

# **Greenville Independent School District**

## **Campus K-6**

### **2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

Travis/Sixth Grade Center

(Nine Weeks Assessment Data)

	<u>Reading/ELA</u>	<u>Mathematics</u>	<u>Science</u>
Total Students-	731	730	621
Raw Score-	18	19	17
Percent Score-	56.76%	49.31%	51.26%
Satisfactory (70)- '	32.3%	19.31%	19.53%
Advanced (90)-	6.62%	6.09%	1.48%

### Student Learning Strengths

As an entire school, Travis/Sixth Grade Center was making improvements in the area of Reading. Previously, we scored 54.3% in the area of Reading. According to our Nine Week quarterly assessments, made small gains with 56.76%.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** All Travis/6th Grade Center students will reach at minimum a year's growth.

**Performance Objective 1:** Travis/6th Grade Center will increase the number of students reading on grade level:

2nd: 25% - 60%

3rd: 20% - 60%

4th: 17% - 60%





5th: 15% - 60%

6th: 30% - 60%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** RenSTAR, STAAR Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students performing below grade level will be identified and scheduled for reading intervention through interventionist group pull-outs and/or small group instruction by the teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Close Education Gaps</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist, Dean of Instruction, and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided individualized instruction through R.T.I. in 6th grade and W.I.N time in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and student achievement in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will increase independent reading through D.E.A.R. time provided in class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading proficiency will increase. Fostering opportunities for reading will create content connections, increase student vocabulary, and promote high expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Non-reading teachers will support reading teachers through cross-curricular instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and student achievement. Increase academic vocabulary and provide real-world connections to content.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Dean of Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> STEP groups will gather data to determine challenges associated with low reading levels and set an aim to bring about improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Travis/6th Grade Center will improve the learning environment and classroom culture.

**Performance Objective 1:** Travis/6th Grade Center will reduce the number of discipline referrals by 7% in comparison to the 2020-2021 school year.

**Evaluation Data Sources:** Skyward and OnPoint





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continue to make sure students create, adopt, and maintain classroom behavior standards by communicating with each parent and documenting communication contacts by using the Contact Log in Google Docs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication with parents by 20%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Assistant Principal of Discipline</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will continue to take ownership of classroom management by enforcing classroom expectations that have been developed and defined with the help of their students. Teachers will continue to use strategies from Capturing Kids' Hearts and PBIS to praise and promote positive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Limiting the number of Skyward discipline referrals and enhancing classroom culture through managing behaviors, which would include Capturing Kids' Hearts strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> STEP groups will gather data to determine challenges associated with negative student behavior and set an aim to bring about improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased office referrals and negative phone calls to parents.</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** Travis/6th Grade Center will increase motivation, teacher retention, student motivation, and student self efficacy.

**Performance Objective 1:** Build a climate and culture where teachers are motivated to put forth their best effort, be reflective, and develop a growth mindset.

**Evaluation Data Sources:** Staff and Student Surveys, Classroom Observations, Staff Retention Rates





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognize the hardwork and dedication of teachers and staff members by announcing a Teacher of the Month and Support Staff Member of the Month selected based on campus shoutouts and nominations from fellow staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are influenced to become reflective educators that monitor and adjust to meet the needs of our students and campus. Staff members feel appreciated as valued members of the team. A sense of loyalty among staff members will be built.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Organize and set up both teacher workrooms to create a space that is both useful and inviting for teachers and staff members to help build a sense of community.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will form deeper connections with those outside of their departments and grade levels. Staff will experience a greater sense of belonging and will be influenced to build and support the T6 community.</p> <p><b>Staff Responsible for Monitoring:</b> All Faculty and Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Organize pot lucks, appreciation meals, or social gatherings once a month to encourage teachers and staff members to take the time to connect and strengthen professional relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive relationships and team building. Increase sense of community on campus.</p> <p><b>Staff Responsible for Monitoring:</b> PTA, Administrators, and Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Showcase staff shoutouts and motivational messages in common areas such as on staff bulletin boards, in school newsletters, and in teacher workrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher reflection and motivation for growth. Increased sense of value and impact.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
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**Goal 3:** Travis/6th Grade Center will increase motivation, teacher retention, student motivation, and student self efficacy.

**Performance Objective 2:** Build a climate and culture of leadership, friendship, and self efficacy amongst the student population.





**Evaluation Data Sources:** Student Survey and Classroom Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Enforce Capturing Kids' Hearts through the implementation of our school mission, vision, and keys of success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sense of ownership and community.</p> <p><b>Staff Responsible for Monitoring:</b> All Stakeholders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognizing the hard work and leadership skills of students who demonstrate our key values by nominating a Student of the Month based on teacher and staff nominations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student self efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offering student incentives for reaching behavior goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive relationships and sense of leadership among students. Decrease in office referrals. Improved classroom culture.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> STEP groups will gather data to determine challenges associated with negative student interactions and set an aim to bring about improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive interactions amongst the student population. Decrease office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 3:** Travis/6th Grade Center will increase motivation, teacher retention, student motivation, and student self efficacy.

**Performance Objective 3:** Have students participate in appreciation days to help build school community.





**Evaluation Data Sources:** Survey and Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with a way to show their appreciation for celebrated Appreciation Days. <b>Strategy's Expected Result/Impact:</b> Increase student sense of ownership and appreciation. <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** The campus will provide increased opportunities for family and community involvement that result in building and strengthening relationships between the campus and its stakeholders.

**Performance Objective 1:** Travis/6th Grade Center will provide a variety of opportunities for student and parent involvement.

**Evaluation Data Sources:** Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> T6 will communicate with parents in a variety of methods: monthly newsletters produced by the Journalism class, Remind, Blackboard Messenger, Email, and Social Media.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective communication is essential to maintain the campus focus on stated goals and strategies as well an increase in community trust.</p> <p><b>Staff Responsible for Monitoring:</b> Community Involvement Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> T6 will continue to offer leadership classes and community service opportunities open to students, staff, and stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff, and stakeholders will share a sense of ownership and pride in their community impact. Students will gain leadership skills and volunteer experience.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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# Addendums