

# WM B TRAVIS EL Campus Improvement Plan 2020/2021

*"Better is possible! Good is not enough!"*

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Date Reviewed:

DMAC Solutions ®

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# WM B TRAVIS EL

## **Mission**

*Our mission is to exhibit high expectations by being responsive to the needs of our students and staff.*

## **Vision**

*A vision for excellence, a mission to succeed.*

### Nondiscrimination Notice

WM B TRAVIS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# WM B TRAVIS EL Site Base

Name	Position
Brooks, Sharon	Community Member
Burnett-Andrus, Sonya	Assistant Principal
Calloway, Tiffany	Instructional Coach
Ford, Mendy	Interventionist
Fort, Briley	Teacher
Hygh, Jadana	Community Member
Jackson, Debra	Interventionist
Johnson, Robert	Community Member
Johnson, Tamekia	Principal
Martin, Vicki	Parent
McKinnon, Jill	Teacher
McLin, Sylvia	Teacher
Richardson, RoShanda	Teacher
Thomas, Kimberly	Parent
Truelove, Jennifer	Community Member

# Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
Bilingual/ESL Program	State
Dyslexia	State
FTE	State
Local Funds	State
Special Education	State
State Compensatory	State

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 1.** Increase overall academic performance in domain 1 from 73% to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize TEKS Resource System to guide planning of instruction through collaboration with teammates and instructional coaches in PLCs. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,7) (ESF: 4,4.1)	Assistant Principal(s), Instructional Coach, Teacher(s)	Aug 2020- May 2021	(F)Title I, (S)Local Funds	Criteria: Lesson Plans TEKS Resource Usage Report  Formative - Lesson Plan Reviews, PLC Notes, Star Renaissance Assessments, common assessments
2. Teachers will engage in the RPM process to analyze the evidence of teaching and learning through alignment walks, journal reviews, and performance data. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)		September, October, November, January.		Criteria: PLC's Power Walks District RPM's
3. Implement Prime Time (Intervention), a dedicated 45 minutes per day for targeted and flexible small group instruction. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AA) (Strategic Priorities: 2,4) (CSFs: 1,2,4) (ESF: 5,5.1,5.2,5.3,5.4)	Interventionist, Teacher(s)	September 2020 - May 2021	(F)Title I	Criteria: PLC's Power Walks  Formative - weekly mini-assessments for progress monitoring
4. Use Power Walks to monitor and provide feedback in order to provide individualized teacher support. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7) (ESF: 2,2.2,3,3.2)	Assistant Principal(s), Instructional Coach, Principal	August 2020- May 2021	(F)Title I	Criteria: Power Walks Meeting every 6 weeks PLC's  Formative - Power Walk data Weekly Leadership Team Meetings
5. Teachers will utilize research based best-practice strategies such as SIOB, Kaegan strategies, and Project Based Learning (PBL). (Title I SW Elements: 1.1,2.5) (Target Group:	Assistant Principal(s), Instructional Coach, Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)Bilingual/ESL Program	Criteria: Power Walks PLC's Lesson Plans Students' Journals

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 1.** Increase overall academic performance in domain 1 from 73% to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 2,4) (CSFs: 1,2,7) (ESF: 5,5.2)				Formative - student engagement, PLCs, Power Walks, lesson plans
6. Provide Reading and Math interventionists for small group instruction and support. (2 FTE) (Title I SW Elements: 2.4,2.5) (Target Group: ECD,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,4) (ESF: 5,5.3,5.4)	Interventionist, Principal	August 2020 - May 2021	(F)Title I	Criteria: STAR Renaissance growth reports Benchmark growth reports Student Growth Folders  Formative - Power Walks, student assessment data
7. Utilize computer interventions to accelerate learning. (Title I SW Elements: 2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,4) (ESF: 5,5.3)	Interventionist, Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title VI, Part B Rural/Low Income, (S)Local Funds, (S)State Compensatory	Criteria: Student data reports from the computer programs (example: STAR REN, AR )  Formative - 6 week data analysis from intervention programs
8. Identify students and provide summer school for at risk students. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2) (ESF: 5,5.4)	Principal, Teacher(s)	June 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: Data from benchmarks, state assessments, TPRI, STAR REN, and report cards.  Formative - Summer school student assessment data
9. Utilize instructional materials such as manipulatives and computer programs to accelerate learning to include flexible grouping, differentiation, improved Tier 1 instruction, and interventions. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic	Assistant Principal(s), Interventionist, Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title III Bilingual / ESL, (F)Title VI, Part B Rural/Low Income, (S)Local Funds, (S)State Compensatory	Criteria: PLC's Lesson Plans Power Walks  Formative - Power Walks, student assessment data

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 1.** Increase overall academic performance in domain 1 from 73% to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Priorities: 2,4) (CSFs: 1,2) (ESF: 5,5.1,5.2,5.3,5.4)</p>				
<p>10. Implement extended day to accelerate learning in reading and math. (Title I SW Elements: 2.4) (Target Group: AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2,4) (ESF: 1,1.2,5,5.4)</p>	<p>Interventionist, Principal, Teacher(s)</p>	<p>January 2021 - May 2021</p>	<p>(F)Title I, (F)Title VI, Part B Rural/Low Income, (S)Special Education, (S)State Compensatory</p>	<p>Criteria: Student Growth Folders Data Analysis of assessments  Formative - Student attendance, assessments</p>
<p>11. Provide tutorials during the school day for students who obtained learning gaps due to loss of instruction in the 2019-2020 school year. The tutorials will be provided by a certified teacher who is retired. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1)</p>	<p>Instructional Coach, Principal, Teacher(s)</p>	<p>November 2020- May 2020</p>	<p>(F)Title VI, Part B Rural/Low Income - \$15,000</p>	<p>Criteria: Student Assessments (BOY) TPRI STAR REN data from 2019-2020</p>
<p>12. Targeted interventions to move students into meets and masters for reading and math. (Title I SW Elements: 2.4,2.5) (Target Group: W) (Strategic Priorities: 2) (ESF: 5,5.2,5.3)</p>	<p>Instructional Coach</p>	<p>November 2020 - May 2021</p>		<p>Criteria: Common Assessments Weekly Test Benchmarks STAAR</p>

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 2.** ELAR: Student performance will increase from 72% to 90% on STAAR Reading and from 60% to 80% on STAAR Writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement balanced literacy approach to include guided reading, mini lessons, flexible groups, and rotation stations. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5,5.1)	Instructional Coach, Teacher(s)	August 2020 - May 2021	(F)Title I, (S)Local Funds	Criteria: PLCs Lesson Plans Power Walks  Formative - Power Walks, Star Renaissance monthly reports, assessments, PLCs
2. Implement Reader's/Writer's Workshop to increase student interest in reading and writing to support their ability to analyze their reading and writing write and read for a particular purpose. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5,5.1)	Instructional Coach, Teacher(s)	August 2020 - May 2021	(S)Local Funds	Criteria: PLCs Lesson Plans Power Walks  Formative - Student writing samples, journals, Power Walks
3. Teachers have students set AR (Accelerated Reader) goals in K-5th grade. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5,5.2,5.3)	Teacher(s)	September 2020- April 2021	(F)Title I, (S)Local Funds	Criteria: Student Growth Folders STAR REN reports  Formative - Star Renaissance
4. Partnership with Mission Marshall for Read to Ride Initiative for 3rd grade. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: 3rd) (Strategic Priorities: 2,4) (CSFs: 1,5,6) (ESF: 1,1.2,3,3.4)	Principal, Teacher(s)	October 2020 - May 2021	(S)Local Funds	Criteria: Star Renaissance data  Formative - Star Renaissance data
5. Provide training for 3rd and 4th grade from Kemah Writing Academy in order to vertically align revising and editing strategies, as well as expository writing. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7) (ESF: 5,5.2)	Principal, Teacher(s)	August 2020	(F)Title IIA Principal and Teacher Improvement	Criteria: Power Walks Lesson Plans PLC's Vertical Alignment  Formative - Power Walks, assessments, RPMs (Reflective



# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 2.** ELAR: Student performance will increase from 72% to 90% on STAAR Reading and from 60% to 80% on STAAR Writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Practice Model)

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 3.** Math: Student performance will increase from 74% to 90% on STAAR Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily use of manipulatives and concrete objects to support conceptual learning (moving from concrete to abstract) for grades K-5. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7) (ESF: 5,5.1,5.2)	Instructional Coach, Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title VI, Part B Rural/Low Income, (S)Local Funds	Criteria: Power Walks PLC's  Formative - Power Walks, lesson plans
2. Implement a campus approach to problem solving that supports understanding the problem and justification of answers. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Instructional Coach, Instructional Coordinator, Teacher(s)	August 2020 - May 2021	(S)Local Funds	Formative - Power Walks, use of strategy on assessments
3. Grades K-5 will incorporate summary of learning into their math lessons. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5,5.1)	Teacher(s)	August 2020 - May 2021	(S)Local Funds	Criteria: Power Walks PLC's Lesson Plans Journal Observations RPM's  Formative - student math journals, RPMs, PLCs
4. Teachers will make real-world connections from students by taking math "outside of the classroom". (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2) (ESF: 5,5.3)	Teacher(s)	August 2020 - May 2021	(S)Local Funds	Criteria: Power Walks PLC's  Formative - Lesson Plans

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**Goal 1.** Academic Performance of All Students

**Objective 4.** Science: Student performance will increase from 62% to 80% on STAAR Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow TEKS Resource System Pacing Guide for instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7) (ESF: 4,4.1)	Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: TEKS Resource Usage Report Lesson Plans PLC's Power Walks  Formative - Lesson Plans, Power Walks
2. Implement a campus approach to science experiments and opportunities for students to explore various science concepts. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7) (ESF: 4,4.1)	Instructional Coach, Teacher(s)	August 2020 - May 2021	(F)Title I	Criteria: Power Walks PLC's Lesson Plans  Formative - Power Walks, common assessments
3. Teachers will incorporate Stemscoptes into their science lessons. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7) (ESF: 5,5.1,5.2)	Instructional Coordinator, Teacher(s)	August 2020 - May 2021	(F)Title I	Criteria: Lesson Plans Power Walks PLC's  Formative - Lesson Plans, Power Walks

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**Goal 1.** Academic Performance of All Students

**Objective 5.** Bilingual: student performance will increase from 55% to 80% in STAAR Reading, 73% to 85% on STARR Math, 47% to 75% on STAAR Writing, and 45% to 75% on STAAR Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit and maintain highly qualified bilingual teachers. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 1,2) (CSFs: 7) (ESF: 2,2.1)	HR Department, Principal	January 2020	(F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: Collaborating with Human Resources regarding recruiting, retention, and certification expectations.  Formative - interviews, number of teachers hired and retained
2. Provide professional development and implement SLOP (sheltered instruction observation protocol) and Kaegan strategies with fidelity. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 1,2) (CSFs: 1,7) (ESF: 2,2.2)	HR Department, Principal	August 2020 - May 2021	(S)Bilingual/ESL Program	Criteria: Power Walks PLC's Lesson Plans  Formative - Lesson Plans, Power Walks, student performance
3. Aligning lessons utilizing TEKS Resource and ELPS to increase rigor of lessons and language proficiency. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 2,4) (CSFs: 1,2,7) (ESF: 5,5.1,5.2)	Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title III Bilingual / ESL, (S)Bilingual/ESL Program	Criteria: Power Walks Lesson Plans PLC's  Formative - Lesson Plans, TELPAS, Power Walks
4. Implement meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 2) (CSFs: 1,2) (ESF: 5,5.2)	Teacher(s)	August 2020 - May 2021	(S)Local Funds	Criteria: Lesson Plans Power Walks PLC's  Formative - Power Walks, lesson plans, student work, PLCs

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 6.** Economically Disadvantaged: Student performance will increase from 70% to 85% in STAAR Reading, 73% to 85% on STARR Math, 54% to 80% on STAAR Writing, and 62% to 80% on STAAR Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and utilize a monitoring system to ensure student performance makes continuous improvement with Tier 1 instruction. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2) (ESF: 5,5.3)	Assistant Principal(s), Instructional Coach, Interventionist, Principal, Teacher(s)	August 2020 - May 2021	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Student Growth Folders Assessments (district, local, formal, STAR REN, AR, etc.) Data Walls Data Talks (MAV UP, campus data meetings)  Formative - weekly skills-focused assessments
2. Goal setting during small group to increase ownership of learning and development of link between effort and performance for students K-5. (Title I SW Elements: 2.4,2.5) (Target Group: ECD) (Strategic Priorities: 2,4) (CSFs: 1,6) (ESF: 5,5.3)	Teacher(s)	Each 6 weeks	(S)Local Funds	Criteria: Power Walks  Formative - weekly assessments, Star Renaissance

# WM B TRAVIS EL

**Goal 1.** Academic Performance of All Students

**Objective 7.** Special Education: Student performance will increase from 11% to 50% in STAAR Reading, 28% to 50% on STARR Math, 0 % to 50% on STAAR Writing, and 0% to 50% on STAAR Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement co-teach model to support student access to the general education curriculum. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 1,2,4) (CSFs: 1,2) (ESF: 5,5.1,5.2)	Principal, Special Ed Teachers, SPED Director, Teacher(s)	August 2020 - May 2021	(F)IDEA Special Education, (S)Special Education	Criteria: Lesson Plans PLC's Power Walks Vertical Alignment  Formative - Assessments, Power Walks
2. Provide training to teachers for effective the implementation of student accommodations, differentiating instruction, and model co-teaching for co-teach partners. (Title I SW Elements: 2.4,2.5) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,7) (ESF: 5,5.1,5.2)	Principal, Special Ed Teachers, SPED Director, Teacher(s)	August initial training, each 6 weeks	(F)IDEA Special Education, (S)Local Funds, (S)Special Education	Criteria: Lesson Plans PLC's Power Walks RISE UP Meetings  Formative - Power Walks, lesson plans, dates and times of modeling/training
3. Include Special Education staff in all professional development with general education staff in order to increase teacher collaboration and effective planning for accommodations and modifications. (Title I SW Elements: 2.4,2.5) (Target Group: SPED) (Strategic Priorities: 1,2) (CSFs: 1,2,7) (ESF: 1,1.2,2,2.2)	Principal, Special Ed Teachers, SPED Director, Teacher(s)	August 2020 - May 2021	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement	Formative - Sign In sheets, collaboration minutes, assessments, ARDs
4. Ensure Special Education students are provided the same opportunity for extended day program as general education students to support acceleration of learning. (Title I SW Elements: 2.5) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2) (ESF: 5,5.4)	Principal, Special Ed Teachers, Teacher(s)	January 2021 - May 2021	(F)IDEA Special Education, (F)Title I, (F)Title VI, Part B Rural/Low Income, (S)State Compensatory	Criteria: Assessments  Formative - assessments, tutorial logs

# WM B TRAVIS EL

**Goal 2.** Recruit, Employ, and Retain a Well-Qualified and Professional Staff

**Objective 1.** Recruit highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in 3 job fairs to recruit new teachers. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7) (ESF: 2,2.1)	Principal	Spring 2021 Summer 2021	(S)Local Funds	Criteria: Participation can be evaluated by Human Resources.  Summative - Number of new hires that are highly qualified
2. Recruit certified, highly qualified Bilingual Teachers. (Title I SW Elements: 2.4) (Target Group: LEP) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.1)	HR Department, Principal	July 2020- April 2021	(S)Bilingual/ESL Program - \$36,000, (S)FTE	Criteria: T_TESS Teacher Certification  Summative - Number of Highly qualified teachers hired.
3. Ensure the campus has the appropriate number of certified, highly qualified GT teaches to serve the number of GT students at each grade level. (Title I SW Elements: 2.4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.1)	HR Department, Principal	July 2020 -May 2021	(F)Title IIA Principal and Teacher Improvement, (S)FTE, (S)Local Funds	Criteria: T-TESS teaching certifications  Summative - Number of highly qualified teachers hired and retained at the campus.
4. Provide a dyslexia teacher for identified students needing services. (Title I SW Elements: 2.5) (Target Group: Dys) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.1)	HR Department, Principal, SPED Director	August 2020 - May 2021	(S)Dyslexia, (S)FTE	Criteria: Teaching Certification T-TESS  Summative - Teacher retention Power Walks/T-TESS

# WM B TRAVIS EL

**Goal 2.** Recruit, Employ, and Retain a Well-Qualified and Professional Staff

**Objective 2.** Provide ongoing professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLC meetings for the purpose of professional development and growth (TEKS Resource System), data analysis, lesson planning, and sharing best practices. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,7) (ESF: 1,1.2,2,2.2)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	August 2020 - May 2021	(F)Title I	Criteria: Lesson Plans Power Walks Vertical Alignment PLC's RPM's  Formative - Meeting notes/Sign In monitor growth through weekly assessments
2. Instructional coaches work with teachers to support student learning and focus on best practices and classroom management. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.2)	Instructional Coach	August 2020 - May 2021	(F)Title I	Criteria: Power Walks  Formative - Power Walks, PLCs, conferences, data - weekly
3. Utilize Region 7 to support the development of all teachers. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.2)	Principal	June 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Region 7 certificates regarding participation.  Formative - Conferences, teacher feedback, power walks to evaluate effectiveness and implementation
4. Provide professional development for teachers working with special populations regarding differentiation of instruction. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL,LEP,SPED,AtRisk) (Strategic Priorities: 1,2) (CSFs: 1,7) (ESF: 2,2.2,3,3.2)	Instructional Coordinator, Principal, SPED Director	June 2020 -May 2021	(S)Bilingual/ESL Program, (S)Local Funds, (S)Special Education	Formative - Power Walks, teacher feedback
5. Hold PLCs for paraprofessionals to build capacity for instructional assistance in the classroom. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7) (ESF: 2,2.2)	Assistant Principal(s), Instructional Coach	August 2020 - April 2021	(S)Local Funds	Criteria: Observations  Formative - power Walks, Paraprofessional feedback, teacher feedback



# WM B TRAVIS EL

**Goal 2.** Recruit, Employ, and Retain a Well-Qualified and Professional Staff

**Objective 2.** Provide ongoing professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide professional development for new teachers regarding TEKS, content, skills, and strategies for instruction. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.2)	Assistant Principal(s), Instructional Coach, Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Lesson Plans PLC's Power Walks Vertical Alignment  Summative - Teacher surveys

# WM B TRAVIS EL

**Goal 2.** Recruit, Employ, and Retain a Well-Qualified and Professional Staff

**Objective 3.** Retain teachers achieving a proficient rating in all domains of T-TESS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly recognition and celebration of teachers. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.1,3,3.1)	Assistant Principal(s), Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Feedback from staff through a survey.  Summative - teacher retention percentage
2. Allow for flexibility of practices that produce positive student outcomes. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7) (ESF: 2,2.2,3,3.2)	Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Feedback from the Safe & Civil Schools Committee  Formative - Data evaluation of student performance Power Walks
3. Provide a campus mentor for new teachers or teachers new to the campus with planned meetings throughout the year for development, celebrations, and concerns. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2,2.1,2.2)	Assistant Principal(s), Instructional Coach, Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Have conferences with new teachers every 6 weeks to determine their needs (face to face, survey, etc.).  Formative - Power Walks, teacher feedback, teacher survey, conferences

# WM B TRAVIS EL

**Goal 3.** Exercise fiscal responsibility through efficient management of resources to enhance the education experience for all students

**Objective 1.** The campus will be fiscally responsible and maintain documentation for 100% of budgeted funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure budget expenditures are tied to campus goals. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 3) (ESF: 1,1.2)	Principal	July 2020 -May 2021	(S)Local Funds	Criteria: Feedback from the Business Officer manager and the Assistant Superintendent of Curriculum & Instruction.  Summative - End of Year budget review
2. Plan for the allowable use of Federal and State funds. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 3,5,6) (ESF: 1,1.2)	Principal	July 2020 -May 2021	(S)Local Funds	Formative - Ongoing meetings and evaluations monthly

# WM B TRAVIS EL

**Goal 4.** Safety and Discipline

**Objective 1.** Expect, promote, and support a safe and orderly learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Safe and Civil Schools to support positive behavior support. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3,3.2,3.3)	Assistant Principal(s), Behavioral Specialist, Counselors, Instructional Coach, Interventionist, Principal, Teacher(s)	August 2020 - May 2021	(F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free - \$3,000	Criteria: Student referrals Formative - Data collection for discipline referrals
2. Provide ongoing professional development and feedback on discipline initiatives. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3,3.2,3.3)	Assistant Principal(s), Behavioral Specialist, Counselor(s), Instructional Coach, Interventionist, Principal, Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free	Criteria: Reports from the Safe & Civil Schools Committee Summative - Monthly updates and data presentations Sign In Sheets
3. Provide team building opportunities for staff. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 6,7) (ESF: 2,2.1,3,3.1)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Surveys Summative - Monthly Sign In Sheets/Agenda
4. Implement Behavior RTI to support students and teachers in creating a safe learning environment. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3,3.2)	Assistant Principal(s), Behavioral Specialist, Counselor(s), Instructional Coach, Principal, Teacher(s)	August 2020 - May 2021	(S)Local Funds, (S)Special Education	Criteria: Safe & Civil Schools Student Skyward Summative - Number of student referrals for RTI Number of referrals for discipline

# WM B TRAVIS EL

**Goal 4.** Safety and Discipline

**Objective 2.** Provide consistency and uniformity in school-wide discipline management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement district discipline management system. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4,6) (ESF: 3,3.2,3.3)	Assistant Principal(s), Counselors	August 2020 - May 2021	(S)Local Funds	Criteria: Safe & Civil Schools Skyward - Student Referrals  Formative - Review referrals at 6 weeks, ISS, OSS
2. Implement consistent procedures across the campus with Safe and Civil Schools. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1) (ESF: 3,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2020 - May 2021	(F)Title IV Safe and Drug Free	Criteria: Skyward- student referrals  Formative - monthly data checks referrals

# WM B TRAVIS EL

**Goal 4.** Safety and Discipline

**Objective 3.** Improve and enhance the character of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide character education through classroom guidance, small groups, and individual counseling. (Title I SW Elements: 2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1,6) (ESF: 3,3.2,3.3)	Assistant Principal(s), Counselors	August 2020 - May 2021	(S)Local Funds	Criteria: Surveys  Formative - Student/teacher surveys
2. Recognize individual students, classes, and grade levels demonstrating positive character traits as taught through various character education programs on campus. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3,3.3)	Assistant Principal(s), Counselor(s), Teacher(s)	August 2020 - May 2021	(S)Local Funds	Summative - Awards received by students
3. Partner with Communities in Schools to help students address behavior needs through mentoring and character education. The character education classes will be provided every Monday to all grade levels beginning September 14, 2020. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.1,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	September 2020 -May 2021	(F)Title I	Criteria: student attendance six weeks grades parent engagement  Formative - Monthly meetings student referrals

# WM B TRAVIS EL

**Goal 5.** Community and Parent Engagement

**Objective 1.** Increase parent engagement for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Remind or Class Dojo to communicate with parents on a regular and ongoing basis. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2020 - May 2021	(S)Local Funds	Criteria: Parent surveys Formative - Parent Feedback
2. Consistent Communication with multiple sources including School Messenger in their home language. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.1,3.4)	Assistant Principal(s), Principal, Teacher(s)	August 2020 - May 2021	(F)Title VI, Part B Rural/Low Income	Criteria: Parent surveys Formative - Parent Feedback and collection of data
3. Hold Open House, Meet the Teacher, PTA Meetings, Parent Conferences, as well as other opportunities for parents to be involved with the campus. (Title I SW Elements: 1.1,2.1,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 5,6) (ESF: 3,3.4)	Teacher(s)	August 2020 - May 2021	(F)Title I	Criteria: Sign In Sheets Formative - Parent Surveys and Sign In sheets
4. Conduct Hands On Parent Academies for Math, Reading, Writing, and Science for parents to support their students at home. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,5,6) (ESF: 3,3.4)	Teacher(s)	August 2020 - May 2021	(F)Title I, (F)Title VI, Part B Rural/Low Income	Criteria: Sign In Sheets Formative - Parent Feedback and Sign In sheets
5. Include Parents on campus committees for decision making. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.4)	Principal	June 2020 - May 2021	(S)Local Funds	Criteria: Sign In Sheets Formative - Invitations Sing In Sheets
6. Have student parents volunteer to participate in Watchdogs on the campus. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Principal	August 2020 - May 2021	(S)Local Funds	Criteria: Sign In Sheets Formative - Monthly activity reports and participation from parents

# WM B TRAVIS EL

**Goal 5.** Community and Parent Engagement

**Objective 1.** Increase parent engagement for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Plan and present professional development for campus faculty with the input and help of parents. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,7) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, PTA	August 2020 - May 2021	(F)Title I	Criteria: Sign In Sheets Formative - Sign In Sheets, Agenda



# WM B TRAVIS EL

**Goal 5.** Community and Parent Engagement

**Objective 2.** Increase community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partnership with Mobberly Baptist and First Baptist Church Mentoring Program. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.4)	Assistant Principal(s), Principal	June 2020 -May 2021	(S)Local Funds	Criteria: Sign In Sheets  Formative - Committee Meetings and student feedback
2. Include community members on campus committees and in campus activities to engage the community with the school. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.4)	Principal	August 2020 - May 2021	(F)Title I, (S)Local Funds	Criteria: Sign In Sheets  Formative - Committee meeting notes and Sign In Sheets.
3. Partnership with Mission Marshall for Read to Ride Initiative for 3rd grade. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: 3rd) (Strategic Priorities: 4) (CSFs: 1,5) (ESF: 3,3.4)	Teacher(s)	October 2019, May 2020	(S)Local Funds	Criteria: Sign In Sheets  Formative - Star Renaissance Data
4. Partner with Starfish Society, Watchdogs, and Communities in Schools to establish community connections and support students with academic achievement and behavior initiatives. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	June 2020 -May 2021	(F)Title I - \$23,500, (S)Local Funds	Criteria: Surveys Sign in sheets  Summative - Meeting Sign In Sheets Activity Logs



# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Sources

Community Demographics  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
DMAC  
Failure Lists  
Federal Program Guidelines  
Highly Qualified Staff  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates



District Goals:

- 95% of third grade students will be reading on grade level or above by 2021.
- 92% of 2022 graduates will be accepted to a college, university, trade school, branch of the military, or have a CTE certificate, license, or endorsement.
- 95% of eighth graders will perform at the mastery level on the math state assessment by 2022.

Campus Assessment Goals for 20-21

Assessment	Subject	Grade	Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Final Goal
BOY Assessment	Reading	3 <sup>rd</sup>	50% of students will pass at the approaches level 20% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #1			50% of students will pass at the approaches level 20% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #2			55% of students will pass at the approaches level 20% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #3			55% of students will pass at the approaches level 20% of students will pass at the meets level 15% of students will pass at the masters level							
Fall/Winter Benchmark			65% of students will pass at the approaches level 25% of students will pass at the meets level 15% of students will pass at the masters level							
Spring Benchmark			75% of students will pass at the approaches level 25% of students will pass at the meets level 25% of students will pass at the masters level							
CFA #4			75% of students will pass at the approaches level 25% of students will pass at the meets level 25% of students will pass at the masters level							
CFA #5			75% of students will pass at the approaches level 25% of students will pass at the meets level 25% of students will pass at the masters level							
STAAR			80% of students will pass at the approaches level 30% of students will pass at the meets level							











# Comprehensive Needs Assessment

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BOY Assessment	Math	5 <sup>th</sup>	50% of students will pass at the approaches level 20% of students will pass at the meets level 10% of students will pass at the masters level							
CFA #1	Math	5 <sup>th</sup>	50% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			10% of students will pass at the masters level							
CFA #2			55% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			10% of students will pass at the masters level							
CFA #3			55% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			15% of students will pass at the masters level							
Fall/Winter Benchmark			65% of students will pass at the approaches level							
			25% of students will pass at the meets level							
			15% of students will pass at the masters level							
Spring Benchmark			75% of students will pass at the approaches level							
			25% of students will pass at the meets level							
			25% of students will pass at the masters level							
CTA #4			75% of students will pass at the approaches level							
			25% of students will pass at the meets level							
			25% of students will pass at the masters level							
CFA #5			75% of students will pass at the approaches level							
			25% of students will pass at the meets level							
			25% of students will pass at the masters level							
STAAR			80% of students will pass at the approaches level							
			30% of students will pass at the meets level							
			35% of students will pass at the masters level							
BOY Assessment			50% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			10% of students will pass at the masters level							
CFA #1	Writing	4 <sup>th</sup>	50% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			10% of students will pass at the masters level							
CFA #2			55% of students will pass at the approaches level							
			20% of students will pass at the meets level							
			10% of students will pass at the masters level							





CFA #5	STAAR			75% of students will pass at the approaches level		25% of students will pass at the meets level		25% of students will pass at the masters level		80% of students will pass at the approaches level		30% of students will pass at the meets level		35% of students will pass at the masters level	

**Data Analysis**

**Table 1**  
**2019 STAAR Scores--Overall Passing Rates**  
**All Students/Sub Groups**

Student Groups	Performance Area				
	Reading/ELA	Math	Writing	Social Studies	Science
All Students	77%	78%	65%	N/A	64%
African American	68%	69%	65%	N/A	53%
Hispanic	76%	82%	64%	N/A	64%
White	83%	76%	68%	N/A	77%
Economically Disadvantaged	70%	73%	54%	N/A	62%
ESL	70%	85%	40%	N/A	50%
Bilingual	55%	73%	47%	N/A	45%
Special Education	37%	50%	31%	N/A	0%

**Table 2**  
**STAAR Scores Comparison**  
**By Grade/Subject**

**Grade**      **Year**      **Performance Area**



# Comprehensive Needs Assessment

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		Reading/ELA	Math	Writing	Social Studies	Science
3	17-18	51%	61%	N/A	N/A	N/A
	18-19	71%	71%	N/A	N/A	N/A
4	17-18	36%	30%	32%	N/A	N/A
	18-19	57%	65%	50%	N/A	N/A
5	17-18					
	18-19	56%	67%	N/A	N/A	59%
6	17-18					
	18-19					
7	17-18					
	18-19					
8	17-18					
	18-19					
English I	17-18					
	18-19					
English II	17-18					
	18-19					
Algebra I	17-18					
	18-19					
Biology	17-18					
	18-19					
U.S. History	17-18					
	18-19					



Table 3  
STAAR Performance Categories  
2018-19

Grade	Subject	Did Not Meet	Approaches	Meets	Masters
Grade 3	Reading	13%	87%	57%	37%
	Math	12%	88%	57%	40%
Grade 4	Reading	38%	62%	32%	14%
	Math	41%	59%	28%	18%
	Writing	40%	60%	27%	5%
Grade 5	Reading	19%	81%	39%	15%
	Math	18%	82%	38%	18%
	Science	38%	62%	31%	
Grade 6	Reading				
	Math				
Grade 7	Reading				
	Math				
	Writing				
Grade 8	Reading				
	Math				
	Social Studies				
	Science				
English I					
English II					



# Comprehensive Needs Assessment

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Algebra I					
Biology					
U.S. History					

**Data Analysis:**  
Attendance for all students

XXXX

<b>Student Attendance</b>	
Percent School-wide	
Year	Rate
18-19	95.13%
19-20	95.64

**Data Analysis**  
Dropout Rate

XXXX

<b>Dropout Rate</b>	
Year	Rate
18-19	
19-20	

**Data Analysis**



# Comprehensive Needs Assessment

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Graduation Rate  
XXXX

Graduation Rate	
Percent per Completion	
Year	Rate
18-19	
19-20	

**Data Analysis:**

SAT/ACT Tests  
XXXX

ACT Scores	
Percent per Completion	
Year	Mean
18-19	
19-20	

SAT Scores			
Year	Mean	Mean Verbal	Mean Math
18-19			
19-20			



# Comprehensive Needs Assessment

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## Data Analysis: AP Scores

AP Scores Percent Passing	
Year	Passing
18-19	
19-20	

### Summary of Needs Assessment:

An analysis of the data shows that our attendance rate slightly increased from 95.13% to 95.64%. The campus needs to strategically look at attendance incentives for students. The campus goal is to increase attendance by 97% for the 2020-2021 school year. Other areas of concern identified were:

- Disciplinary referrals – Character Education classes will be implemented in Specials every Monday for all students. The instruction will be provided by Communities in Schools and Yolanda Martin-Counselor. PBIS will be implemented and monitored in all classes.
- African American students are performing lower than the other student groups.
- Special Education students have had very low passing rates for the past 2 years.
- Bilingual students are performing low in Reading and Writing.
- Recruiting certified bilingual teachers has presented a challenge.

## Campus Professional Development Plan

Date	Professional Development Description	Presenter
July 2020	The Daily 5 – Balanced Literacy	Jannie Prock





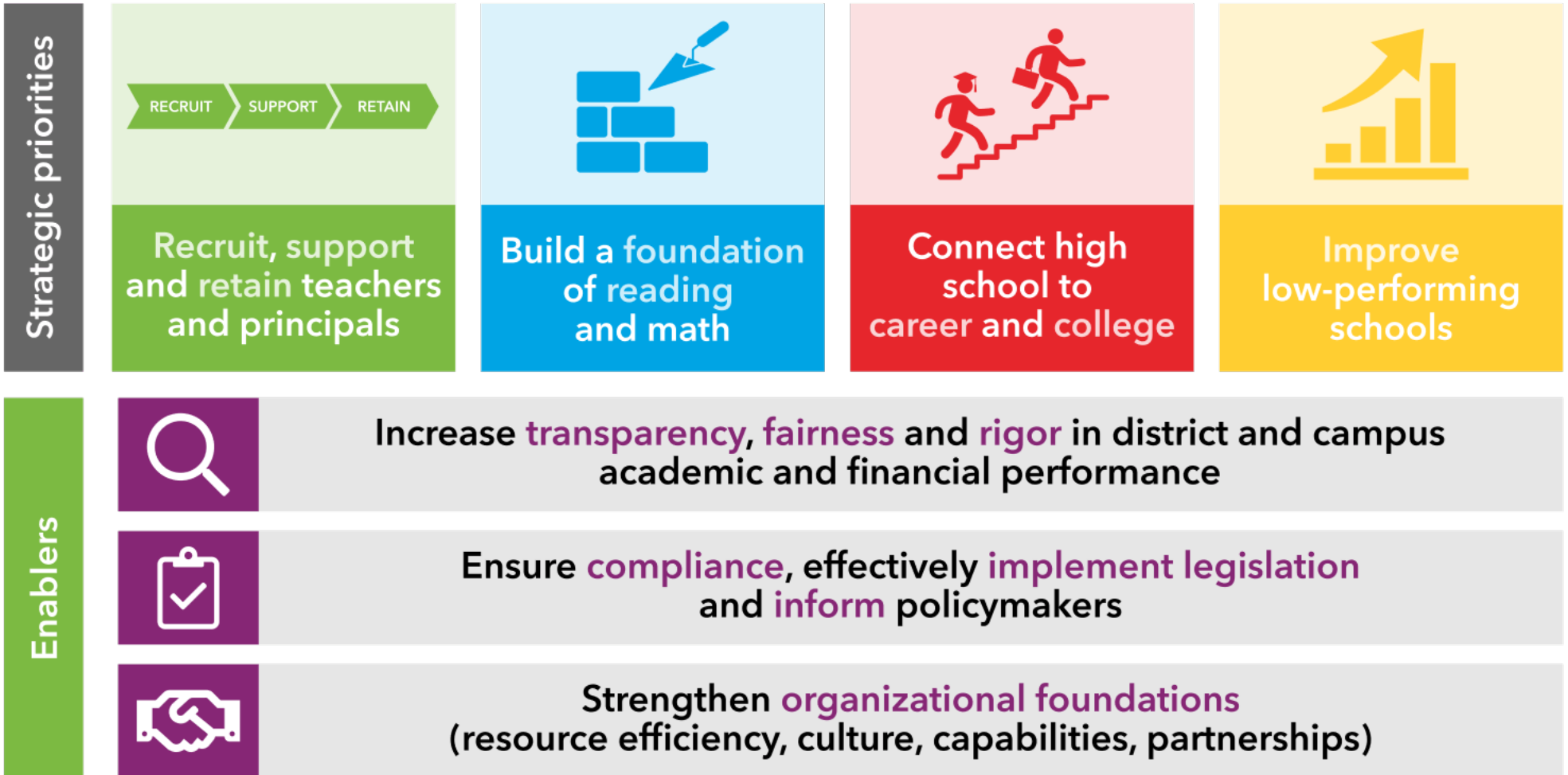
# Comprehensive Needs Assessment

William B. Travis

2020-21

Date	Professional Development Description	Presenter
August 2020	Special Programs (Bilingual, SPED, Dyslexia, RTI, & GT)	C & I Team
August 2020	Data Dig (DMAC, STAR Renaissance, TPRR), Student Growth Folders	Tanekia Johnson
August 2020	Morning Math and learning stations	Angela Bray
August 2020	Differentiation, Lesson Plans, & PLC's	Instructional Coaches
August 2020	TTESS, DMAC, SLO Training	Instructional Coaches
August 2020	Portions of SIOP	Dr. Jennings/Mrs. Collazo
August 2020	Safe & Civil Schools	Dr. Andrus
August 2020	Discipline, Character Education (Mondays), PBIS	Dr. Andrus
August 2020	PLC's for Paraprofessionals	Dr. Andrus
Fall 2020 / Spring 2021	Team Planning & Alignment	Instructional Coaches
December 2020	Data Dig	Tanekia Johnson
January 2021	Differentiation (modeling lessons)	Instructional Coaches

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# WM B TRAVIS EL

## **Mission**

*Our mission is to exhibit high expectations by being responsive to the needs of our students and staff.*

## **Vision**

*A vision for excellence, a mission to succeed.*

### Nondiscrimination Notice

WM B TRAVIS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Resources

Resource	Source
No rows defined.	



## Focus Area

### Demographics

District Number: \_\_\_\_\_ District Name: \_\_\_\_\_

#### Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

- Bilingual was added to campus  
Well balanced w/AA/Hisp.

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

183 - AA - 26%      Bilingual population  
289 - Hisp. - 42%      is growing.  
168 - White - 24%      33/33/33 before

Who are our at-risk students? What is their at-risk category?

- \* AA last year      \* Achievement Gap
- \* Hispanic this year      \* Test Scores
- \* Homeless | Foster | ETOD      \* BAC - behavior unit

Who are our Migrant students?

0%

What area of the community do the sub-population students come from?

Travis Area  
PTY Area - No bilingual

What are the staff demographics on your campus?

Our staff demographics does not match student demographics.

What are the teacher/student ratios? How do these ratios compare to student performance?

21:1 General Ed  
23:1 - Bilingual - larger classes - lower performance  
24:1

Other questions addressed:

## Focus Area

### Curriculum & Instruction

District Number: \_\_\_\_\_ District Name: \_\_\_\_\_

#### Focus Area Guiding Questions

1. How is campus data used to determine instruction and assessment decisions to improve student academic achievement? - Campus data - reviewing assessments - develop instruction based on students needs to diversify instruction, develop small groups and tutorials and theme time
2. How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process? - Data Walls/ Classroom Data Walls, Growth folders Success/ Growth folders - NA- Standards  
- Yes - Framing the Lesson (Tels Resources - Math/ Region 7/ Dr. Forely
3. What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?  
District Approved Curriculum, Taking to Staff Motivation Math, Code Farrier Social Studies Readers - TELS Resources
4. Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?  
- Yes -> TELS Resource System - small group, PBIS, PLC's  
RPMS
5. What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?  
- Common Assessments, Benchmark Assessments  
- Curriculum Assessment Committee/ Grade Level Assessments
6. How are assessment results used?  
- Star Renaissance  
- do drive instruction campus/ grade level wide  
Adjust academic needs of students/ identify services needed
7. Is instructional technology available to all students? Do teachers integrate technology into teaching?  
- Computer classes/ Computer centers in classes/ Chrome book  
- Yes ->
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?  
- Star Renaissance  
- DMAC Reports are consistently monitored to identify students needs -> Instructional: Student Reports
9. Based on campus data how are instruction and assessment aligned? How are they aligned to support and challenge student sub-population?  
Tels Resource System - following the YAG - Within some grade levels, instruction and alignment was not consistent. Following each assessment, demographic reports were analyzed to monitor the academic performance of sub-populations as well as class/ grade levels.

## Focus Area

### Staff Quality/Effectiveness, Recruitment, and Retention

District Number: \_\_\_\_\_

District Name: Marshall ISD

#### Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?

Shows improvement was made and the campus is on track to continue growth.

2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?

New and weaker teachers were given a lot of support in/out of classroom

3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement?

4. How is highly effective staff assigned to work with the highest need student sub-population?

Small groups, Prime Time, intervention

5. How is new staff supported to ensure a positive impact on student achievement?

Instructional Coaches, PLC, RPM walks

6. What systems are in place to build capacity and support continuous improvement?

7. Describe how campus data is used to determine professional development needs for staff.

STAR Pen. T-Jess DMAC - Information from these systems help drive professional development needs.

8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?

Content area, behavior, CPI, PBIS, SIOP

9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?

10. How frequently is professional development offered at the district and campus level?

Very frequently

11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?

They've tutored students to help w/teachers to have more focused instruction.



# Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- retained quality/certified teachers
- retained bilingual teachers
- Most teachers reaching Prof.
- on TTES
- Teacher attendance
- Stronger mentor/model teachers (staffing quality)
- Target PD on needs

## Needs

- <sup>more</sup> Certified bilingual teachers recruitment (teacher)
- Assign mentors New teachers (new teachers meeting) (once month)
- Int. Math PD, diff.
- PD on Lit. Stations
- PD on guided reading

## Summary of Needs

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