

Lamar Consolidated Independent School District
Travis Elementary
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
Goals	5
Goal 1: 1A: By the end of the 2021-2022 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 60% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 55% to 70% on the 2022 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 28% to 41%.	6
Goal 2: 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 46% to 60% on the 2022 STAAR Math test. 2B: By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR will increase from 37% to 50% based on HB 3.	11
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.	15
Goal 4: By the end of the 2021-2022 school year, the percentage of 5th grade students scoring at the Approaches level will increase from 56% to 65% on the 2022 STAAR Science test .	17
Goal 5: By the end of the 2021-2022 school year, the percentage of K-5 parents reporting that teachers and students demonstrate respect for one another will increase from 74% to 80% on the 2022 Parent Campus Climate Survey.	19
State Compensatory	20
Budget for Travis Elementary	21
Personnel for Travis Elementary	21
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
1.1: Comprehensive Needs Assessment	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	23
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	23
3.1: Develop and distribute Parent and Family Engagement Policy	23
3.2: Offer flexible number of parent involvement meetings	24
Title I Personnel	24
Campus Funding Summary	25
Addendums	27

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 396 students enrolled.

Student Learning

Student Learning Summary

Student Learning Summary

2020-21 STAAR Scores

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

Early Childhood Literacy Campus Outcome Goal				
The percent of 3 rd 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%

Early Childhood Math Board Outcome Goal				
The percent of 3 rd 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	**	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%





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 2021-2022 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 60% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 55% to 70% on the 2022 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 28% to 41%.

Performance Objective 1: Provide professional learning opportunities for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Literacy Coach to coach teachers and facilitate bi-weekly PLC meetings. Coaches will facilitate bi-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>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Curriculum & Instructional Specialists Teachers</p> <p>Funding Sources: Instructional Resources and Materials - 211 Title I, Part A - \$10,000, Salaries - I Literacy Coach - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$16,062.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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. Grade level teachers will participate in instructional rounds to learn skills and strategies from each other.</p> <p>Strategy's Expected Result/Impact: Summative- Review Lesson Plans, Walkthroughs, STAAR</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: All Bilingual/ESL teachers will receive continuous support from LCISD's ALP facilitators and Travis' Bilingual/ESL Coach. ELPS and TELPAS training will be provided. 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>Strategy's Expected Result/Impact: Summative - TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals Curriculum and Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Materials and Supplies - 199 PIC 25 State Bilingual/ESL - \$2,052</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PLC meetings will be held to monitor, analyze, and evaluate reading and writing data. Instructional resources will be determined based on campus need.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p>Funding Sources: Instructional Materials and Supplies - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: 1A: By the end of the 2021-2022 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 60% to 65% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 55% to 70% on the 2022 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 28% to 41%.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Identified students in grades K-5 who are not demonstrating mastery on skills taught will be recommended for tutorials.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutorial Pay - 199 PIC 25 State Bilingual/ESL - \$250, Tutorial Pay - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,034</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have opportunities to explore various genres and text for independent reading by increasing the number of books available in school library.</p> <p>Strategy's Expected Result/Impact: Summative - universal screeners,</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Books - 211 Title I, Part A - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and implement intervention strategies to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Reading, including ELs, SPED and students identified as At-Risk. For students in grades K-2, a summer based literacy program will be held for identified students in grades K-2 to remediate literacy deficiencies.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Summer School Teacher Pay, Resources and Materials - 211 Title I, Part A - \$13,350, Instructional Resources and Materials - 199 PIC 25 State Bilingual/ESL - \$850</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Parent involvement activities will be held to explain literacy skills and/or comprehension strategies to support partnerships connected to Parent, Family & Community Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Lead Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Fees for Programming - Vendor Costs - 211 Title I, Part A - \$2,550, Cost for activities - 199 PIC 25 State Bilingual/ESL - \$850</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: To address HB 4545, current 4th and 5th grade students not meeting grade level standards based on 2021 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (October 2021, spring 2022) and Saturday camp.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students in K-2 will have access to online programming and technology such as Education Galaxy, RAZ Kids, and Phonics Blast to support, remediate and/or enrich academic concepts taught. Technology will be updated and furnished to support the campus needs.</p> <p>Strategy's Expected Result/Impact: Summative -running records, universal screeners</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Digital Learning Coach Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Online Programming/Materials - 211 Title I, Part A - \$7,050</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Materials and hands-on learning experiences (including field trips) will be provided to improve learning for all students. Strategy's Expected Result/Impact: Summative -running records, universal screeners Staff Responsible for Monitoring: Principals Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Field Trip Fees - 211 Title I, Part A - \$3,400	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: 1A: By the end of the 2021-2022 school year, the percentage of Kindergarten through 2nd grade students reading on/above grade level will increase from 60% to 65% as measured on the End of Year GRA/EDL assessment. **2A:** By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 55% to 70% on the 2022 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 28% to 41%.





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

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with incentives for Nine Weeks attendance. Strategy's Expected Result/Impact: Summative - attendance reports Staff Responsible for Monitoring: Principals Teachers Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be provided with informational attendance strategies through social media and parent communication. Strategy's Expected Result/Impact: Summative - attendance reports Staff Responsible for Monitoring: Principals Teachers	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 46% to 60% on the 2022 STAAR Math test. **2B:** By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR will increase from 37% to 50% based on HB 3.

Performance Objective 1: Provide professional learning opportunities for K-5 teachers to improve Tier 1 instruction.





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Academic Facilitator and District Math Instructional Coach to coach teachers and facilitate bi-weekly PLC meetings. Coaches will facilitate bi-weekly PLC meetings with teachers to ensure alignment and implementation of the Guided Math framework school-wide. A Title I paraprofessional will be utilized to provide academic support for students in the classroom. Appropriate instructional resources will be provided to meet expectations and improve learning for all students, including EL, SPED, and students identified as At-Risk.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Curriculum & Instructional Specialists Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Salaries - 1 Academic Facilitator; I Paraprofessional - 211 Title I, Part A - \$48,100, Salaries - 1 Academic Facilitator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$49,350, Instructional Materials and Supplies - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional learning will be provided to teachers over the components of Guided Math instruction. The trainings will focus on the implementation of the following components during 2021-2022 school year: mini lesson, small groups, and work stations.</p> <p>Strategy's Expected Result/Impact: Summative - walk-through data, district/campus assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Training materials and costs - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 46% to 60% on the 2022 STAAR Math test. **2B:** By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR will increase from 37% to 50% based on HB 3.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and implement intervention strategies to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Math.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$3,672</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identified students in grades 3-5 who are not demonstrating mastery on skills taught will be recommended for tutorials.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$250, Tutorials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$3,729</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To address HB 4545, current 4th and 5th grade students not meeting grade level standards based on 2021 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (October 2021, spring 2022) and Saturday Math Camp.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Parent involvement activities will be held to support mathematical thinking and discourse to support partnerships, connected to Parent, Family, & Community Engagement Plan for parents to provide support at home.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$890</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incentives will be provided to motivate students that enhance the learning experience to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$305</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: 2A: By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students scoring at the Approaches level will increase from 46% to 60% on the 2022 STAAR Math test. **2B:** By June 2024, the percent of 3rd grade students that score meets grade level or above on STAAR will increase from 37% 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	Reviews			
Strategy 1: Students will be provided with incentives for Nine Weeks attendance. Strategy's Expected Result/Impact: Summative - attendance reports Staff Responsible for Monitoring: Principals Teachers Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$200	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be provided with informational attendance strategies through social media and parent communication. Strategy's Expected Result/Impact: Summative - attendance reports Staff Responsible for Monitoring: Principals Teachers	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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 for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education staff will utilize LLI, Blast Foundations and Moving with Math training to effectively provide inclusion and resource support, which will increase student's academic performance.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education staff will implement learning from the 3-Part Stetson Co-Teach training to learn strategies to better support SPED students in the general education classroom.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 students.


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


Goal 4: By the end of the 2021-2022 school year, the percentage of 5th grade students scoring at the Approaches level will increase from 56% to 65% on the 2022 STAAR Science test .


Performance Objective 1: Provide professional learning opportunities for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 Education Galaxy and Stemscores, will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator</p> <p>Funding Sources: Instructional Materials and Supplies - 211 Title I, Part A - \$2,200</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue





Goal 4: By the end of the 2021-2022 school year, the percentage of 5th grade students scoring at the Approaches level will increase from 56% to 65% on the 2022 STAAR Science test .

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Hands-on learning investigations and/or experiences (including field trips), along with materials will be provided to improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Field Trip Costs - 211 Title I, Part A - \$1,750</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide and implement intervention strategies to achieve STAAR Approaches standards in Grade 5 Science. Appropriate instructional resources, such as Education Galaxy and Stemscoptes, will be provided to meet the needs of all students, including ELs, SPED, and students who are identified At-Risk.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, STAAR</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Online Resources and Programs - 211 Title I, Part A - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By the end of the 2021-2022 school year, the percentage of K-5 parents reporting that teachers and students demonstrate respect for one another will increase from 74% to 80% on the 2022 Parent Campus Climate Survey.

Performance Objective 1: Increase physical, mental, and emotional health supports and resources to improve social and emotional well-being among students and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development will be provided through trainings (i.e. Solution Focused, Trauma Informed Classrooms, etc.) and book studies to address the socio-emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Summative - surveys, referrals, sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Summative - surveys, referrals</p> <p>Staff Responsible for Monitoring: Principals Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Travis Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Travis Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dolores Rosales	Academic Facilitator 187	0.75
Lisa Cirella	Literacy Coach	0.25

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The site-based decision-making committee, the Grade Level Chairperson, and the Instructional Support Team evaluated the current years' CIP and data. The committees evaluated programs, survey results, and the following data: Benchmarks, GRA/EDL, TPRI, EOY Math Screeners, STAAR, Attendance (Student/Staff), and the campus climate survey (Parent/Student/Staff). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. The 2020-2021 Campus Improvement Plan was reviewed and revised, and data was reviewed to initiate development of the 2021-2022 Comprehensive Needs Assessment on the following dates: May 2021, July 2021, August 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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:

Jearine Jordan, Principal
Lisa Contreras, Assistant Principal
Amy Morales, Kindergarten
Stephanie Dittfurth, 1st grade
Amy Sloan, 2nd grade
Amanda Elliott, 3rd grade
Stephen Meredith, 4th grade
Ramona Martinez, 5th grade
Jose Alcala, Specials

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2021-2022 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, February, April and May).

Tentative Campus Improvement Council/SDM meeting dates are as follows: October 27, February 23, April 13, May 18.

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, at parent and family engagement activities, and in 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 from 7:35-8:05 am. 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.

2.5: Increased learning time and well-rounded education

Students will utilize the Science lab to provide hands on investigations and Scientific observations to increase their understanding of the Scientific Process and Science concepts for a **well-rounded education**.

2.6: Address needs of all students, particularly at-risk

Tutor students most at risk of not meeting the challenging State academic standards and MTSS Tier 3 students in Grades K-5 in Reading and Math.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2: Offer flexible number of parent involvement meetings

Travis will offer a flexible number of meetings to held in 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashanta Ellis	Instructional Paraprofessional	Title I	1.00
Dolores Rosales	Academic Facilitator	Title I	.25

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources and Materials		\$10,000.00
1	1	4	Instructional Materials and Supplies		\$2,000.00
1	2	2	Books		\$3,500.00
1	2	3	Summer School Teacher Pay, Resources and Materials		\$13,350.00
1	2	4	Fees for Programming - Vendor Costs		\$2,550.00
1	2	6	Online Programming/Materials		\$7,050.00
1	2	7	Field Trip Fees		\$3,400.00
2	1	1	Salaries - 1 Academic Facilitator; 1 Paraprofessional		\$48,100.00
2	1	1	Instructional Materials and Supplies		\$10,000.00
2	1	2	Training materials and costs		\$2,000.00
2	2	1			\$3,672.00
4	1	1	Instructional Materials and Supplies		\$2,200.00
4	2	1	Field Trip Costs		\$1,750.00
4	2	2	Online Resources and Programs		\$1,500.00
Sub-Total					\$111,072.00
Budgeted Fund Source Amount					\$111,072.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries - 1 Literacy Coach		\$16,062.50
1	2	1	Tutorial Pay		\$2,034.00
1	3	1			\$300.00
2	1	1	Salaries - 1 Academic Facilitator		\$49,350.00
2	2	2	Tutorials		\$3,729.00
2	2	4			\$890.00
2	2	5			\$305.00
2	3	1			\$200.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$72,870.50
Budgeted Fund Source Amount					\$72,870.50
+/- Difference					\$0.00

199 PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials and Supplies		\$2,052.00
1	2	1	Tutorial Pay		\$250.00
1	2	3	Instructional Resources and Materials		\$850.00
1	2	4	Cost for activities		\$850.00
2	2	2			\$250.00
Sub-Total					\$4,252.00
Budgeted Fund Source Amount					\$4,252.00
+/- Difference					\$0.00
Grand Total					\$188,194.50

Addendums