Lamar Consolidated Independent School District

Travis Elementary

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In May 2024, Ms. Marilyn Cooper was named the new campus principal of Travis Elementary to close out the 2023-2024 school year. On May 13, 2024, a Campus Needs Assessment Meeting was held to discuss the campus's current status and future needs. The committee comprised a Travis parent, three upper-level district personnel, and two campus staff members. Members participated in a virtual TEAMS meeting at 3:30 p.m. to discuss the campus needs for the 24-25 school year.

On June 19, 2024, the campus leadership team met to review various campus data and 23-24 STAAR data to make projections for the 2024-2025 school year. The data consisted of reporting information from both Jackson Elementary and Travis Elementary and identified areas needing improvement: academic performance, instructional practices, student engagement, professional development, school climate, and community involvement for the 2024-2025 school year.

Marilyn Cooper (Principal)

Wayne Morren (Area Superintendent)

Dr. Marva O'Neal (Director, Federal Programs)

Nikeskia Walker (Assistant Principal)

Susanna Arrez (Parent)

Cynthia Princle (ALP Facilitator)

Lydia Vargas (EB Specialist)

Jose Alcala (Teacher)

Lucia Vargas (Teacher)

Savithia Creel (Teacher)

Demographics

Demographics Summary

Who are we?

Travis Elementary is a Lamar Consolidated Independent School District in Rosenberg, Texas. As one of the district's first elementary campuses, we are rooted in rich traditions and continuous legacies of Travis students' family histories. Through collaboration and community involvement, we strive to create an environment conducive to student-centered and data-driven learning. At Travis Elementary, we are committed to our motto, "Where the Best Get Better!"

Who do we serve?

Our school provides educational services for Kindergarten through fifth-grade students. Our unique programs include SLC, GT, Dual Language Bilingual, and ESL.

Economic Disadvantaged -72.38%

Emerging Bilingual - 33.92%

ESL - 4.02%

African American - 12.41%

Hispanic - 80.42%

White - 5.07%

Two or More - 1.22%

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. We will see high expectations by creating experiences that cultivate lifelong compassion and growth in achieving student success.

Demographics Strengths

Strengths of Travis Elementary

Overview: Travis Elementary, located in Rosenberg, Texas, is part of the Lamar Consolidated Independent School District. As one of the district's founding elementary schools, it boasts a rich history and a commitment to fostering a nurturing educational environment.

Key Strengths

1. **Historical Legacy**:
   - The school has deep-rooted traditions and a legacy that enhances community involvement and pride among families of Travis students.
2. **Student-Centered Learning**:
   - A strong emphasis is placed on creating a learning environment that is both student-centered and data-driven, promoting active engagement and personalized educational experiences.
3. **Collaborative Culture**:
   - Travis Elementary encourages collaboration among staff, students, and families, fostering a supportive community that enhances the educational process.
4. **Diverse and Equitable Staffing**:
   - The staff reflects the cultural and educational diversity of the student population, ensuring that the needs of all students are met effectively.
   - Composition includes 39 professional staff members, two instructional coaches, one counselor, and eleven support staff.

Demographic Strengths

- **Enrollment**:
  - Travis Elementary serves a diverse student body of 574 enrolled students, offering a wealth of perspectives and experiences that enrich the academic environment.
- **Opportunity for Growth**:
  - The demographic diversity presents opportunities for tailored academic programs that can address the varied backgrounds and needs of the student population.

Conclusion

Travis Elementary's strengths lie in its rich history, commitment to student-centered learning, collaborative culture, and diverse staffing. These attributes provide a strong foundation for addressing challenges and enhancing academic programs for all students in the 2024-2025 school year. By leveraging these strengths, the school can continue to foster an inclusive and effective educational environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: Many fourth and fifth graders demonstrate low reading skills, impacting their academic performance. **Root Cause:** Instructional Factors Inconsistent or ineffective teaching strategies. Lack of differentiated instruction to meet diverse Learning Needs Limited exposure to various reading materials. Curricular Factors Curriculum misalignment with student needs. Insufficient focus on foundational reading skills (phonics, vocabulary, comprehension). Environmental Factors Home literacy environment

Student Learning

Student Learning Summary

The MAP Reading Fluency data underscores the need for immediate action to address reading gaps among students at Travis Elementary. By implementing targeted interventions and fostering a collaborative approach among staff and families, the school can work towards improving reading proficiency and achieving grade-level expectations for all students in the 2024-2025 school year.

Student Learning Strengths

Student Learning Strengths at Travis Elementary

1. **Diverse Learning Styles**:

   - Students at Travis Elementary exhibit a variety of learning styles, allowing for a rich tapestry of instructional approaches. This diversity enhances collaborative learning experiences and peer interactions.

2. **Resilience and Adaptability**:

   - Many students demonstrate resilience in facing challenges. This adaptability can foster a growth mindset, encouraging them to embrace new concepts and persevere through difficulties.

3. **Community Engagement**:

   - Students benefit from strong community ties, which support their learning experiences. Involvement in school events and family participation helps build a sense of belonging and motivation.

4. **Cultural Awareness**:

   - The diverse backgrounds of students enrich classroom discussions and group work, promoting cultural awareness and empathy among peers.

5. **Collaboration Skills**:

   - Many students exhibit strong teamwork abilities, working well in groups to solve problems and complete projects, which is vital for their social and academic development.

6. **Interest in Technology**:

   - Students are generally enthusiastic about using technology for learning, which can enhance engagement and support interactive learning experiences.

7. **Curiosity and Enthusiasm for Learning**:

   - Many students' natural curiosity drives them to explore subjects in depth, encouraging inquiry-based learning and fostering a love for knowledge.

8. **Supportive Peer Relationships**:

   - Positive relationships among students can enhance motivation and create a supportive learning environment where they feel safe expressing ideas and asking questions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The MAP Reading Fluency data for K-2 and MAP Growth data for grades 3-5 indicate that students at Travis Elementary are reading below the

Lamar CISD guidelines compared to Lexile reading levels and Grade-Level Reading Ability (GRA). This performance gap highlights a pressing need for targeted interventions to improve student literacy. **Root Cause:** Phonemic Awareness Deficiencies: Many students lack solid phonemic awareness, which is crucial for developing foundational reading skills. This deficiency affects their ability to decode words and recognize sounds, leading to reading fluency and comprehension difficulties. Insufficient Instruction in Reading Strategies: Inferring: Students struggle to make inferences from different text

School Processes & Programs

School Processes & Programs Summary

Professional Development Needs at Travis Elementary

Teacher Experience and Support:

- **Staff Composition**: Travis Elementary has 30 classroom teachers, with 50% (15 teachers) having less than one year of experience. This high proportion of novice teachers indicates a pressing need for comprehensive instructional coaching and training.

- **Instructional Coaching**:

    - **Content and Pedagogy**: Novice teachers require targeted coaching in effective teaching practices and subject matter expertise to build their confidence and competence in the classroom.

- **Training on District Systems**:

    - New teachers must be familiarized with the systems and methods used within Lamar CISD to ensure consistency in instructional practices and adherence to district expectations.

Identified Professional Development Needs

1. **Comprehensive Induction Program**:

    - Develop a structured induction program that includes mentoring for novice teachers, focusing on effective teaching strategies, classroom management, and curriculum implementation.

2. **Ongoing Professional Development Workshops**:

    - Schedule regular workshops that address key areas such as:
        - Differentiated instruction
        - Assessment strategies
        - Classroom management techniques

3. **Collaborative Learning Communities**:

    - Establish professional learning communities (PLCs) to facilitate peer collaboration, sharing best practices, and continuous improvement among staff.

4. **Training on District Policies and Procedures**:

    - Provide in-depth training sessions on Lamar CISD policies, instructional frameworks, and available resources to help new teachers acclimate to the district's expectations.

Family Engagement and Parental Involvement

Current Situation:

- Travis Elementary recognizes the need to increase family engagement and parental involvement to better support students both academically and emotionally.

Strategies for Improvement

1. **Regular Communication**:

- Establish consistent communication channels with families, including newsletters, emails, and social media updates, to keep them informed and involved.

2. **Family Workshops and Events**:

    - Organize workshops focused on academic support strategies that parents can use at home, as well as events that encourage community building.

3. **Parent Volunteer Opportunities**:

    - Create volunteer opportunities for parents to engage in classroom activities and school events, fostering a sense of ownership and involvement in their child's education.

4. **Feedback Mechanisms**:

    - Implement surveys or feedback sessions to understand parents' concerns and suggestions, ensuring their voices are heard in school decision-making processes.

5. **Collaboration with Community Organizations**:

    - Partner with local organizations to provide resources and support for families, including access to educational materials and mental health services.

School Processes & Programs Strengths

Strengths of Travis Elementary

1. **Adaptability to Change**:

    - Travis Elementary demonstrates a strong ability to adapt to new challenges and educational practices. This flexibility allows the school to respond effectively to the evolving needs of students and the broader educational landscape.

2. **Sense of Community and Family**:

    - The school fosters a supportive environment that promotes a sense of belonging among staff and students. This strong community ties enhance collaboration and mutual support, contributing to a positive school culture.

3. **Culture of Learning**:

    - Travis prioritizes a culture of continuous learning, encouraging both students and staff to pursue growth and improvement. This commitment to professional development helps maintain high instructional standards.

Evidence of Strengths

1. **Implementation of Research-Based PLC Methods**:

    - Travis has successfully adopted Professional Learning Community (PLC) practices grounded in research, facilitating collaborative discussions among teachers to improve instruction and student outcomes.

2. **Utilization of Student Expectation Analysis Tools**:

    - The school employs Student Expectation Analysis Tools and a Student Expectation Data Tracker to analyze instructional effectiveness and learning outcomes systematically. This data-driven approach allows for targeted adjustments in teaching strategies.

3. **Multi-Tiered Student Support System (MTSS)**:

    ◦ Travis has implemented an MTSS framework to monitor student growth and identify learning deficiencies. This system ensures that students receive the appropriate level of support based on their individual needs, allowing for early intervention and personalized instructional strategies
    ◦ **Conclusion**
    Travis Elementary's strengths in adaptability, community building, and fostering a culture of learning create a solid foundation for ongoing improvement. By leveraging these strengths through structured methods like PLCs and MTSS, the school can effectively enhance student outcomes and support the diverse needs of its learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of family engagement/parental involvement and support to better support the students academically and socially.   **Root Cause:** Two campuses have merged into one new school community, and families have found adapting to new processes and procedures challenging. Enhance parent capacity better to support the campus and the social-emotional needs of students.

Perceptions

Perceptions Summary

Travis surveys completed by teachers, students, and staff indicated that communication, more parental involvement, and after-school activities were areas of need. The students equally felt there was a teacher, counselor, or other staff member they could talk to about their problems. The staff shared that they are hopeful for better communication with parents and increased attendance at school events. Travis staff will collaborate to develop a deeper understanding of our campus mission and vision to ensure that we are all in agreement with our school expectations and beliefs. Travis has a partnership with The Fort Bend Advocates, Bravos Valley Credit Union, Real Hope Community Church, and Klub Hope. The goal is to recruit more community support and business partners.

Perceptions Strengths

Key Areas for Improvement
   Strategic Actions

1. **Improved Communication Strategies**:
   - **Digital Communication**: Develop a robust digital communication plan that includes:
     - Regular newsletters sent via email and posted on the school website
     - Updates through social media platforms to engage families and the community
   - **Written Communication**: Ensure that important information is distributed in a clear, concise manner, with translations available as needed to reach diverse families.
2. **Increase Parental Engagement**:
   - **Family Engagement Events**: Plan regular family nights, workshops, and informational sessions to engage parents and provide them with tools to support their children's learning.
   - **Incentives for Attendance**: Consider offering incentives for families to attend events, such as raffles or refreshments, to boost participation.
3. **Collaboration on Mission and Vision**:
   - **Staff Workshops**: Organize workshops for staff to discuss and deepen their understanding of the school's mission and vision. Ensure alignment on school expectations and beliefs.
   - **Stakeholder Input**: Gather input from parents and community members to refine the mission and vision, ensuring it reflects the values and needs of the entire school community.
4. **Strengthening Community Partnerships**:
   - **Leverage Existing Partnerships**: Collaborate with current partners such as The Fort Bend Advocates, Bravos Valley Credit Union, Real Hope Community Church, and Klub Hope to create programs and activities that benefit students and families.
   - **Recruit Additional Partners**: Actively seek out new community and business partners who can contribute resources, mentorship, or funding to support school initiatives.
5. **Feedback and Continuous Improvement**:
   - **Ongoing Surveys**: Conduct regular surveys to assess the effectiveness of communication strategies and family engagement efforts. Use the feedback to make adjustments and improvements.
   - **Community Meetings**: Host community meetings to discuss progress, share successes, and gather additional input from parents and stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Vacancy of an instructional coach contributed to the alignment of clear roles, responsibilities, and instructional support to begin the school year.
   Root Cause: Loss of one core member of the instructional team due to promotion.

Problem Statement 2: Significant teacher and staff attrition occurred for the 2024-25 school year, resulting in lost talent and invested professional development.   **Root Cause:** Growth in student enrollment, specifically dual language program growth, district growth, and staff-preferred teaching location within the district.

Priority Problem Statements

Problem Statement 1: The MAP Reading Fluency data for K-2 and MAP Growth data for grades 3-5 indicate that students at Travis Elementary are reading below the Lamar CISD guidelines compared to Lexile reading levels and Grade-Level Reading Ability (GRA). This performance gap highlights a pressing need for targeted interventions to improve student literacy.

Root Cause 1: Phonemic Awareness Deficiencies: Many students lack solid phonemic awareness, which is crucial for developing foundational reading skills. This deficiency affects their ability to decode words and recognize sounds, leading to reading fluency and comprehension difficulties. Insufficient Instruction in Reading Strategies: Inferring: Students struggle to make inferences from different text

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Vacancy of an instructional coach contributed to the alignment of clear roles, responsibilities, and instructional support to begin the school year.

Root Cause 2: Loss of one core member of the instructional team due to promotion.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Goals

Goal 1: By the end of the 2024-2025 school year, the percentage of K-2 students reading on or above grade level will increase from 65% to 70% as measured by the end of the year MAP Reading Fluency Assessment.

Performance Objective 1: Provide ongoing learning opportunities for teachers through campus and district-level professional development, a coaching cycle, and learning walks.

Evaluation Data Sources: Teacher Professional Development Hours-LAR
Increase in student reading data that identifies student growth.
Learning Walks Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches will be trained in MAP Fluency and provide ongoing TOT training for all K-5th grade teachers. The training will include MAP Reading Fluency Training and Data Analysis to guide intervention.	**Formative**		
	Feb	Apr	June
Strategy's Expected Result/Impact: Leverage the intersection of equity and formative assessment practices to shape student success and growth in reading. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Interventionist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - **Additional Targeted Support Strategy - Results Driven Accountability**			

Strategy 2 Details	Formative Reviews		
Strategy 2: K-2 Teachers will utilize the UFLI Foundations Toolbox four to five times per week to increase student phonemic awareness and foundation reading skills.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase proficiency in the following areas: Phoneme blending and segmentation practice Accuracy and automaticity of grapheme-phoneme correspondences Decoding automaticity of words with previously learned concepts Explicit introduction of new concepts Decoding and encoding practice Reading and spelling irregular words Reading and spelling connected text **Staff Responsible for Monitoring:** Teacher Instructional Coach Administration			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: By the end of the 2024-2025 school year, the percentage of K-2 students reading on or above grade level will increase from 65% to 70% as measured by the end of the year MAP Reading Fluency Assessment.

Performance Objective 2: Students will participate in daily guided reading groups and phonics/literacy workstations 3-4 times per week, including sight word review and independent reading, to build fluency and reading stamina.

    Evaluation Data Sources: Word Knowledge Inventory, UFLI Benchmarks, and MAP Reading Fluency for K-2.

Strategy 1 Details	Formative Reviews		
Strategy 1: Within Tier 1 instruction and intervention K-2 teachers will utilize Literacy Footprints guided reading resources, MAP Fluency intervention resources.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student reading levels and build reading fluency by pulling literacy intervention groups. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Additional reading resources for reading fluency, take home readers, and general reading supplies - 211 Title I, Part A - $4,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: A part-time interventionist will be hired to support student academic needs along with resources and supplies to meet student needs.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase phonemic awareness and increase MAP Reading Fluency scores. **Staff Responsible for Monitoring:** Administration Instructional Coaches Tutors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Instructional Support-Tutor $10,000, Software, innovative resources, general supplies, tutor resources-$2410 - 211 Title I, Part A - $12,410, Instructional Resources for math, reading and science to support reading comprehension in all areas - 211 Title I, Part A - $5,500, Instructional Support-Tutor and Resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $8,085			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: By the end of the 2024-2025 school year, the percentage of 3rd-5th grade math students scoring Meets on the 2025 Math STAAR test will increase by 5% (46%-52%) from the 2024 STAAR Scores.

Performance Objective 1: 3rd-5th grade math teachers will collect, interpret, and analyze student data to create targeted tiered intervention groups to increase overall student proficiency in math critical thinking skills.

 Evaluation Data Sources: STAAR, District Benchmarks, universal screeners, unit assessments, student artifacts, exit tickets, and intervention data.

Strategy 1 Details	Formative Reviews		
Strategy 1: The teachers will provide consistent formative assessments to drive Tier 1 instruction. Progress monitoring and data meetings will be conducted after each unit assessment to determine guided math groups.	**Formative**		
Strategy's Expected Result/Impact: High-quality differentiated learning opportunities will be provided during roadrunner time and guided math. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Teachers Special Education Teacher Math Tutor	**Feb**	**Apr**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 2: By the end of the 2024-2025 school year, the percentage of 3rd-5th grade math students scoring Meets on the 2025 Math STAAR test will increase by 5% (46%-52%) from the 2024 STAAR Scores.

Performance Objective 2: 3rd-5th grade math teachers will improve student fact fluency and problem solving strategies through the use of Reflex Math, Math Warm-Ups, and intense small group interventions provided by a math interventionist.

    Evaluation Data Sources: Class Observation, Reflex Math Data, unit assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Reflex Math will improve student automaticity providing opportunities to practice basic math facts with an overall mastery of 100%.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Improvement with fact fluency will support students mastery of problem solving.
     Staff Responsible for Monitoring: Teacher/Coach
 	
     Title I:
 2.4, 2.6
     Funding Sources: Additional resource to build student fact fluency-Reflex Math - 211 Title I, Part A - $2,965			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math Warm-Ups will provide the students with the opportunity to practice utilizing their problem solving skills, provide an opportunity for students to see word problems in a variety of ways, and allow students the ability to consistently practice using their problem solving strategies until mastery.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to proficiently solve multi-step problems. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Coach Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: A part-time interventionist will be hired to support student academic needs along with resources and supplies to meet student needs.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student achievement in math by closing foundation math gaps as evidenced by STAAR results and math fluency. **Staff Responsible for Monitoring:** Instructional Coach Administration Interventionist **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Instructional Support Tutor ($14,000), general supplies to support math goal ($2410) - 211 Title I, Part A - $16,616			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: By the end of the 2024-2025 school year. The percentage of 3rd-5th grade students scoring at the MEETS level on the 2025 RLA test will increase from 50% to 55% as measured by the STAAR RLA assessment.

Performance Objective 1: Provide ongoing RLA learning opportunities for teachers through campus and district level professional development.

Evaluation Data Sources: Unit Assessments, Benchmark, MAP, STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and Instructional Coaches will participate in professional development courses such as ECR/SCR RLA, Professional Learning Communities (PLC), Dual Language Vocabulary Study, Heggerty Phonemic Awareness, and other RLA training in need as indicated by student data.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Tier 1 Instructional capacity will increase as evidence in student assessment data. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, EB/BiL Specialists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Continuous professional development to include Data Driven Results and PLCs through consultancy - 211 Title I, Part A - $3,910.76			

Strategy 2 Details	Formative Reviews		
Strategy 2: A part-time interventionist will be hired to support student academic needs along with resources and supplies to meet student needs.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Data will reflect an increase in student reading STAAR scores by 20%. **Staff Responsible for Monitoring:** Administration Instructional Coach Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Support-Tutor ($15,,000) computer program,-211 Title I, Part A, (3,000) - 211 Title I, Part A - $19,616			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: By the end of the 2024-2025 school year. The percentage of 3rd-5th grade students scoring at the MEETS level on the 2025 RLA test will increase from 50% to 55% as measured by the STAAR RLA assessment.

Performance Objective 2: Provide Tier I and Tier 2 differentiated instruction in reading and writing based on student performance data to include ECR and SCR.

    Evaluation Data Sources: STAAR, Campus Assessments, Reading/Writing Journal responses

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize writing resources (to include but not limited to; Waggle, Fast Focus- Writing, Cambium) to support student mastery in revising and editing and extended constructed responses.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Demonstrate growth and improve percent of students scoring 4 or higher on Extended Constructive Responses.
    Staff Responsible for Monitoring: Teachers
Instructional Coaches
Administrators
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Improve low-performing schools
    Funding Sources: Fast Focus Writing - 211 Title I, Part A - $1,845			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: By the end of the 2024-2025 school year, the percentage of 5th grade students scoring at the Approaches level on the 2025 Science STAAR test will increase from 48% to 53% from the 2024 STAAR test scores.

Performance Objective 1: To improve Tier I instruction, K-5 teachers will provide engaging, rigorous, hands-on, real-world learning opportunities that support Tier I/3D Science instruction.

    Evaluation Data Sources: STAAR, lesson plans, unit assessments, district benchmarks, universal screeners, and student artifacts.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use district resources, HMH, and other innovative resources to provide student opportunities to explore and explain real-life phenomenon in science.	**Formative**		
Strategy's Expected Result/Impact: Enable students to master concepts to the rigor of the standards to approach on science. **Staff Responsible for Monitoring:** Teachers and Instructional coaches **Funding Sources:** Additional innovative science resources - 211 Title I, Part A - $8,189.14	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for classroom and outdoor investigations 80% of the time for K-1 graders, 60% of the time for 2nd-3rd graders, and 50% of the time for 4th-5th graders.	**Formative**		
Strategy's Expected Result/Impact: Enable students to build background knowledge of scientific and engineering practices and apply those practices to everyday life in alignment with the TEKS. **Staff Responsible for Monitoring:** Teachers and instructional coaches **Title I:** 2.4, 2.5 **Funding Sources:** Science Resources for Innovative School Day Lab, general science equipment replenishment and professional learning labs - 211 Title I, Part A - $5,410	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: A part-time interventionist will be hired to support student academic needs along with resources and supplies to meet student needs.	**Formative**		
Strategy's Expected Result/Impact: Increase student achieve as measured by Meets on campus, district and STAAR assessments for 5th grade. **Title I:** 2.4, 2.5, 4.2 **Funding Sources:** Tutor for science tutorial session and instructional resources - 211 Title I, Part A - $4,000	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: By the end of the 2024-2025 school year, the percentage of 5th grade students scoring at the Approaches level on the 2025 Science STAAR test will increase from 48% to 53% from the 2024 STAAR test scores.

Performance Objective 2: Improve student understanding and use of science academic language through the use of a word wall, vocabulary station, and sentence stems.

    Evaluation Data Sources: lesson plans, unit assessments, district benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will show mastery of science language acquisition through the use of Science Fast Focus.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to apply their knowledge and understanding of scientific vocabulary language through the completion of Science Fast Focus. This daily activity will allow the teachers to monitor and support student's understanding of the TEKS **Staff Responsible for Monitoring:** Classroom Teacher Instructional Coaches Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** Classroom science vocabulary resources, science hands on classroom activities, and general science classroom supplies - 211 Title I, Part A - $4,825	**Feb**	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will improve in formulating a written student response in science, by using sentence stems and the CER (Claim, Evidence, Reasoning) strategy on a weekly basis as part of a science workstation or lab.	**Formative**		
Strategy's Expected Result/Impact: Student improvement with articulating responses regarding science curriculum in labs, deep practice and workstations. **Staff Responsible for Monitoring:** Classroom Teacher	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: By the end 2024-2025 school year, the percentage of discipline referrals stemming from non-compliance and self-regulation will show a decrease by 5%.

Performance Objective 1: Increase awareness and application of supports and resources to improve social, emotional well-being and student behaviors.

    Evaluation Data Sources: Referrals, Student Surveys, Parent Engagement

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Development will be provided to staff to address the social-emotional needs of students: Bullying, Capturing Kids Hearts, PBIS and Restorative Circles.	**Formative**		

Strategy's Expected Result/Impact: Referrals and Surveys
    Staff Responsible for Monitoring: Administration and Counselor
 	
    Title I:
2.5, 2.6
  - TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
    Funding Sources: PBIS and Character Counts supplemental materials and awards - 211 Title I, Part A - $3,000, Professional Development, general activity supplies and parent engagement - 211 Title I, Part A - $9,960
	Feb	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote and communicate Character Counts through class lessons and innovation school days. Additional emotional support will be provided through small groups, individual sessions and outside resources for Tier 2 and Tier 3 students.	**Formative**		

Strategy's Expected Result/Impact: Referrals and Surveys
    Staff Responsible for Monitoring: Counselor
 	
    Title I:
2.5, 2.6
  - TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
	Feb	**Apr**	**June**

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative		
Strategy 3: Create events to promote community involvement and engagement.	**Feb**	**Apr**	**June**

-Parent Involvement Meetings
 -College and Career Day
 -In partnership with the Dual Language, Title 1 Department: Family Engagement Events (Fall and Spring Curriculum Night, Title 1 and Title 3 Meetings)
 Innovative School Days
 	
 Strategy's Expected Result/Impact: Increase in parent and community engagement as evidenced by sign- in sheets and surveys
 Staff Responsible for Monitoring: Administration
 Coaches
 Teachers
 	
 Title I:
 2.5, 4.1, 4.2
  - **TEA Priorities:**
 Connect high school to career and college, Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
 Funding Sources: Innovative School Day supplies and family engagement general supplies and activities - 211 Title I, Part A - $3,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: By the end 2024-2025 school year, the percentage of discipline referrals stemming from non-compliance and self-regulation will show a decrease by 5%.

Performance Objective 2: Implement a school wide Positive Behavior Intervention System (PBIS) to reduce discipline referrals by 10% in the year 2024-2025 in high-yield areas as reported by the end of the year 2023-school year.

Evaluation Data Sources: OnData Suite
Campus Climate Survey
Skyward Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Refine the current PBIS and Discipline System by identifying the discipline referral data reflected on the six-week data report to identify the top five behaviors.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Identify discipline areas needing refinement based on the campus behavior management chart and provide the appropriate student support to manage behavior. **Staff Responsible for Monitoring:** Assistant Principal Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Prioritizing PBIS Positive Behavior Reward System by increasing student incentives and awards such as Roadrunner Bucks, House Points, and Quarterly House Celebrations.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease schoolwide behavior identified on discipline data reporting by 10% **Staff Responsible for Monitoring:** Administrators PBIS Committee Support Staff **Funding Sources:** general student rewards and storage supplies. - 211 Title I, Part A - $3,500			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: By May of 2025, Travis Emergent Bilingual students will increase the percentage of students showing growth on the TELPAS composite score of intermediate students from 35% to 40%.

Performance Objective 1: Utilize culturally responsive teaching materials that reflect the students' backgrounds and interests to promote engagement.

Evaluation Data Sources: Learning Walks, Formative Assessments,

Strategy 1 Details	Formative Reviews		
Strategy 1: The Bilingual Teachers in Grades 2-5 will attend two professional development to acquire research-based instructional strategies to implement in the classroom to increase student achievement on TELPAS.	**Formative**		
	Feb	**Apr**	**June**
Title I: 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Bilingual Professional Development and Professional Organizers for Bilingual Teachers - 211 Title I, Part A - $3,433.10			

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate visual aids, interactive activities, and technology to enhance understanding in both language and content areas.	**Formative**		
Strategy's Expected Result/Impact: Increase in language proficiency as measured by formal and informal assessments.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration EB Coach Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Increase visual aids resources, innovative lesson activities and educational technology software in dual languages. - 211 Title I, Part A - $2,410			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: By May of 2025, Travis Emergent Bilingual students will increase the percentage of students showing growth on the TELPAS composite score of intermediate students from 35% to 40%.

Performance Objective 2: Increase student English language proficiency in all four domains of TELPAS.

    Evaluation Data Sources: Summit K-12 usage reports.

Strategy 1 Details		Formative Reviews		
Strategy 1: Emerging bilingual students will utilize Summit K-12 at least 3-4 times per week in an ELAR workstation rotation.		**Formative**		
Strategy's Expected Result/Impact: Evidence of increased baseline scores from the previous year on TELPAS. **Staff Responsible for Monitoring:** Administration EB Instructional Coach **Funding Sources:** additional software and general supplies as it relates to bilingual reading support - 211 Title I, Part A - $2,410		**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Travis Elementary

Total SCE Funds: $8,085.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The monies from the State Compensatory Education Budget will supplement student interventions through tutoring during and after school.

Title I Personnel

Name	Position	Program	FTE
Phyllis Davidson	Instructional Aide	Title I	1.0

Campus Funding Summary

			211 Title I, Part A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Additional reading resources for reading fluency, take home readers, and general reading supplies		$4,000.00
1	2	2	Instructional Support-Tutor $10,000, Software, innovative resources, general supplies, tutor resources-$2410		$12,410.00
1	2	2	Instructional Resources for math, reading and science to support reading comprehension in all areas		$5,500.00
2	2	1	Additional resource to build student fact fluency-Reflex Math		$2,965.00
2	2	3	Instructional Support Tutor ($14,000), general supplies to support math goal ($2410)		$16,616.00
3	1	1	Continuous professional development to include Data Driven Results and PLCs through consultancy		$3,910.76
3	1	2	Instructional Support-Tutor ($15,,000) computer program,-211 Title I, Part A, (3,000)		$19,616.00
3	2	1	Fast Focus Writing		$1,845.00
4	1	1	Additional innovative science resources		$8,189.14
4	1	2	Science Resources for Innovative School Day Lab, general science equipment replenishment and professional learning labs		$5,410.00
4	1	3	Tutor for science tutorial session and instructional resources		$4,000.00
4	2	1	Classroom science vocabulary resources, science hands on classroom activities, and general science classroom supplies		$4,825.00
5	1	1	PBIS and Character Counts supplemental materials and awards		$3,000.00
5	1	1	Professional Development, general activity supplies and parent engagement		$9,960.00
5	1	3	Innovative School Day supplies and family engagement general supplies and activities		$3,000.00
5	2	2	general student rewards and storage supplies.		$3,500.00
6	1	1	Bilingual Professional Development and Professional Organizers for Bilingual Teachers		$3,433.10
6	1	2	Increase visual aids resources, innovative lesson activities and educational technology software in dual languages.		$2,410.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	1	additional software and general supplies as it relates to bilingual reading support		$2,410.00
				Sub-Total	$117,000.00
				Budgeted Fund Source Amount	$117,000.00
				+/- Difference	$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Instructional Support-Tutor and Resources		$8,085.00
				Sub-Total	$8,085.00
				Budgeted Fund Source Amount	$8,085.00
				+/- Difference	$0.00
				Grand Total Budgeted	$125,085.00
				Grand Total Spent	$125,085.00
				+/- Difference	$0.00