

Midland Independent School District
Travis Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Travis Elementary will create a safe, positive culture with engagement in high levels of learning experiences; enabling us to achieve our goals together.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographic Summary:

Travis Elementary is an open enrollment campus that serves students in pre kindergarten through sixth grades. Travis Elementary has 735 students. Of those students 78.3% are economically disadvantaged making Travis a Title 1 school. The ethnicity breakdown is as follows: <1% Asian, <1% American Indian, 8% African American, 87% Hispanic, 3% White, and 2 or more races is <1%. Approximately 175 students from the rural areas of Midland county are bussed to school daily. Enrollment in September of 2018 indicates that we have experienced a slight decrease of 5% in student enrollment. Enrollment in September of 2017 was 775 students in grades pre kindergarten through sixth grade.

Demographics Strengths

The demographic makeup of Travis has changed little over the past decade. This allows staff to become familiar with the needs of our students population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: When compared to other campuses across the state that were 78 to 79 percent Economically Disadvantage, Travis scored a scale score of 47 in Domain 2B. **Root Cause:** Tier I instruction at the rigor level of the standards in Reading and Math is not evident.

Student Achievement

Student Achievement Summary

Student Achievement Data

	2015-2016	2016-2017	2017-2018
Student Achievement	46	47	46
Student Progress	29	38	54
	23	23	
Closing the Gaps	4	13	50
Accountability	Improvement Required	Improvement Required	Improvement Required

STAAR Performance Data (All Subjects)

	All Students	Reading	Math
Approaches	38	37	46
Meets	14	15	14
Masters	4	5	4

STAAR Reading Performance Data (English)

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Approaches	38	24		30
Meets	3	11		9
Masters	1	3		3

STAAR Reading Performance Data (Spanish)

	3 rd Grade	4 th Grade	5 th Grade
Approaches	63	30	
Meets	46	15	
Masters	11	10	

STAAR Math Performance Data

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Approaches	36	34		63
Meets	7	6		25
Masters	1	1		5

STAAR Math Performance Data (Spanish)

	3 rd Grade	4 th Grade	5 th Grade
Approaches	49	65	
Meets	23	25	
Masters	6	10	

Student Achievement Strengths

Sixty-five percent of fourth grade students testing in Spanish on STAAR met standard. Sixty-three percent of sixth grade students met standard on the Math STAAR test.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Forty-seven percent of the tests resulted in one point earned for the Domain 2A score. **Root Cause:** Tracking of student progress and use of data to drive instruction and inform intervention is not evident.

School Culture and Climate

School Culture and Climate Summary

Travis Staff is establishing a culture of collaboration and goal setting. PLC norms have been established in all grade levels. The norms encourage respect for others during the planning process as well as thinking outside of the box for innovative ideas to help our students achieve all campus goals.

Insight Survey Results

Highest Ranking Parent Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem.	68%	Student Support
Staff members and families treat each other with respect.	66%	Family Involvement
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	63%	Student Support
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	63%	Family Involvement
Teachers give timely feedback about student work.	61%	Academic Support

Highest Ranking Student Responses

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	71%	Student Support
Students receive the support they need to prepare for the future.	69%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	68%	Student Support
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	66%	Family Involvement
Teachers set high expectations for all students.	64%	Academic Support

Highest Ranking Staff Responses

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	89%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	89%	Student Support
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	86%	Family Involvement
This school has high learning standards for all students.	77%	Academic Support
Teachers set high expectations for all students.	77%	Academic Support

Lowest Ranking Parent Responses

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
School offers a variety of courses and co/extracurricular activities.	58%	Student Support
This school encourages families to volunteer.	55%	Family Involvement
This school uses family input to improve instruction.	53%	Family Involvement
Discipline is enforced fairly.	50%	Safety and Behavior
School administrators (principals and assistant principals) make decisions that are in the best interests of students.	47%	School Leadership

Lowest Ranking Student Responses

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Staff members and students treat each other with respect.	37%	Safety and Behavior
This school is safe.	33%	Safety and Behavior
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.	33%	Safety and Behavior
Teachers successfully show students how lessons relate to life outside of school.	32%	Academic Support
Discipline is enforced fairly.	32%	Safety and Behavior

Lowest Ranking Staff Responses

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Staff members and students treat each other with respect.	74%	Safety and Behavior
Discipline is enforced fairly.	71%	Safety and Behavior
School offers a variety of courses and co/extracurricular activities.	71%	Student Support
This school is safe.	63%	Safety and Behavior
School administrators (principals and assistant principals) are available when I have a concern.	51%	School Leadership

Indicators with most significant gaps between stakeholders

Indicator	Parent Response	Student Response	Staff Response
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	68%	71%	89%
Teachers set high expectations for all students.	47%	64%	77%
Staff members and students treat each other with respect.	N/A	34%	74%
This school has high learning standards for all students.	37%	52%	77%

School Culture and Climate Strengths

According to surveys, all stakeholders indicate that they believe there is teacher, counselor, or other staff member that their child can go to for help with a problem. Parents and students also state that they are informed of school events and encouraged to attend.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a discrepancy between stakeholder responses in regard to high expectations for both student behavior and learning standards.

Root Cause: Travis staff has not consistently communicated expectations for behavior or academics to students or parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At the beginning of the 2018-2019 school year, 16 out of 44 teachers were new to the campus. Of the new teachers, 3 out of 16 were first year teachers, one of whom is participating in an alternative certification program. Five of the teachers new to Travis have out of state experience and certificates. In September 2018, Travis has eight teacher vacancies. Three of the vacancies are filled with long term substitutes. Of the teachers that left Travis at the end of the school year 12 (57%) resigned from MISD, 7 (36%) transferred within the district, and 2 (11%) transferred into a position within MISD that is not available at Travis.

Staff Quality, Recruitment, and Retention Strengths

Of the sixteen new teachers at Travis, thirteen teachers have previous classroom teacher experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A large number of Travis teachers resigned from the district at the end of the 2017-2018 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Assessments are aligned with identified essential standards allowing for an adequate evaluation of students achievements in the covered topic. The scope allows us to assess student achievement across all areas of instruction for each student and determine where students are struggling and or excelling. Data collected from formal and informal assessments is used to inform the teachers with regards to the needs for group reteach and intervention within the class. The same data is analyzed by the team using the data protocol to help us identify teachers within the team that have successfully covered materials so the group can discuss successful strategies vs. non successful to help push the team towards more successful practices with best student outcomes.

Travis Elementary has contracted with TNTP to provide the campus with professional development and coaching support in the area of providing instruction at high levels of rigor. Travis will implement the District Curriculum Management Plan through TEKS Resource System. All teachers have been trained on how to access the system resources. Travis staff uses district assessment data, iStation, and Fountas and Pinnell to assess student growth. Through these assessments we are able to monitor growth and guide the teaching staff. Data is kept by each teacher documenting student growth, and goal setting. Each grade level is provided time to analyze data using developed protocols, to set individual and grade level and to determine the next steps for instruction in their classrooms to ensure mastery of the TEKS.

Curriculum, Instruction, and Assessment Strengths

TNTP has been contracted to provide professional development to Travis teachers, The work with TNTP is designed to help teachers develop and teach lessons at the rigor level of the TEKS. Travis will continue to fund a Curriculum Support Specialist and has added an Assistant Principal for Instruction to assist will the implementation of a quality instructional program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: When compared to other campuses accross the state that were 78 to 79 percent Economically Disadvantage, Travis scored a scale score of 47 in Domain 2B. **Root Cause:** Travis teachers lack foundational knowledge of how to plan and deliver Tier I instruction at the rigor level of the standards in Reading and Math.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent Involvement is currently an area of need. We have a limited number of parent volunteers. Parents frequently attend campus events such as Meet the Teacher, however frequent, consistent involvement in the instructional aspect of the campus culture is limited. With the assistance of the Midland Council of PTAs, Travis has elected a PTA Board that is made up of parents of Travis students. This PTA board has begun to set goals for the 2018-2019 to help increase parent involvement.

Parent and Community Engagement Strengths

Travis currently has hired a Parent Liaison for the 2018-2019 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement at Travis limited to parents attending family events, such as Meet the Teacher Night. **Root Cause:** Parents have not been made aware or encouraged to take part in the many opportunities to become involved at Travis.

School Context and Organization

School Context and Organization Summary

Travis Elementary is organized into grade level collaborative teams which meet in Professional Learning Communities once a week to implement the Midland ISD Instructional Process. Travis also has collaborative teams set in place to assist in the monitoring of district priority sub groups (LEP, Economically Disadvantaged, and African American.)

The master schedule is designed to provide teachers with planning time within the day. PLCs meet each Wednesday to address the Midland ISD Instructional process. An intervention block (WIN time) was built into each teacher's schedule.

Communication is reported to be an area of concern. Stakeholders report that we communicate a lot with emails, but if you do not check them regularly then you are not up to date. Calendars for the week are great, but not everyone gets them or not all information is put on the calendar. Staff also reported during the Comprehensive Needs Assessment that "there is a change towards staff voices being heard, but the efforts are slow going. Most teachers still feel as though their voices and opinions are not being heard."

Teachers are elected to serve on committees to provide a voice in campus decision making. Stakeholders state that they are unsure if their voices are heard. Travis has established a CHAMPS committee, comprised of teachers, to assist with the campus wide implementation of CHAMPS in 2017-2018. The CEIC meets monthly to address campus business and concerns. Before the 2018-2019 school year began Task Forces were developed to address areas of focus on campus. All staff members are members of at least one task force. This allows all staff to have an opportunity to participate in the leadership of the campus.

School Context and Organization Strengths

Time is built into the master schedule to allow teacher collaboration in the PLC process. Task forces have been developed to allow staff to be leaders and decision makers within the school context.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Surveys indicate that teachers are unsure if their voices are heard. **Root Cause:** Selected members of each grade level have historically been chosen to the voice for their grade level, leaving out a majority of staff.

Technology

Technology Summary

We have a fully equipped computer lab with thirty computers. We also have 44 Smart boards, 22 chromebooks computers, 38 document cameras, and 44 projectors. Each classroom has at least three computers for teacher and student use. All classroom teachers have been assign an iPad. Classroom sets of Chromebooks are available for all fifth and sixth grade classes.

The barrier is the age of our technology. We have issues with our student computers and the response time to get it working is sometimes lacking. Equipment is repaired as needed but not replaced when needed.

Technology Strengths

All classrooms have a Smart Board, document camera and projector. All classrooms have access to the computer lab and at least three individual student workstations.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology use on the campus is inconsistent due to equipment issues. **Root Cause:** Technology equipment on the campus is aging and frequently needs repair.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

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
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

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,
- 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.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data







Goals

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 69% by the end of school year 2018-2019.

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation/iEspanol will increase from 59% to 69% by the end of school year 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Travis Elementary PreK through 2nd grade teachers will participate in weekly 45 minute Professional Learning Communities (PLCs) to address the Midland ISD Instructional Process.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team, Teachers	Professional learning communities will create student assessments aligned to essential standards, analyze data and respond to data which will lead to increased student achievement.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Kindergarten through 2nd grade teachers will assess student achievement monthly using iStation and will ensure that all students utilize iStation as prescribed.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team, Teachers	Students will gain reading skills to ensure grade level academic success.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 69% by the end of school year 2018-2019.

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 59% to 75% by the end of school year 2019.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) A full time Reading Specialist will support Kindergarten through 2nd grade teachers in planning and modeling instruction, formative assessments, and student interventions.</p>	2.4, 2.6	Campus Administration Campus Leadership Team Reading Specialist Teachers	Guided reading and instructional practices and effective reading structures will support student learning and achievement in the area of Reading.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) The Fountas and Pinnell Level Literacy Intervention kits will be used to provide targeted interventions to students reading below grade level.</p>		Campus Administration Reading Specialist Classroom teachers	Students receiving targeted and timely interventions will achieve grade level standards in the area of reading.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Kindergarten through 2nd grade teachers will take at least one running record per student weekly to analyze reading progress and plan for differentiated instruction.</p>	2.4, 2.6	Campus Administrators, Campus Leadership Team Teachers	Teachers will monitor student progress in order to provide timely interventions.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Kindergarten through 2nd grade reading teachers will incorporate small group guided reading into their daily literacy instruction.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team Teachers	Student reading levels will increase.				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) All students grades Kindergarten through Second will receive instruction, aligned to the rigor of the TEKS, utilizing research based strategies and instructional materials.</p>	<p>2.4, 2.6</p>	<p>Campus Administrators, Campus Leadership Team, Teachers</p>	<p>Students in grades Kindergarten through Second grade will meet all academic board goals.</p>				
<p>Funding Sources: 211 Title 1 - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>6) Kindergarten through second grade students will set and monitor personal goals in Reading.</p>		<p>Classroom Teachers Campus Administrators Campus Leadership Team</p>	<p>Students will meet personal goals in all STAAR assessed areas.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Kindergarten through second grade teachers will identify essential learning standards for aligned to 3rd grade essential standards and track student progress on these essential standards through Common Formative Assessments.</p>		<p>Campus Administrators Classroom Teachers Campus Leadership Team</p>	<p>Grade level essential standards will be mastered by students.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 69% by the end of school year 2018-2019.

Performance Objective 3: The percentage of Prekindergarten students producing 40 letter sounds on a district checkpoint will increase from an expected performance of 65% to 75% by the end of school year 2019.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7</p> <p>1) 100% of Travis Prekindergarten teachers will participate in weekly 45 minute Professional Learning Communities (PLCs) to address the Midland ISD Instructional Process.</p>		Campus Administrators, Campus Leadership Team, Teachers	Professional learning communities will create student assessments aligned to essential standards, analyze data and respond to data which will lead to increased student achievement.				
<p>Critical Success Factors CSF 1</p> <p>2) All Prekindergarten students will receive instruction utilizing research based strategies and instructional materials.</p>	2.4, 2.6	Campus Administrators, Campus Leadership Team, Teachers	Students in grade PreK will meet all district academic expectations.				
Funding Sources: 211 Title 1 - 0.00							







Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 69% by the end of school year 2018-2019.

Performance Objective 4: 80% of Kindergarten through 2nd grade students will be at or above benchmark on the Texas Early Mathematics Inventory by the end of the school year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Staff will analyze math data after each common formative assessment and administration of TEMI to develop lessons for instruction, intervention and enrichment.</p>		Campus Administrators, Campus Leadership Team, Teachers	Students will demonstrate grade level proficiency on TEMI by the end of the year.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Kindergarten through 2nd grade teachers will utilize hands-on research based strategies to provide math instruction at the rigor level of the TEKS.</p>	2.4, 2.6	Campus Administrators, Campus Leadership Team, Teachers	Students will demonstrate grade level proficiency on TEMI by the end of the year.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will receive professional development on effective instructional strategies using hands-on activities aligned to essential standards during Curriculum Instruction and Assessment Days.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team, Teachers	Teachers will implement hands-on research based strategies into their math instruction.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>4) Kindergarten through second grade students will set and monitor personal goals in Math.</p>		Classroom Teachers Campus Administrators Campus Leadership Team	Students will meet personal goals in all STAAR assessed areas.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Kindergarten through second grade teachers will identify essential learning standards for aligned to 3rd grade essential standards and track student progress on these essential standards through Common Formative Assessments.</p>		<p>Campus Administrators Classroom Teachers Campus Leadership Team</p>	<p>Grade level essential standards will be mastered by students.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 60% to 70% by the end of school year 2018-2019.

Performance Objective 1: The percentage of students, including the economically disadvantaged student subgroup, in grades three through six on track to Approaches, Meets or Masters on both reading and math district checkpoints will increase to 70% by the end of school year 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) A Curriculum Support Specialist and Assistant Principal for Curriculum and Instruction will assist with teacher coaching, student academic intervention and the implementation of the PLC process.</p>	2.4, 2.5, 2.6	Campus Support Specialist Campus Administrators Teachers	The Curriculum Support Specialist and Assistant Principal for Curriculum and Instruction will provide support to teachers in the development of rigorous lessons aligned to essential standards, analysis of student performance data, planning of differentiated intervention, and implementation of the Midland ISD Instructional Process.				
Funding Sources: 211 Title 1 - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Travis Elementary third through sixth grade teachers will participate in weekly 45 minute Professional Learning Communities (PLCs) to address the Midland Instructional Process.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team Teachers	Professional learning communities will create student assessments aligned to essential standards, analyze data and respond to data which will lead to increased student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Third through sixth grade teachers will incorporate a 45 minute intervention block into their daily classroom schedule. (WIN - What I Need)</p>		Classroom Teachers Campus Administrators Leadership Team	Timely and targeted interventions will prepare students to demonstrate mastery on campus, district and state assessments.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>4) Third through sixth grade students will set and monitor personal goals in all STAAR assessed content areas.</p>		Classroom Teachers Campus Administrators Campus Leadership Team	Students will meet personal goals in all STAAR assessed areas.				







<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Third through sixth grade teachers will identify essential learning standards for STAAR assessed content areas and track student progress on these essential standards through Common Formative Assessments.</p>		<p>Campus Administrators Classroom Teachers Campus Leadership Team</p>	<p>Grade level essential standards will be mastered by students.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 60% to 70% by the end of school year 2018-2019.

Performance Objective 2: The percentage of students in grades three through six on track to meet Masters on both math and reading will increase to 9% by the end of school year 2019.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will provide differentiated instruction to all students in grades three through six to include enrichment activities for student that have mastered essential standards.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Leadership Team Teachers	Student Masters performance on STAAR will increase to at least 9%.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 60% to 70% by the end of school year 2018-2019.

Performance Objective 3: The percentage of students in grades three through six who score on or above grade level in reading (utilizing iStation/iEspanol) and score proficient or advanced in math (utilizing Imagine Math) will increase to 42% by the end of school year 2019.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Student Chromebooks and a computer lab with a minimum of 25 student workstations will be available to students and teachers to provide opportunities for students to use iStation and Imagine Math, as well as other research based programs.		Campus Administrators, Campus Leadership Team Teachers	Students will utilize a fully functioning computer lab to enhance content area instruction.				
	Funding Sources: 211 Title 1 - 0.00						
2) Third through sixth grade students will receive high quality instruction at the rigor level of the TEKS using research based strategies and materials.	2.4, 2.6	Campus Administrators, Campus Leadership Team Teachers	Students in grades three through six will meet all district academic expectations.				

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 1: The percentage of students meeting standard on the Elementary Science STAAR test will increase from 21% to 40% by the end of the school year 2019.

Evaluation Data Source(s) 1: campus visits, district assessments, and STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) A Science consultant will be utilized to assist science teachers in the development and application of effective Science instructional strategies, lessons and TEKS implementation.</p>		Science Teachers, Campus Administrators, Curriculum Support Specialist,	Students mastery of Science TEKS will increase.				
Funding Sources: Grants - 0.00							







Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 2: The number of K-12 students on track toward graduation will be 88.1% or greater.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students identified with Dyslexia will receive services using the Take Flight program.</p>		Dyslexia teacher Campus Administrator Teachers	Students identified with Dyslexia will learn strategies to improve reading skills, resulting in increased student achievement.				
<p>Critical Success Factors CSF 5</p> <p>2) Sixth grade students and parents/guardians will meet with counselors from the junior high schools during student academic planning enrollment.</p>		Counselor Campus Administrator	Sixth grade students will be prepared for junior high academics, expectations, extracurriculars and schedules.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) A variety of No Excuses University Exceptional Systems will be implemented to promote post secondary education.</p>		Counselors Teachers Campus Administration	Students will be better prepared for and a higher percentage will strive for a post secondary education.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Travis will hold family involvement sessions that are connected to academic success topics (ex: Math/Science Night, STAAR Informational Meeting, SSI Meetings for fifth grade parents, Literacy Night, etc.).</p>		Campus Administrators Teachers	Students and parents will have more academic knowledge regarding their child's education. Students and parents will also become more involved in Travis activities and academics.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Travis office will provide a support system to teachers, parents and the community through communication, materials and technology.</p>		<p>Campus Administrators</p>	<p>Travis teachers and staff will report that the office supports campus initiatives on surveys.</p>				
<p>Funding Sources: 211 Title 1 - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 3: The attendance rate will increase by 2% over the prior year rate or maintain above 96%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Awards and recognition will be provided to students, their parents and classrooms that have high attendance rates.</p>		Classroom Teachers Campus Administrators Campus Leadership Team	Student attendance rate will increase to 96%.				
Funding Sources: 211 Title 1 - 0.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Travis will monitor campus and individual student attendance rates weekly.</p>		Campus Administrators Attendance Committee Truancy Officers	Student attendance rate will increase to 96%.				

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 4: Travis will recruit, develop, support and retain highly qualified staff resulting in a reduced teacher turnover rate from 27% to 15%.

Evaluation Data Source(s) 4: Staff Development sign in sheets, staff certification documentation, professional development certificates, professional development surveys

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) The Campus Leadership Team will review formative and summative student data monthly to plan professional development sessions aligned to teacher need.</p>		Campus Administrators, Campus Leadership Team Teachers	Teachers will receive professional development aligned to need.				
Funding Sources: 211 Title 1 - 0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) New teachers will be assigned a mentor teacher to provide them additional support.</p>		Campus Administrators, Campus Leadership Team Teachers	New teachers will receive support aligned to their needs.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) All teachers will review CHAMPS (Safe and Civil Schools) throughout the year. Additional discipline and classroom management trainings and review sessions will be provided for teachers.</p>		Campus Administrators CHAMPS team	Student discipline referrals will decrease. Implementation of CHAMPS will be evident during Instructional Focus Visits.				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 6 CSF 7</p> <p>4) Monthly teacher appreciation activities will be planned to build school climate and increase teacher morale.</p>		Campus Administrator	Staff surveys will indicate a positive work environment and employee satisfaction.				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>5) Travis staff will participate in team building activities during campus staff development, and collaborative meetings to support a positive culture and climate.</p>		Campus Administrators, Campus Leadership Team Teachers	A positive environment for all staff, that results in retention of staff.				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) All teachers will collaborate with their appraiser through the T-Tess model to set individual goals. Goals will be monitored for completion. Guidance will be given to the teacher by the appraiser throughout the process.</p>		Campus Administrators, Campus Leadership Team, Teachers	Teachers will show growth on T-TESS evaluations and instructional focus visit.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Teachers in all grade levels will participate in Curriculum, Instruction and Assessment planning at least every six weeks led by either campus instructional support specialists or outside consultants.</p>		Campus Administration, Campus Leadership Team, Curriculum Support Specialist, Campus Reading Specialist	Planning sessions will have a direct impact on Tier I instruction through a better understanding of standards, planning and executing effective instruction, and assessing student learning. Teachers will also learn to develop a plan to reteach or enrich based on assessment data.				
Funding Sources: 211 Title 1 - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Campus instructional staff will attend outside professional development aligned to Comprehensive Needs Assessment and individual needs.</p>		Campus Administrators	Travis staff will receive professional development aligned to individual needs.				
Funding Sources: 211 Title 1 - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>9) Campus Administrators will attend outside professional development aligned to Comprehensive Needs Assessment and individual needs.</p>		Campus Administrators	Travis administrators will receive professional development aligned to individual need				
Funding Sources: 211 Title 1 - 0.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 5: Travis staff will communicate weekly with parents and community.

Evaluation Data Source(s) 5: Newsletters, Blackboard documentation, social media sites, communication Logs, student planners

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The BlackBoard Communication system will be used to notify parents of events and important information.</p>		Campus Administrators, Campus Leadership Team, Teachers	Parent and community surveys will indicate that they are aware of important events and school information is delivered in a timely and effective manner.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Teachers will send home monthly newsletters to include the upcoming instructional focus for each content area, campus/classroom events, and tips to help your child succeed at school.</p>		Teachers, Campus Administrators, Campus Leadership Team	Students and families will be informed of each grade level's instructional focus, events, and ways to help ensure school/academic success.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) The campus will maintain social media sites such as Class Dojo, Facebook, and the campus website.</p>		Campus Administrators, Counselor, Teachers	Parents and community will have an avenue available to them to keep up with school events, announcements, and celebrations.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Coffee with the Principal will be held at least four times a year for parents to share ideas for school improvement.</p>		Campus Administrators	Parents will have an opportunity to provide input and receive information regarding school priorities, accomplishments and concerns.				
Funding Sources: 211 Title 1 - 0.00							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Parents will have opportunities to participate in PTA meetings, grade level specific meetings, school sponsored activities to increase their home/school interaction and build positive relationships.</p>		<p>Campus Administrators, Campus Leadership Team, Counselor, Teachers</p>	<p>Parent involvement will increase.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Travis will include Family Instructional Nights to focus on the areas of Math/Science and Reading.</p>		<p>Campus Administrators, Campus Leadership Team, Teachers</p>	<p>Families will participate in activities to develop Math, Science and Reading skills.</p>				
<p>Funding Sources: 211 Title 1 - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) A Parent Liaison position will be implemented to support home-school communication for the campus.</p>		<p>Campus Administration Campus Leadership Team</p>	<p>The Parent Liaison will provide resources for parents.</p>				
<p>Funding Sources: 211 Title 1 - 0.00</p>							
<p>Critical Success Factors CSF 5</p> <p>8) The Parent Family Engagement Policy will be revised with parental input and distributed to all parents.</p>	<p>3.1</p>	<p>Campus Administration Parent Liaison</p>	<p>Parent will be provided with the Parent and Family Engagement Policy.</p>				
<p>9) An annual Title I Informational Meeting and Turnaround Implementation meeting will be held to provide required information to parents.</p>	<p>3.2</p>	<p>Campus Administration Parent Liaison</p>	<p>Parents will be informed of the required Title I and Turnaround Plan information.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 6: Travis will provide a welcoming, safe, drug-free learning environment conducive to learning and that promotes a healthy lifestyle for all students.

Evaluation Data Source(s) 6: Discipline data, counselor referrals, safe drill documentation, student and parent surveys

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Travis will implement CHAMPS campus wide.</p>		Campus Administrators, Campus Leadership Team Teachers	Student discipline referrals will decrease and on task behaviors will increase as indicated on Instructional Focus Visit records.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>2) Travis will follow the district and campus Crisis Management Plan.</p>		Campus Administrators, Campus Leadership Team, Teachers	Our campus will meet all requirements for fire drills, crisis drills, city inspections, and safety surveys.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) A school wide reward system for positive behavior will be implemented.</p>		Campus Administrators, Campus Leadership Team Teachers	Student discipline referrals will decrease and on task behaviors will increase as indicated on Instructional Focus Visit records.				
<p>Critical Success Factors CSF 6</p> <p>4) The campus will provide students with a drug education program that includes activities such as Red Ribbon Week.</p>		Campus Administrators, Campus Leadership Team Teachers	Student awareness of healthy habits will increase.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Behavior intervention plans will be formulated, implemented, and monitored for those students identified with Tier 2 or Tier 3 behaviors.</p>		Campus Administrators, Counselor Teachers	Student discipline referrals will decrease and on task behaviors will increase as indicated on Instructional Focus Visit records.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 7: The number of ELL students increasing at least one level as tested by TELPAS will be 80% or higher.

Evaluation Data Source(s) 7: TELPAS

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) All ELL students will receive scaffolded instruction to ensure student success using research-based curriculum programs, materials and supplies.</p>		<p>Campus Administrators</p> <p>Teachers</p>	<p>All ELL students will demonstrate at least one level growth on TELPAS.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	3	2	Travis will monitor campus and individual student attendance rates weekly.
3	4	1	The Campus Leadership Team will review formative and summative student data monthly to plan professional development sessions aligned to teacher need.
3	4	3	All teachers will review CHAMPS (Safe and Civil Schools) throughout the year. Additional discipline and classroom management trainings and review sessions will be provided for teachers.
3	4	4	Monthly teacher appreciation activities will be planned to build school climate and increase teacher morale.
3	4	6	All teachers will collaborate with their appraiser through the T-Tess model to set individual goals. Goals will be monitored for completion. Guidance will be given to the teacher by the appraiser throughout the process.
3	5	2	Teachers will send home monthly newsletters to include the upcoming instructional focus for each content area, campus/classroom events, and tips to help your child succeed at school.
3	5	3	The campus will maintain social media sites such as Class Dojo, Facebook, and the campus website.
3	6	1	Travis will implement CHAMPS campus wide.
3	6	2	Travis will follow the district and campus Crisis Management Plan.
3	6	5	Behavior intervention plans will be formulated, implemented, and monitored for those students identified with Tier 2 or Tier 3 behaviors.
3	7	1	All ELL students will receive scaffolded instruction to ensure student success using research-based curriculum programs, materials and supplies.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	4	1			\$0.00
3	4	7			\$0.00
3	4	8			\$0.00
3	4	9			\$0.00
3	5	4			\$0.00
3	5	6			\$0.00
3	5	7			\$0.00
Sub-Total					\$0.00
Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00