

**Lamar Consolidated Independent School District**  
**Travis Elementary**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Travis Elementary is a school in Lamar Consolidated Independent School District located in Rosenberg, Texas. As one of the first elementary campuses in the district, we have an unwavering belief in our students' potential and believe that all students can and will learn. Through collaboration and community involvement we strive to create an environment that is conducive to learning that is student-centered and data driven.

### Who do we serve:

Our school provides educational services for Kindergarten through 5th grade students. Our special programs include: ECSE, SLC, GT, and Dual Language (One-Way) Bilingual, ESL Program.

Economically Disadvantaged - 89.6%

English Learners - 28.8%

African American - 8.6%

Hispanic - 82.5%

White - 7.5%

Two or More - 1%

### Mission Statement

Our mission is to build relationships within our community. We will develop a lifelong love of learning in an inclusive environment for our students.

### Vision

Travis students, staff and community will collaborate to provide an inclusive environment for all. We will set high expectations by creating experiences that cultivate lifelong learning, compassion and growth to achieve student success.

### Demographics Strengths

## **Our Strengths**

The strengths of Travis Elementary lie in our ability to collaboratively work with all stakeholders to accomplish common goals. We strive to promote a school climate that is based on high expectations for student achievement through ongoing professional development, instructional leadership, and personal growth.

## **Demographic Strengths**

Travis' demographics offer an opportunity for growth and enrichment in our academic program. Travis has 34 professional educators, 3 academic coaches, 1 counselor, 9 paraprofessionals along with campus administration. The campus serves Kindergarten-5th grade students. We have a number of systems and supports designed to address the various learning needs of our students.

Travis has 435 students enrolled.

# Student Learning

## Student Learning Summary

## Student Learning Summary

### 2020-21 STAAR Scores

	Reading	Math	Science	Writing
<b>Approaches</b>	55%	46%	56%	33%
<b>Meets</b>	27%	20%	29%	9%
<b>Masters</b>	16%	10%	5%	0%

Early Childhood Literacy Campus Outcome Goal				
The percent of 3 <sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 28% to 41% by June 2024.				

Yearly Target Goals				
2020	2021	2022	2023	2024
28%	31%	35%	38%	41%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	27%	43%	**	**	**	**	10%	22%	**	35%	29%	13%
2021	**	30%	46%	**	**	**	**	13%	25%	**	38%	32%	16%
2022	**	34%	50%	**	**	**	**	17%	29%	**	42%	36%	20%
2023	**	37%	53%	**	**	**	**	20%	32%	**	45%	39%	23%
2024	**	40%	56%	**	**	**	**	23%	35%	**	48%	42%	26%

Early Childhood Math Board Outcome Goal				
The percent of 3 <sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 37% to 50% by June 2024.				

Yearly Target Goals				
2020	2021	2022	2023	2024
37%	40%	44%	47%	50%





Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	33%	71%	**	**	**	**	0%	30%	**	39%	38%	25%
2021	**	36%	74%	**	**	**	**	3%	33%	**	42%	41%	28%
2022	**	40%	78%	**	**	**	**	7%	37%	**	46%	45%	32%
2023	**	43%	81%	**	**	**	**	10%	40%	**	49%	48%	35%
2024	**	46%	84%	**	**	**	**	13%	43%	**	52%	51%	38%

# Goals

**Goal 1:** 1A: By the end of the 2022-2023 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 62% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 74% to 79% on the 2023 STAAR Reading test 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 58%.

**Performance Objective 1:** Provide professional learning opportunities such as face-to-face, job embedded coaching, and video coaching for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilization of Literacy Coach to coach teachers and facilitate weekly PLC meetings. Coaches will facilitate weekly PLC meetings with teachers to ensure alignment with curriculum and teaching strategies in the implementation of the balanced literacy framework and Next Steps to Guided Reading (NSGR). Appropriate instructional resources will be provided to meet expectations and improve learning for all students, including ELs, SPED, and students identified as At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Curriculum &amp; Instructional Specialists Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers in K-5 will receive continuous support and training from campus and district Reading and ALP facilitators, to increase their knowledge of instructional tools across their grade level curriculum. Thinking Maps will be a focus for increasing knowledge of instructional tools. Grade level teachers will participate in instructional rounds to learn skills and strategies from each other.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative- Review Lesson Plans, Walkthroughs, STAAR, Student Artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Bilingual/ESL teachers will receive continuous support from LCISD's ALP facilitators and Travis' Bilingual/ESL Coach. ELPS, TELPAS, and Sheltered Instruction training will be provided and monitored to ensure consistent implementation school-wide. Resources and supplies will be provided for teachers to support planning quality lessons and meeting student needs so that they can become advanced high, not only in writing but also in the areas of listening, speaking, and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs, Student Artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Curriculum and Instructional Specialist Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Materials and Supplies - 199 PIC 25 State Bilingual/ESL - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> PLC meetings will be held to monitor, analyze, and evaluate ELAR data. Instructional resources will be determined based on campus need.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p><b>Funding Sources:</b> Instructional Materials and Supplies - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** 1A: By the end of the 2022-2023 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 62% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 74% to 79% on the 2023 STAAR Reading test 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 58%.





**Performance Objective 2:** Provide targeted intervention opportunities for identified students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identified students in grades K-5 who are most at risk of not meeting the challenging State academic standards and are not demonstrating mastery on skills taught will be recommended for tutorials. Tutors will be provided during the school day to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR, Student Artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutorials - 211 Title I, Part A - \$15,000, Tutorials - 199 PIC 25 State Bilingual/ESL - \$1,000, Tutorials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$5,544</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will have opportunities to explore various genres and texts at their instructional reading level by increasing the number of books available in the school library. Librarian will design and deliver activities to enhance the reading level and supplies will be provided for that.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR, Student Artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Books - 211 Title I, Part A - \$3,500, Supplies and Instructional Materials - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide and implement intervention strategies throughout the school year to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Reading, for all students including ELs, SPED and students identified as At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Materials and resources - 199 PIC 25 State Bilingual/ESL - \$550</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Parent involvement activities will be held at least once a semester to explain literacy skills, comprehension strategies, and SEL strategies and to support partnerships connected to Parent, Family &amp; Community Engagement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Flyers, Social Media announcements, Sign in Sheets, Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals Literacy Coach ESL/Bilingual Lead Teachers Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Refreshments - 211 Title I, Part A - \$300, Supplies - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> To address HB 4545, current 4th and 5th grade students not meeting grade level standards based on 2022 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (Fall 2022, Spring 2023) and Saturday Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Literacy Coach            ESL/Bilingual Coach            Math Coach            Counselor</p> <p><b>Title I:</b>            2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students in K-2 will have access to online programming and technology such as Progress Learning, RAZ Kids, Phonics Blast, and GRA/EDL to support, remediate and/or enrich academic concepts taught. Technology will be updated and furnished to support the campus's needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative -running records, universal screeners</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Literacy Coach            ESL/Bilingual Coach            Counselor            Teachers</p> <p><b>Title I:</b>            2.4</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Online Programming/Materials - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Materials and hands-on learning experiences (including field trips) will be provided to improve learning for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative -running records, universal screeners</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Literacy Coach            Bilingual Coach            Math Coach            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Field Trips - 211 Title I, Part A - \$3,500</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** 1A: By the end of the 2022-2023 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 62% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 74% to 79% on the 2023 STAAR Reading test 1B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 58%.

**Performance Objective 3:** Promote and communicate the importance of student attendance to ensure the academic achievement of students.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will be provided with incentives for Nine Weeks attendance and positive behavior. <b>Strategy's Expected Result/Impact:</b> Summative - attendance reports <b>Staff Responsible for Monitoring:</b> Principals Literacy Coach Bilingual Coach Math Coach Counselor Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parents will be provided with informational attendance strategies through social media and parent communication. <b>Strategy's Expected Result/Impact:</b> Summative - attendance reports <b>Staff Responsible for Monitoring:</b> Principals Literacy Coach Bilingual Coach Math Coach Counselor Teachers	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2: 2A:** By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 69% to 74% on the 2023 STAAR Math test. **2B:** By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 50% based on HB 3.

**Performance Objective 1:** Provide professional learning opportunities such as face-to-face, job embedded coaching, and video coaching for K-5 teachers to improve Tier 1 instruction.

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilization of Academic Facilitator and District Math Instructional Coach to coach teachers and facilitate weekly PLC meetings. Coaches will facilitate weekly PLC meetings with teachers to ensure alignment and implementation of the Guided Math framework school-wide. A Title I paraprofessional and tutor/support personnel will be utilized to provide academic support for students in the classroom. Appropriate instructional resources and supplies, including technology, will be provided to meet expectations and improve learning for all students, including EL, SPED, and students identified as At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach Curriculum &amp; Instructional Specialists Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Materials and Supplies - 211 Title I, Part A - \$15,000, Paraprofessional - 211 Title I, Part A - \$31,575.48</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional learning will be provided to teachers over the components of Guided Math instruction. The training will focus on the implementation of the following components during the 2022-2023 school year: mini-lesson, small groups, and work stations. Teachers in Grades K-3 will participate in the district Math Cadre. Thinking Maps will be a focus for increasing knowledge of instructional tools. Grade-level teachers will participate in instructional rounds to learn skills and strategies from each other.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - walk-through data, district/campus assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach ELAR Coach Bilingual Coach Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Training Materials and Costs - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2: 2A:** By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 69% to 74% on the 2023 STAAR Math test. **2B:** By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 50% based on HB 3.

**Performance Objective 2:** Provide targeted intervention opportunities for identified students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide and implement intervention strategies throughout the school year to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Math. HB4545 students in grades 3-4 will be provided before and after school tutorials addressing math and reading deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach ELAR Coach Bilingual Coach Counselor Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutorial Pay - 199 PIC 25 State Bilingual/ESL - \$250, Tutorial Pay - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June





Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identified students in grades 3-5 who are not demonstrating mastery on skills taught will be recommended for after school and/or Saturday tutorials. In addition, tutors will be provided during the school day to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach Teachers</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutorials - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> To address HB 4545, current 4th and 5th grade students not meeting grade level standards based on 2022 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (Fall 2022, Spring 2023) and Saturday Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, benchmarks, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Parent involvement activities will be held at least once a semester to support mathematical thinking and discourse to support partnerships, connected to Parent, Family, &amp; Community Engagement Plan for parents to provide support at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Flyers, Social Media announcements, Sign in Sheets, Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Counselor Teachers</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Schoolwide Activity - 211 Title I, Part A - \$890</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Incentives will be provided to motivate students that enhance the learning experience to increase academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Counselor Teachers</p> <p><b>Funding Sources:</b> Incentives - 211 Title I, Part A - \$300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 2:** 2A: By the end of the 2022-2023 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 69% to 74% on the 2023 STAAR Math test. 2B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 50% based on HB 3.

**Performance Objective 3:** Promote and communicate the importance of student attendance to ensure the academic achievement of students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be provided with incentives for attendance and positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Counselor Teachers</p> <p><b>Funding Sources:</b> Incentive Materials - 211 Title I, Part A - \$250</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parents will be provided with informational attendance strategies through social media and parent communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Counselor Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Highly effective professional learning communities will be utilized as a vehicle for examining school, classroom and individual progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education.

**Performance Objective 1:** Provide professional learning opportunities such as face-to-face, job embedded coaching, and video coaching for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Special Education staff will utilize district and campus training to effectively provide inclusion and resource support, which will increase student's academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special Education staff will implement learning from the 3-Part Stetson Co-Teach training to better support SPED students in the general education classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Math Coach Bilingual Coach ELAR Coach Counselor Special Education Instructional Facilitator Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Highly effective professional learning communities will be utilized as a vehicle for examining school, classroom and individual progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education.

**Performance Objective 2:** Provide targeted intervention opportunities for identified SPED students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SPED staff will work collaboratively with district compliance coordinators, SPED instructional facilitators and general education teachers to provide differentiated instruction for SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, interim assessments, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals SPED Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SPED case managers will meet with campus administration consistently to review individual student data and progress for SPED students to tailor their accommodations as needed for student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - district/campus assessments, interim assessments, universal screeners, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers Literacy Coach Bilingual Coach Math Coach Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** By the end of the 2022-2023 school year, the percentage of 5th grade students scoring at the Approaches level will increase from 68% to 73% on the 2023 STAAR Science test .

**Performance Objective 1:** Provide professional learning opportunities such as face-to-face, job-embedded coaching, and video coaching for instructional coaches and K-5 teachers using conventional and technological methods to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilization of Academic Facilitator and District Coaches to coach teachers and facilitate PLC meetings to ensure alignment with curriculum and teaching strategies in the implementation of Stemscores for science instruction. Continuous support and training from campus and district facilitators will be provided to K-5 teachers to increase their knowledge of instructional tools across their grade-level science curriculum. Appropriate instructional resources, such as Progress learning and Stemscores, will be provided to meet expectations and improve learning for all students. Job-embedded training will be provided to teachers and coaches using conventional and technological methods.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Academic Facilitator Bilingual Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional coaches will attend training/conferences to enhance their knowledge base and coaching ability. Online programming such as the Leading learning series will be used on campus to build capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Funding Sources:</b> Training and Conferences - 211 Title I, Part A - \$4,400, Conference - 199 PIC 25 State Bilingual/ESL - \$365</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** By the end of the 2022-2023 school year, the percentage of 5th grade students scoring at the Approaches level will increase from 68% to 73% on the 2023 STAAR Science test .





**Performance Objective 2:** Provide targeted intervention opportunities for identified students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hands-on learning investigations and/or experiences (including field trips), along with materials will be provided to improve learning for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Principals Academic Facilitator Bilingual Coach Teachers</p> <p><b>Funding Sources:</b> Field Trips - 211 Title I, Part A - \$1,470.04</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide and implement intervention strategies to achieve STAAR Approaches standards in Grade 5 Science. Appropriate instructional resources, such as Progress Learning and Stemscores, will be provided to meet the needs of all students, including ELs, SPED, and students who are identified At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - lesson plans, district/campus assessments, benchmark assessments, STAAR, student artifacts, universal screeners</p> <p><b>Staff Responsible for Monitoring:</b> Principals Academic Facilitator Bilingual Coach Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By the end of the 2022-2023 school year, the percentage of K-5 parents reporting that teachers and students demonstrate respect for one another will increase from 87% to 90% on the 2023 Parent Campus Climate Survey.

**Performance Objective 1:** Increase awareness of supports and resources to improve social and emotional well-being among students and staff.

**Evaluation Data Sources:** Surveys, referrals, protocol packets, discipline data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional development will be provided (i.e. Solution Focused, Trauma Informed Classrooms, etc.) to address the socio-emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - surveys, referrals, sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote and communicate Character Counts! traits through whole class and small group guidance lessons. Additional socio-emotional supports will be provided through Memorial Hermann for students who are not successful through guidance lessons and/or who are in need of more intensive interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - surveys, referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create events to promote community involvement and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Funding Sources:</b> Refreshments - 211 Title I, Part A - \$314, Supplies and Materials - 211 Title I, Part A - 300</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# State Compensatory

## Budget for Travis Elementary

**Total SCE Funds:** \$5,544.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

These funds will be used to provide accelerated instruction/tutorials during, before, and after school.



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows:

Shweta Khade, Principal  
Lisa Cirella, Assistant Principal  
Amy Morales, Kindergarten  
Cecilia Orozco, 1st grade  
Amy Sloan, 2nd grade  
Michelle Van Fossen, 3rd grade  
Jolynn Williams, 4th grade  
Ramona Martinez, 5th grade  
Jose Alcala, Specials  
Marsha Thompson, SPED

Larissa Zavala - Parent

Keila Garcia - Parent

Ms. Sandra Jenkins - Community representative.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

To remain current and relevant, the CIP will be revised for the 2022-2023 school year and/or evaluated during the following months (October, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: (November, May).

Tentative Campus Improvement Council/SDM meeting dates are as follows: November 10th and May 4th

### 2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

### **2.3: Available to parents and community in an understandable format and language**

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, parent and family engagement activities, and the State and Federal Programs Office at the district's administration building.

### **2.4: Opportunities for all children to meet State standards**

Schoolwide programs to increase student performance include Roadrunner Time, tutorials, and Saturday Camp. Roadrunner time is a school-wide intervention time that is offered Monday-Friday. Tutorials are offered after school for 1 hour on Tuesdays and Thursdays: Tuesday-Math, Thursday-Reading. Saturday School will be offered on designated Saturdays in the fall and spring.

## **3. Annual Evaluation**

### **4. Parent and Family Engagement (PFE)**

#### **4.2: Offer flexible number of parent involvement meetings**

Travis will offer a flexible number of meetings to be held both in the morning and afternoon. Travis will also host several academic nights to bring learning and fun together. These events include: Math/Science Night, Literacy Night, Dual Language Parent Engagement Night, and STAAR night. Meetings will consist of sharing Title 1 information, ways to support student learning and improve attendance.

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashanta Ellis	Instructional Paraprofessional	Title I	1.00

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Materials and Supplies		\$1,000.00
1	2	1	Tutorials		\$15,000.00
1	2	2	Supplies and Instructional Materials		\$300.00
1	2	2	Books		\$3,500.00
1	2	4	Supplies		\$300.00
1	2	4	Refreshments		\$300.00
1	2	6	Online Programming/Materials		\$10,000.00
1	2	7	Field Trips		\$3,500.00
2	1	1	Paraprofessional		\$31,575.48
2	1	1	Instructional Materials and Supplies		\$15,000.00
2	1	2	Training Materials and Costs		\$2,000.00
2	2	1	Tutorial Pay		\$200.00
2	2	2	Tutorials		\$5,000.00
2	2	4	Schoolwide Activity		\$890.00
2	2	5	Incentives		\$300.00
2	3	1	Incentive Materials		\$250.00
4	1	2	Training and Conferences		\$4,400.00
4	2	1	Field Trips		\$1,470.04
5	1	3	Supplies and Materials	300	\$0.00
5	1	3	Refreshments		\$314.00
<b>Sub-Total</b>					\$95,299.52
<b>Budgeted Fund Source Amount</b>					\$95,299.52
<b>+/- Difference</b>					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$5,544.00
<b>Sub-Total</b>					\$5,544.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$5,544.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials and Supplies		\$2,000.00
1	2	1	Tutorials		\$1,000.00
1	2	3	Instructional Materials and resources		\$550.00
2	2	1	Tutorial Pay		\$250.00
4	1	2	Conference		\$365.00
<b>Sub-Total</b>					\$4,165.00
<b>Budgeted Fund Source Amount</b>					\$4,165.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$105,008.52
<b>Grand Total Spent</b>					\$105,008.52
<b>+/- Difference</b>					\$0.00