

Travis Elementary

Campus Improvement Plan

2011-2012

Nothing But The Best

Date Reviewed:

Date Approved:

TRAVIS EL

Mission

We educate because the future of our society depends on our success in the classroom. We create students who can think independently and treasure school by exceeding high behavioral and educational expectations.

Vision

Travis Elementary will be regarded as the school of choice and sought after by students, parents and the community. The success of our students will be judged not by the money they attain, but by the choices they had the opportunity to make.

Nondiscrimination Notice

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.

TRAVIS EL Site Base

Name	Position
Alvarez, Irma	1st Grade Teacher
Alvarez, Raul	District Level Nonteaching Professional
Ascencio, Belinda	2nd Grade Teacher
Castellanos, Eleazar	Parent
Esparza, Maria Celeste	Community Representative
Fernandez, Leticia	Campus-Based Nonteaching Professional
Gonzales, Maria Arminda	5th Grade Teacher
Jud, Ann	Special Programs Teacher
Krupala, Sandra	3rd Grade Teacher
Leos, Elida	Business Representative
Munoz, Monica	DEIC Member
Pena, Blanca	PK/K Teacher
Peters, Jeff	Parent
Rodriguez, Lorena	4th Grade Teacher
Salinas, Tiffany	Principal
Trolinger, Jim	Community Representative

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Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students will be presented lessons on the Pillars of Character. (Target Group: All) (NCLB: 4,5)	Counselor(s)	8/22/2011 to 5/25/2012	(L)Local	Counselor's logs and schedules reviewed

TRAVIS EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students will participate in lessons on drug prevention and substance abuse. (Target Group: All) (NCLB: 4,5)	Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Review of teacher lesson plans and special events calendar
2. 100% of visitors will check in at the office and wear visitor identification badges. (Target Group: All) (NCLB: 4,5)	Campus Staff, Receptionist	8/22/2011 to 5/25/2012	(L)Local	Raptor system and review of visitor logs
3. 100% of staff will wear school ID badges. (Target Group: All) (NCLB: 4)	Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Random spot checks for ID badges
4. Conduct code white, code blue and fire drills on a regular basis. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	8/22/2011 to 5/25/2012	(L)Local	review of drill logs
5. 100% of students will participate in lessons and activities related to Fire Prevention Week. (Target Group: All) (NCLB: 4)	Teacher(s)	8/22/2011 to 5/25/2012	(L)Local	Review of lesson plans and activity calendar

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Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enforce a "lights off" policy in all rooms of the building. (Target Group: All)	Cafeteria Staff	8/22/2011 to 5/25/2012	(L)Local	Formative - Frequent campus walkthroughs.
2. Keep perimeter doors closed throughout building. (Target Group: All)	Cafeteria Staff	8/22/2011 to 5/25/2012	(L)Local	Frequent campus walkthroughs.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of staff are encouraged to participate in Marathon Kids, Relay for Life and use the campus wellness room. (Target Group: All)	PE Teachers, Principal	8/22/2011 to 5/25/2012	(L)Local	Formative - Review of participation logs.
2. 100% of students will be encouraged to participate in Marathon Kids and Jump Rope for Heart. (Target Group: All) (NCLB: 4)	PE Teachers, Principal	8/22/2011 to 5/25/2012	(L)Local	Formative - Review of participant lists.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of parents will be invited to attend Open House, PTA meetings and other school/district activities throughout the year. (Title I SW: 2,6) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Principal	8/22/2011 to 5/25/2012	(L)Local	Review event sign-in sheets and website announcements of upcoming events.
2. 100% of parents will be invited to participate in Parent Training Sessions. (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Counselor(s), Parent Liason, Principal	8/22/2011 to 5/25/2012	(L)Local	Review of event sign-in sheets and website announcements.
3. 100% of parents will be encouraged to attend monthly Headstart meetings. (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	8/22/2011 to 5/25/2012	(L)Local	Formative - Discuss meeting attendance with Headstart staff throughout the school year.
4. 100% of parents will be encouraged to participate in Kinder Round-Up. (Title I SW: 7) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Principal's Secretary, Receptionist	8/22/2011 to 5/25/2012	(L)Local	Formative - Review of student registration list as a result of Kinder Round-Up.
5. School will maintain a Parent Center. (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Parent Liason, Parent Volunteers	8/22/2011 to 5/25/2012	(F)Title I, (L)Local	Summative - Parent Center will be open Tuesdays and Thursdays as indicated by Parent Center Logs

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of parents will access students grades online (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Parent Liason, Receptionist	8/22/2011 to 5/25/2012	(L)Local	Summative - Review parent sign in sheets for lab access
2. 100% of teachers will schedule a fall and spring parent/teacher conference and other parent/teacher conferences as necessary. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Formative - Review of teacher conference schedules

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 3. Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize community support services for our students (Teach the Children, Salvation Army-Shoe Program, Walmart-Clothing Voucher Program). (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	8/22/11 to 5/25/12	(O)Outside Community Resources	Formative - 100% participation in all services available.
2. Participate in community support events (canned food drive, Ronald McDonald Pull-Tap Drive, Pennies-for-Patients, Make-a-Wish Foundation). (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Campus Staff, Counselor(s)	8/22/11 to 5/25/12	(O)Outside Community Resources	Formative - 100% participation in all events available.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Maintain a succession plan to cover critical employment areas for HCISD

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of administrators will support participation in the Aspiring Assistant Principal Academy and Team 1 to ensure the highest quality applicants are available for future administrative positions. (Target Group: All)	Assistant Principal(s), Principal	8/22/2011 to 5/25/2012	(L)Local	Formative - Review applications of campus staff to AAPA and Team 1.
2. Utilize School Recruiter to find highly qualified teachers to fill critical vacancies on campus. (Title I SW: 1,3,5) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal(s), Principal	8/22/2011 to 5/25/12	(L)Local	Summative - Reiew of Highly Qualified Report

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teachers requiring training will participate in staff development for EduSmart, My Reading Coach, Ellis, eSchool, LAS-Links, Pre-LAS, TELPAS, C-Scope, DMAC and iNOVA. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,3,5)	Assistant Principal(s), Instructional Facilitators, Principal	8/22/2011 to 5/25/2012	(F)Title I, (L)Local	Summative - Review of Eduphoria training logs
2. 100% of staff will receive staff development on implementing grade level TEKS-based instruction for students with disabilities in the least restrictive environment. (Target Group: SPED)	Assistant Principal(s), Instructional Facilitators, Principal	8/22/2011 to 5/25/2012	(L)Local	Summative - Review of Eduphoria staff development records for campus staff

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teachers will use computer programs, such as, MS Office, Tango, Accelerated Reader, My Reading Coach, Odyssey, Renaissance Learning, DMAC, and iNOVA to maintain/monitor instructional progress. (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011 to 5/25/2012	(F)Title I - \$14,928	Summative - Review of lesson plans, review of staff development trainings completed by staff

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A minimum of 90% passing rate on STAAR in the areas of reading, math, writing, and science. (Title I SW: 4,9,10) (Target Group: All) (NCLB: 1,2,5)	Campus Staff	8/22/2011 to 5/25/12	(L)Local	Summative - Analysis of DCA's through DMAC.
2. 100% of teachers will be trained in Transition to STAAR Assessment. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 1,2)	Curriculum & Instruction Dept.	8/22/2011 to 5/25/12	(L)Local	Summative - Training sign-in sheets
3. 100% of GT students in 3rd through 5th grades will reach Distinguished Status on STAAR. (Title I SW: 1,9,10) (Target Group: GT) (NCLB: 1,2)	Teacher(s)	8/22/2011 to 5/25/12	(L)Local	Summative - Review of STAAR results

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Travis will support advanced academic performance by providing: GT services for students that qualify, Texas School Ready Headstart and PK Curriculum, and Academic Olympics. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2)	Campus Staff	8/22/2011 to 5/25/12	(F)Title I, (L)Local	Summative - Teachers will provide ongoing opportunities for advanced academic performance.
2. 5th grade students will participate in periodic science reviews in preparation of the DCAs and STAAR. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2)	Teacher(s)	8/22/2011 to 5/25/12	(L)Local	Formative - Ongoing analysis of DCA results through DMAC

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Increase graduation rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administrators participate in Connect to Success initiative each Fall. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Principal	September 2011	(L)Local	Summative - Participation by all available campus administrators

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teachers will make appropriate instructional/materials accessible to diverse learners through differentiating the curriculum to improve student success. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2)	Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Summative - Review of lesson plans, STAAR testing data, and DCA (District Curriculum Assessment) results
2. 100% of teachers will use CSCOPE to create lesson plans which are aligned with the TEKS. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	8/22/2011 to 5/25/2012	(F)Title I - \$3,297	Summative - Review of Teacher Lesson Plans

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 5. Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teacher enrollments will be reviewed for placement of Critical Skills teacher(s). (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,3,4,5)	Principal	8/22/2011 to 5/25/2012	(F)Title I	Formative - Critical skills teacher(s) are strategically placed to positively effect student achievement and school climate.
2. 100% of staff will be encouraged to apply for grants focusing on student needs. (Title I SW: 9,10) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Principal	8/22/2011 to 5/25/2012	(L)Local	Review of Grant Applications for 2011-2012
3. 100% of teachers will utilize iNova data to identify students at risk of performing poorly on DCAs and STAAR. (Title I SW: 4,9) (Target Group: All) (NCLB: 1)	Campus Staff	8/22/2011 to 5/25/2012	(F)Title I	Formative - Review of iNova data in lesson planning and student grouping.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 6. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of GT students will be provided the appropriate instruction/materials to improve student success. (Target Group: GT)	Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Summative - GT Program Evaluation at end of year
2. 100% of At-Risk students will be provided the appropriate instruction/materials to improve student success. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1,5)	Campus Staff	8/22/2011 to 5/25/2012	(F)Title I, (S)State Compensatory	Summative - Review of At-Risk Population annually
3. 100% of struggling students will participate in RTI (Response to Intervention) tiered student assistance team model to increase their academic and behavioral performance. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Behavioral Intervention Specialist, Campus Staff, Instructional Intervention Specialist	8/22/2011 to 5/25/2012	(L)Local	Review of AIMSWeb and administrator participation in regularly scheduled REACH Meetings.
4. 100% of students with behavioral challenges will receive Positive Behavior Supports and Interventions. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Behavioral Intervention Specialist, Campus Staff	8/22/2011 to 5/25/2012	(L)Local	Review of PEIMS discipline records, review of campus counselor classroom lesson plans
5. 100% of LEP students will be provided the appropriate instruction/materials to improve student success. (Title I SW: 1,2) (Target Group: LEP) (NCLB: 1,2)	Teacher(s)	8/22/2011 to 5/25/2012	(F)Title III Bilingual / ESL, (L)Local	Summative - Quarterly review of LEP intervention plans
6. 100% of Migrant students will be provided the appropriate instruction/materials to improve student success. (Title I SW: 1,2,9,10) (Target Group: Migrant) (NCLB: 1,2,5)	Campus Staff	8/22/2011 to 5/25/2012	(F)Title 1 C - Migrant - \$1,225	Summative - Review monthly PFS reports
7. 100% of 504 students will be provided appropriate materials/instruction to improve student success. (Target Group: All) (NCLB: 1)	Campus 504 Coordinator	8/22/2011 to 5/25/2012	(L)Local	Summative - Annual review of 504 student services

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Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Travis students will be encouraged to participate in College Colors Day each 1st Friday of the Month. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Campus Staff	8/22/2011 to 5/25/12	(L)Local	Summative - Monthly monitoring of participation rate

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Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 2. Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will participate in Career Week in the Spring. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Campus Staff	Spring 2012	(L)Local	Summative - Evaluate student surveys



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Special Populations Report (2010 Snapshot) _____ ● _____
- 2010-2011 AEIS Report for Travis _____ ● _____
- TEA Enrollment Reports (gender) _____ ● _____
- TEA Enrollment Reports (ethnicity) _____ ● _____
- TEA Enrollment Reports (grade) _____ ● _____

See page 7 of the guide for probing questions related to Demographics.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● AEIS Report ● 2011 TAKS Return ● TELPAS Results ● DMAC Reports ● SAT-10 Results | <ul style="list-style-type: none"> ● TPRI Data |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|----------------------------------|---------|
| ● Surveys | ● _____ |
| ● Unsafe Schools Report | ● _____ |
| ● Gun Free Schools Report | ● _____ |
| ● Travis Needs Assessment Survey | ● _____ |
| ● _____ | ● _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|---------------------------|---------|
| ● SBEC | ● _____ |
| ● AEIS Report | ● _____ |
| ● Highly Qualified Report | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|-------------------------------|-----------------------|
| ● District scope and sequence | ● DMAC reports |
| ● District benchmark results | ● TPRI/SAT 10 results |
| ● Special education referrals | ● RtI Data |
| ● YAGs | ● |
| ● INOVA results | ● |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

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

- Data analysis tools

- Curriculum

- Vertical Teams

- Instructional Facilitators

- RtI Process

- Teacher input into curriculum & assessment

- Curriculum, instruction, and assessment aligned

- Curriculum based on TEKS

- Data-based instructional decision making

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Needs

- Differentiated instruction for special populations

- application of iNOVA data for targeted interventions

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Summary of Needs

- Instructional staff will apply DMAC & iNOVA data at the classroom level

- Monitor instruction, including reading and reviewing lessons for alignment and rigor

- Increase the amount and quality of reading and writing across the curriculum

- Decrease the number of special education students receiving modified instruction

- Rigorous instruction aligned to the district curriculum

- Increase the success of special education students mastering grade-level curriculum

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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|----------------------|-------|
| ● Parent Center logs | ● |
| _____ | _____ |
| ● Mobility data | ● |
| _____ | _____ |
| ● Attendance reports | ● |
| _____ | _____ |
| ● | ● |
| _____ | _____ |
| ● | ● |
| _____ | _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.



Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Schedules for teachers and staff <hr/> <ul style="list-style-type: none"> ● Staff meeting agendas <hr/> <ul style="list-style-type: none"> ● eSchool schedules for students <hr/> <ul style="list-style-type: none"> ● School maps <hr/> <ul style="list-style-type: none"> ● Duty schedule/rosters <hr/> | <ul style="list-style-type: none"> ● Counseling schedule <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
|---|---|

See page 13 of the guide for probing questions related to School Context and Organization.

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

- Professional learning communities

- grade level meetings

- staff meetings

- Intake center

- ALERT Now!

- School committees

- SBDM meetings

- Vertical team meetings

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Needs

- Increase communication with staff on optimizing schedules

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Summary of Needs

- Use input from staff to optimize schedules

- Increase methods by which we communicate with parents and the community

- Continued collaborative atmosphere (PLCs, vertical teams, curriculum framework)

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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | | |
|----------------------------------|---|--|
| ● Technology policies/procedures | ● | |
| ● Campus technology inventory | ● | |
| ● | ● | |
| ● | ● | |
| ● | ● | |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"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

- Teachers utilize technology to improve classroom instruction
- Teachers encouraged to attend technology workshops/in-services
- Students participate in Odyssey, AR, EduSmart, iStation
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Additional technology support for teachers
- Increase technology proficiency of staff and students
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Provide additional technology support for teachers and staff through campus and district level staff development
- Promote increased use of technology in classroom instruction
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Demographics

- Review and enhance services for economically disadvantaged students
- Increase achievement of special education students
- Increase screening for GT students
- Increase attendance rates
- Increase Advanced Placement results for all populations
- Utilize a variety of assessment and diagnostic results to determine student success

School Culture and Climate

- Provide activities to maintain and improve staff morale
- Develop and support a PLC
- Continue character education program
- Continue to use established discipline procedures to address issues

Curriculum, Instruction and Assessment

- Instructional staff will apply DMAC & iNOVA data at the classroom level
- Monitor instruction, including reading and reviewing lessons for alignment and rigor
- Increase the amount and quality of reading and writing across the curriculum
- Decrease the number of special education students receiving modified instruction
- Rigorous instruction aligned to the district curriculum
- Increase the success of special education students mastering grade-level curriculum

School Context & Organization

- Use input from staff to optimize schedules
- Increase methods by which we communicate with parents and the community
- Continued collaborative atmosphere (PLCs, vertical teams, curriculum framework)



Student Achievement

Increase all reading, math, writing and science STAAR scores to 90%
Increase rigor to ensure college and career readiness, and align strategies PK-5
Continue to monitor TPRI data for K-2nd grades

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Teacher Quality

Employ highly effective teachers and support staff
Develop, enhance, and train professional learning communities
Practice and promote vertical and horizontal alignment
Support the HCISD leadership groups (Team 1 & Aspiring Asst. Principals Acaden

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Family & Community Involvement

Increase parental involvement in all areas
Conduct a parent survey to assess how to best meet their needs

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Technology

Provide additional technology support for teachers and staff through campus and
Promote increased use of technology in classroom instruction

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Zoomerang Survey Results

Travis Elementary Comprehensive Needs Assessment 2011-2012

Response Status: Completes

Filter: No filter applied

Sep 29, 2011 6:42 AM PST

About You

1. What is your affiliation with Travis Elementary?

Campus Administrator	2	5%
Campus Professional Staff	32	78%
Campus Classified Staff (Paraprofessional)	6	15%
Parent	0	0%
Other, please specify	1	2%
Total	41	100%

Climate

2. Morale at my school is high.

Strongly Disagree	1	2%
Disagree	3	8%
Not Applicable	0	0%
Agree	30	75%
Strongly Agree	6	15%
Total	40	100%

3. Travis Elementary develops a shared vision, beliefs, and mission with all stakeholders.

Strongly Disagree	1	2%
Disagree	0	0%
Not Applicable	0	0%
Agree	26	65%
Strongly Agree	13	32%
Total	40	100%

4. I am satisfied with my current position.

Strongly Disagree	0	0%
Disagree	1	2%
Not Applicable	0	0%
Agree	17	41%
Strongly Agree	23	56%
Total	41	100%

5. I am a valued employee.

Strongly Disagree	1	2%
Disagree	0	0%
Not Applicable	0	0%
Agree	23	56%
Strongly Agree	17	41%
Total	41	100%

Instruction

6. Class size is sufficient and meets the needs of every child.

Strongly Disagree	1	2%
Disagree	4	10%
Not Applicable	0	0%
Agree	24	59%
Strongly Agree	12	29%
Total	41	100%

7. I feel our district's after school programs are effective and meet student's needs.

Strongly Disagree	1	2%
Disagree	4	10%
Not Applicable	1	2%
Agree	24	60%
Strongly Agree	10	25%
Total	40	100%

8. I often find creative strategies to help students prepare for the STAAR and end of course testing.

Strongly Disagree	0	0%
Disagree	2	5%
Not Applicable	8	20%
Agree	23	58%
Strongly Agree	7	18%
Total	40	100%

9. The administration and staff monitor progress in improving student achievement and instructional effectiveness.

Strongly Disagree	0	0%
Disagree	2	5%
Not Applicable	0	0%
Agree	26	65%

Strongly Agree	12	30%
Total	40	100%

10. The special needs population is given the same opportunities as their peers.

Strongly Disagree	0	0%
Disagree	1	2%
Not Applicable	0	0%
Agree	20	50%
Strongly Agree	19	48%
Total	40	100%

11. This district has a curriculum that is aligned with the state and national standards.

Strongly Disagree	0	0%
Disagree	1	2%
Not Applicable	1	2%
Agree	20	50%
Strongly Agree	18	45%
Total	40	100%

12. Differentiated instruction and the use of Bloom's Taxonomy's higher levels of thinking are essential in order to reach every child.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	1	2%
Agree	19	48%
Strongly Agree	20	50%
Total	40	100%

13. As part of my daily instruction, I make a practice of modeling the lesson for my students.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	4	10%
Agree	15	38%
Strongly Agree	21	52%
Total	40	100%

14. There are programs in our school that benefit and enhance reading.

Strongly Disagree	0	0%
Disagree	1	2%
Not Applicable	0	0%
Agree	19	48%
Strongly Agree	20	50%
Total	40	100%

15. As an educator, I set high expectations in my classroom.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	3	8%
Agree	9	22%
Strongly Agree	28	70%
Total	40	100%

16. My students would rate me as an effective teacher.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	4	11%
Agree	20	53%
Strongly Agree	14	37%
Total	38	100%

17. I have sufficient supplies and resources in my classroom, school, or office.

Strongly Disagree	0	0%
Disagree	5	12%
Not Applicable	2	5%
Agree	17	41%
Strongly Agree	17	41%
Total	41	100%

18. Parents are an important part of the success of our students in the classroom.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	0	0%
Agree	12	29%
Strongly Agree	29	71%
Total	41	100%

19. If you could add or implement something new at your school or district, what would it be?

15 Responses

Technology

20. I am very comfortable using technology in the classroom.

Strongly Disagree	0	0%
Disagree	1	2%
Not Applicable	1	2%

Agree	22	55%
Strongly Agree	16	40%
Total	40	100%

21. Technology plays an important role in my instructional practices.

Strongly Disagree	0	0%
Disagree	0	0%
Not Applicable	2	5%
Agree	24	60%
Strongly Agree	14	35%
Total	40	100%

22. I would integrate more technology into my instruction if more technology resources were available to me.

Strongly Disagree	0	0%
Disagree	2	5%
Not Applicable	6	15%
Agree	22	56%
Strongly Agree	9	23%
Total	39	100%

Professional Development

23. As a paraprofessional, I feel that I am given the opportunity for professional growth in this district.

Strongly Disagree	0	0%
Disagree	2	5%
Not Applicable	22	58%
Agree	6	16%
Strongly Agree	8	21%

Total	38	100%
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24. The professional development activities offered are related to the curriculum.

Strongly Disagree	0	0%
Disagree	4	10%
Not Applicable	1	3%
Agree	25	64%
Strongly Agree	9	23%
Total	39	100%

25. New teachers are supported through the Mentoring Program and are set on a course for success.

Strongly Disagree	0	0%
Disagree	1	3%
Not Applicable	2	5%
Agree	22	56%
Strongly Agree	14	36%
Total	39	100%

26. There is opportunity for continued professional learning through HCISD.

Strongly Disagree	0	0%
Disagree	2	5%
Not Applicable	0	0%
Agree	19	48%
Strongly Agree	19	48%
Total	40	100%

Safe and Drug Free Schools and Communities

27. Do you feel safe at school?

Very Safe	29	71%
Safe	12	29%
Unsafe	0	0%
Total	41	100%

28. Are there particular places at school where you don't feel safe?

classrooms	1	6%
lunchroom	0	0%
playground	3	18%
parking lot	8	47%
restrooms	0	0%
school bus	0	0%
Other, please specify	5	29%

In your opinion, how serious are the following problems at your school:

29. Vandalism

Don't know	8	20%
No problem	25	61%
Small problem	8	20%
Serious problem	0	0%
Total	41	100%

30. Gangs

Don't know	13	32%
No problem	24	59%
Small problem	4	10%
Serious problem	0	0%
Total	41	100%

31. Fighting

Don't know	6	15%
No problem	20	49%
Small problem	15	37%
Serious problem	0	0%
Total	41	100%

32. Alcohol Use

Don't know	4	10%
No problem	37	90%
Small problem	0	0%
Serious problem	0	0%
Total	41	100%

33. Tobacco Use

Don't know	5	12%
No problem	36	88%
Small problem	0	0%
Serious problem	0	0%
Total	41	100%

34. Drug Selling

Don't know	6	15%
No problem	34	85%
Small problem	0	0%
Serious problem	0	0%
Total	40	100%

35. Carrying Weapons

Don't know	4	10%
No problem	37	90%
Small problem	0	0%
Serious problem	0	0%
Total	41	100%

36. Racial Conflict

Don't know	6	15%
No problem	32	78%
Small problem	3	7%
Serious problem	0	0%
Total	41	100%

37. The current drug and violence prevention program at my school is effective.

No program in place	16	40%
Not Effective	1	2%
Effective	19	48%
Very Effective	4	10%
Total	40	100%

38. Other comments:

5 Responses

1. What is your affiliation with Travis Elementary?

Respondent #	Response
	1 Parraprofessional

19. If you could add or implement something new at your school or district, what would it be?

Respondent #	Response
	1 I am happy with what is available to us currently
	2 affordable after school program
	3 More Physical Activity promoting healthy behaviors, mental alertness, healthy attitudes
	4 Bigger rooms and more staff.
	5 I don't want to try anything new at this time. We have new things being thrown at us constantly-- just about every day. It is confusing and frustrating to staff and students. Even the time that we might have to be able to figure things out is taken from us all the time. We spent beginning workdays in meetings instead of being allowed to prepare. We have a lot of meetings during planning time.
	6 A period of time where anything new implement to the school/district could be learn or taught to the teacher before they would have to utilize in their teaching. Many a times new things are implemented and we have to learn them as we go therefore not using the new thing to its potential. Many of the trainings are second hand and the presenter only highlights their view. And the trainings are rush and condensed.
	7 more openness and everyone gets a fair share of everything

- 8 In response to question 18, get more of the parents of the weaker and esp. the more disruptive students more accountable for their child's behavior. the parents that do help we can tell who their children are.
- 9 PULL out programs for below grade level reading and math
- 10 Add more paraprofessionals
- 11 The need of extra hands and eyes would be very helpful, especially for lower grade levels. ie- teacher assistance.
- 12 I would have to say extracurricular activities, different clubs for students to participate.
- 13 Sticking to a set schedule
- 14 Art/Art appreciation, more Leadership development programs.
- 15 A new behavior/discipline plan for challenging students

28. Are there particular places at school where you don't feel safe?

Respondent #	Response
	1 I feel very safe at school
	2 no
	3 No, I feel safe in all places at our school.
	4 n/a

38. Other comments:

Respondent #	Response
	1 none
	2 I have not encountered any gang related problems at this school since I've been here.
	3 Travis is a wonderful school and everyone here seems to work together for the benefit of every student.
	4 I enjoy what I do, and try to handle whatever challenges come my way in the most effective manner.
	5 The effective program is only for 5th grade but not enough time is spent on this subject to get to be very effective. Most drug prevention is taught during Red Ribbon Week and then not discussed throughout the year for grades pk-4th.