>3. Special Education students will receive interventions in class as well as small group interventions. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All, H, W, AA, SPED) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)</p>	<p>weekly</p>	<p>(F)IDEA Special Education, (L)Staff Development, (O)Principal, (O)Special Education Teachers</p>	<p>STAAR, district assessments, campus assessments, Star Early Literacy, Tejas Lee, F&P, EDL, SRI, PDAS, Classroom Walk-through documentation</p>

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Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of all Travis Teachers will meet the NCLB criteria of highly qualified and participate in all required staff development that increases their knowledge based through curriculum, research, and study.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Applicants will be interviewed for positions based on certifications experiences and references. (Title I SW: 1,3,4,5,10) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Specialist, Principal	June, 2011-June, 2012	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Principal	Personnel Qualifications, MISD HR approval for certifications, Reference checks
2. Provided opportunities to participate in professional development activities. Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) Staff development-\$9,000, Materials and supplies-\$2,000 (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)	Monthly	(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)District Staff, (O)ESC 18 Trainers, (O)Principal, (O)Special Education Teachers	Professional development records, Lesson plans, PDAS, Classroom walk-through documentation, STAAR data
3. Teachers new to the district will receive mentors as assigned by Principal and Region 18 where applicable. Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) (Title I SW: 1,3,4,5,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Specialist, Principal	August, 2011- June, 2012	(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (L)Staff Development, (O)ESC 18 Trainers, (O)Principal	PDAS, Classroom Walk-through documentation, District New Teacher Training records, Campus mentor documentation, all appropriate campus and district staff development records
4. Provide opportunities for team building activities through collaborative team meetings and professional development. Title One-Payroll professional Salaries-\$224,714 (Science Literacy Specialist, Math specialist, Literacy coach, .5 Read 180 Teacher) (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	weekly	(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (L)Staff Development, (O)Principal	Weekly bulletin, professional learning feedback, lesson plans

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Goal 3. MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of all Travis Teachers will meet the NCLB criteria of highly qualified and participate in all required staff development that increases their knowledge based through curriculum, research, and study.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Travis staff will complete a book study of Classroom Instruction That Works. The Leadership Team will also complete the book study of The Skillful Leader. (Title I SW: 1,3,4,5,9,10) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Teacher(s)	Monthly	(F)Bilingual Education , (F)Head Start, (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal	Weekly Bulletin, completed activities

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Goal 4. MISD will prepare technologically advanced students.

Objective 1. Travis will continually show technology improvements throughout 100% of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the amount of technology based instruction, equipment and staff development. (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	monthly	(L)Staff Development	Star Chart data, Technology professional assessment, increase in technology
2. Travis administrators will utilize iPads to conduct classroom walk-throughs and PDAS evaluations. Title One-3 iPads and accessories-\$3,000 (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal	daily	(F)Title I	SchoolNet Data, PDAS, Classroom Walk-through documentation

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Goal 5. MISD will provide facilities that support exemplary learning environments.

Objective 1. 100% of all students will participate in learning environments that are safe, drug free, and conducive to learning and promotes a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of the district and campus Crisis Management Plan, Family Fitness and Safety Night. (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)	At the end of each semester	(L)Staff Development, (O)Classroom Teachers, (O)Principal	Crisis drills, counselor reports, PEIMS Discipline reports, district safety surveys, city fire marshall inspections
2. Students will participate in activities that support the CATCH program which teaches aspects of a healthy lifestyle. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	At the end of each six weeks	(O)Classroom Teachers, (O)District Staff, (O)Principal	Weekly bulletin, lesson plans, teacher observations parent sign in sheets, agendas
3. Provide a drug education program. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,3,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	At the end of each six weeks	(O)Classroom Teachers, (O)Principal	Counselor reports, lesson plans, district safety school survey, Red ribbon week activities, PDAP survey
4. Provide sex education to 4th, 5th, and 6th grade students. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal	August, 2011-June, 2012	(O)District Counselors, (O)Principal	Counselor reports, weekly bulletin, lesson plans
5. All Travis students will follow the implemented student expectations which will create an environment which promotes respect and responsibility. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 3,4,5)	Assistant Principal(s), Counselor(s), Instructional Specialist, Principal, Teacher(s)	August, 2011-June, 2012	(O)Classroom Teachers, (O)Principal	Discipline reports, counselor reports, PDAS, Classroom walk-through documentation
6. NCI and TBSI strategies will be implemented and a behavior intervention team be establish to assist with behavior issues. (Title I SW: 1,2,3,4,6,9,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Teacher(s)	August, 2011-June, 2012	(L)Staff Development, (O)Classroom Teachers, (O)District Counselors, (O)District Trainers, (O)Principal	Discipline reports, Counselor reports, staff development records, PEIMS data, documentation

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Goal 6. MISD will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Parental and community involvement will increase 50% in activities at the campus and grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Opportunities will be provided which will ensure parental involvement such as PTA meetings, Parent parties, programs, instructional learning nights, parent conferences, online access to campus web pages, PreK/Head Start parent involvement activities which is conducted in English and Spanish.</p> <p>Title One-50% of a parent liaison and a portion of the district parent coordinator-\$13,144. (Title I SW: 1,6,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Monthly</p>	<p>(F)Title I, (O)Classroom Teachers</p>	<p>Weekly bulletin, Parent sign in sheets, agendas, monthly calendars</p>
<p>2. Opportunities will be provided to parents and community members by providing access to a parent room which will facilitate the use of materials that will support learning at home and technology access. (Title I SW: 1,2,6,7,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Principal</p>	<p>August, 2011- June, 2012</p>	<p>(O)District Counselors, (O)Principal</p>	<p>Weekly bulletin, sign in sheets for parents, agendas</p>

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Goal 7. MISD will exercise fiscal responsibility.

Objective 1. 100% of all budget accounts for the 2011-2012 school year will be frequently reviewed and reconciled.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CEIC will meet to review the budgets, new programs, and campus improvement plans. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,3,4,5)	Assistant Principal(s), CEIC members, Principal	At the end of each semester	(F)Title I, (L)Activity Funds, (O)Grant funds, (O)Principal, (S)Local Funds	CEIC minutes, budget account information
2. The campus administration will meet frequently to review and reconcile various budgets. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Monthly	(F)Title I, (L)Activity Funds, (O)Grant funds, (O)Local Budget Data, (O)Principal	budget account information