

Ector County Independent School District
Travis Magnet Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Magnet Elementary Demographics:

3rd - 5th grade students

Travis student population is as follows:

Ethnic Distribution:

African American 5%, Hispanic 89%, White 5%, and the rest of the population is made up of American Indian, Asian, Pacific Islander, Two or More Races

Economically Disadvantaged 74%,

English Language Learners (ELL) 31%,

American Indian/Alaskan 0.73%

89% of the campus is hispanic

11% Special Education

Community is impoverished neighborhood school. Approximately 65 students are magnet, bused in to area outside of district.

Staff is diverse and 38% have less than 3 years teachers experience.

74% of the campus is Eco Dis

Demographics Strengths

Staff is very diverse bringing in a variety of academic and cultural experiences.

Eco Dis for 2020-2021 74%

The current Principal has with several years of experience at IR campuses, and campuses with high numbers of economically disadvantaged students.

A new Assistant principal was hired with experience as a teacher lead and teacher coach at an economically disadvantaged, IR campus at Middle School where our student will feed up.

School year 2018-2019 was the first year of the new campus reconfiguration of 3-5, while the sister campus Zavala houses the preK1-2. This 2021-2022 school year is the fourth year as a 3-5 campus.

TELPAS scores last time tested 2019 and 2021 show 3-5 met Target.

no Accountability rating for 2020 and 2021 due to COVID

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR 2021 Economically Disadvantaged performed at 34.% approaches all grades all subjects (M/R), approaches. EL students performed at 28% approaches all grades, all subjects. **Root Cause:** Lack of Quality Tier 1 Instruction due to 38% of staff having less than three years of experience, during COVID pandemic.

Student Learning

Student Learning Summary

2018-2019 Campus is rated as F as of August 15th, 2019 (Frist year campus was combined grades 3-5) Part of TEA restructuring of Zavala IR campus. Travis was 85% overall rating 2017-2018

2018-2019 school year STAAR 3rd Reading 47% Approaches,3rd Math 48% Approaches,4th Reading 61% Approaches,4th Math 53% Approaches,4th Writing 46% Approaches,5th Science 46%,5th Math combined 76%,5th Reading 63%,All Math 56%, All Reading 57%

2019-2020 Schoolyear: All student participated in Short Cycle Assessments. Ninety percent of campus showed growth on the short cycle assessments from September through February.

Spring Benchmark: full STAAR release show the following for Domain I at the meets level. 3rd Reading 11%, 3rd Math 14%, 4th Reading 11%, 4th Math 11%, 5th Reading 24%, 5th Math 23%

2021 STAAR results showed combined 3rd-5th Math reading, 35.71% Approaches, 13.07% meets, 5.78% masters

2021 STAAR 3rd-5th Math 35.71% approaches, 14.07% meets, 6.12% masters

2021 STAAR 3rd-5th Reading 36.39% approaches, 12.23% meets, 5.50% masters

Student Learning Strengths

The 5th grade team was the strongest last year with teachers in place.

Scores were 5th Grade math 76% approaches after STAAR administration 2 for 2019

2019-2020 SCA (Short Cycle Assessments) were used throughout the year and showed 90% of students increasing in scores per SCA.

No STAAR 2020

STAAR 2021 Campus wide low scores in STAAR' however, higher Panorama survey results were noted.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause:** Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

School Processes & Programs

School Processes & Programs Summary

It is important to provide a curriculum that is aligned to meet the needs of all students in all core subject areas. They are supported by:

The district and campus have made a strong commitment to the implementation of HMH reading and the Reading and Math 2021-2022 Framework: guided reading and guided math, both in small group, with fidelity.

Tutoring, dyslexia services, balanced literacy, guided math, ImagineMath, Istation, Brainchild and reading services are used to close the achievement gap.

Other resources used are in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. All materials must be district approved curriculum and resources.

Personnel involved are:

Teachers, Instructional Specialists, dyslexia teachers, At Risk tutors, special education personnel, bilingual teachers, bilingual specialist, and district curriculum and instructional coordinators.

COGAT, MAP, STAAR, SBAs, DBAs, unit assessments, ImagineMath, Istatopm, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Spring 2020 ESF Spring Diagnostic showed strong systems in place for PLC1 and PLC2 with need to increase the capacity in the Tier 1 classroom of teachers who have novice skill levels.

Spring 2021 LLI kits were implemented daily in 100% of classrooms for struggling readers.

2021 Fall - campus/district to implement Guided Reading and Guided Math and Lesson Frameworks and time stamps for 100% of classroom teachers.

2021 Travis has highest in district teacher retention 87.50% up from lowest in district 48.2% 2019-2020 school year

School Processes & Programs Strengths

AVID: Students in elementary AVID are assessed yearly by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking.

The curriculum department has provided training, an aligned curriculum (TEKS Resource) and resources to help meet the learning needs of students. The Scope and Sequence is available in eduphoria and accessible for instructional staff.

The district guided reading and guided math and LLI are mandatory in the 2021 - 2022 classrooms.

The new ELAR HMH textbook adoption has proved a great resource for our teachers. The district has spent much effort on rolling out a sequential and intentional planning process for teachers in efforts to have high-yield instruction.

The use of SCA (short cycle assessments) show the strength of PLC1 and PLC2 and backward planning for the teacher to have strong and differentiated lesson plans. Per the Spring 2020 ESF Diagnostic Rubric, and campus walkthroughs by district personnel, campus began focus on building capacity in teachers, which will improve Tier I instruction.

The Principal, Assistant Principal, Instructional Coach all coach select novice teachers on a weekly basis, and provide job-embedded professional development as well as consistent and quality feedback to teachers to enhance effective teacher growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause:** Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Perceptions

Perceptions Summary

Travis will strengthen and regain Parent VIPS programs, parent involvement and community engagement. We have gained a VIPS chair to coordinate volunteers for 2021-2022.

Travis will work to incorporate magnet hour back in Fall 2021 as we did not have in 2020-2021 school year.

Our team will plan Family Reading Night, Family Math Night, Family Science Night, Meet the teacher, parent orientation, Food2Kids, VIPS, mentors and partnership with community coaches.

All Travis students will have the opportunity to participate in Math Lab and Science Lab.

The front office has created a welcoming and inviting area for the public. Twice a year a short climate survey will be available to parents in QR format.

Panorama staff survey shows double digit gains in culture and has 73% school connectedness rating for Spring 2021.

Travis will learn more about the Leader in Me and 7 Habits of Happy Kids for staff, students and family and community as well as implement the 7 Mindsets rollout by the district in 2021-2022.

School Climate Survey from parents show that parents are happy with the school and teachers and they feel their students are safe.

Perceptions Strengths

A key number of teachers are invested in Travis' long-term success and work diligently toward improving moral and increasing academics.

The teachers bonded quickly with 2019-2020 principal change and began to collaborate about key issues to turn the campus around. The campus leadership team met and established key goals to implement in August: staff unity, increased communication, effective master schedule and campus-wide routines and procedures were the focus.

The principal worked with the office staff to provide a friendly and positive atmosphere to visitors, teachers, and those calling in to the office.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance rate for 2020-2021 was 93.6%, which is below the district and state average. (District 2022 goal 94.5%) **Root Cause:** City disturbances with shooting, and flu sickness, and later COVID.

Priority Problem Statements

Problem Statement 3: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%)

Root Cause 3: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets)

Root Cause 4: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Problem Statement 4 Areas: School Processes & Programs

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data

Goals

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.6% in 2021 to 94.5% in 2022.





Evaluation Data Sources: Weekly Attendance Reports from SAS

Strategy 1 Details	Reviews			
Strategy 1: School wide incentives offered to students. (Perfect attendance, classroom competitions, grade level competitions.) Strategy's Expected Result/Impact: Student attendance will increase to 94.5% by May 2022 Staff Responsible for Monitoring: Administrators, counselor and attendance clerk, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Incentive student rewards - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Campus will maintain one to one technology access for teachers and students.

Strategy 1 Details	Reviews			
Strategy 1: Striving to maintain one to one technology will enable students, teachers and leaders to implement and monitor personalized learning for all. Strategy's Expected Result/Impact: 100% of Travis students and staff will maintain one to one personalized access to technology for teachers and students. Staff Responsible for Monitoring: Central office, campus administrators and classroom teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL).

Evaluation Data Sources: 100% of teaching staff will engage in professional learning about SEL research and practice.

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional learning about SEL research and practice. Strategy's Expected Result/Impact: 100% of staff will engage in professional learning about SEL research and practice and can be noticed in hallways and in classrooms. Staff Responsible for Monitoring: Administrators, counselor and classroom teachers. Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Leader in Me Campus Wide - 7 Habits of Happy Kids - Title One School- Improvement - \$13,000	Formative			Summative
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Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Travis Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: Referrals to Counselor and Discipline reports as well as 100% of staff being training in PD.





Strategy 1 Details	Reviews			
Strategy 1: Awareness training for staff and students -training provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. Strategy's Expected Result/Impact: 100% of staff will be trained. Staff Responsible for Monitoring: Administrators, Counselors. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. Strategy's Expected Result/Impact: 100% of students will receive comprehensive Guidance and Counseling curriculum. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). Strategy's Expected Result/Impact: Teachers will implement the campus Tiered PBIS approach to discipline and SEL work. Staff Responsible for Monitoring: Administrators, classroom teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Strategy's Expected Result/Impact: Discipline data will reflect equity. Staff Responsible for Monitoring: Administrators and discipline clerk. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will remain in the 80% range (46% in 2020 to 84.5% in 2021).

Evaluation Data Sources: Campus retention data.





Strategy 1 Details	Reviews			
Strategy 1: Campus will be proactive in maintaining high level of positive morale via teacher appreciation, staff recognition, and staff leadership opportunities in teacher leads, CIT, Campus Leadership team, encouragement for teachers to step to next level of PD and advancement. (such as masters degree, national board certified, district emerging leader academy, etc. Strategy's Expected Result/Impact: Teacher retention will remain high. Teacher connectedness on Panorama will remain high in 70% (Spring 2021 73% connectedness). Staff Responsible for Monitoring: Administrators, campus leadership team, content leads. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2021-22, Travis Elem will offer a job-embedded, observation/feedback cycle with personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and Student Data (MAP & STAAR) will show improvement in Tier 1 instruction and student outcome.

Strategy 1 Details		Reviews			
Strategy 1: Each of Travis' campus administrator will conduct a minimum of 5 documented walkthroughs weekly, and/or (2 face to face observation/feedback meetings per week.) Strategy's Expected Result/Impact: Walkthroughs will show implementation of job-embedded PD, implementation of observation and feedback cycle, resulting in improved student outcome and an increases in TTESS domain percentages. Staff Responsible for Monitoring: Campus Administrators, content leads Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Big Rocks Observation Feedback training and implementation - Local - \$25,000		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) Root Cause: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Per Panorama Results, Travis will strive to increase Adult/Student School Connectedness measure from 73% to 75% (district average 2021 61%)





Evaluation Data Sources: Walkthroughs will show an increased percent of student engagement.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement strategies learned from campus professional development such as Big Rocks (Observation/Feedback, Classroom Rigor), Relay and Fundamental Five on how to engage students. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged, and that rigor is at a higher level. Staff Responsible for Monitoring: Content leads, campus administrators. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: Travis will strive to have 95% participation rate in all areas such as Panorama survey, MAP and STAAR testing - completions by student and staff, as well as 95% Energy Management completion.

Evaluation Data Sources: Panorama and survey statistics, testing completion rates, energy management completion rates.

Strategy 1 Details		Reviews			
Strategy 1: Travis will work to show 95% participation rate by putting in accountability checklists, calendars, clear communication, and opportunities for completion. Strategy's Expected Result/Impact: All participation rates will be 95% or above. Staff Responsible for Monitoring: Administrators and campus leadership team. Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
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Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.





Performance Objective 1: Students in 3rd Grade achieving the Meets Standard on state assessments (M/R combined Meets) will increase from 11.26% to District Goal of 28% May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021, 2022
SCAs, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialists will work with teachers in planning and instruction Strategy's Expected Result/Impact: The IS will work with teachers and improve outcome as evidenced by observations and student scores/growth. Staff Responsible for Monitoring: Campus Administrators, IS, Lead teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: IS staffing at Campus - Title One School-wide - \$55,000, IS Staffing - Title One School-wide - \$6,000, IS staffing - Title One School-wide - \$2,800	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Master Schedule allowing 40 minutes daily for intervention campus-wide Strategy's Expected Result/Impact: Teachers will have effective 40-60 minutes each daily guided reading, guided math and intervention including with LLI kits embedded Staff Responsible for Monitoring: Camps administrators, Content Leads Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: TOT Training for off contract Guided Reading/Math Aug 2,3 - Title One School-Improvement - \$3,300	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Part time, day-time tutors (to be hired with Title 1 money) will pull select groups of 3rd Grade students 1 to 3 times weekly. Strategy's Expected Result/Impact: Student outcomes in 3rd grade will increase in MAP from BOY to EOY. Staff Responsible for Monitoring: Administrators, teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Tutoring Funds and (may include FEV tutoring for ECO Dis and ELs) - Title One School- Improvement - \$30,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) Root Cause: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.
School Processes & Programs
Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) Root Cause: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.





Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students in Grades 3-5 will increase Approaches from 35.71% (2021 STAAR) to 70% Approaches on state assessment May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 State Accountability

Strategy 1 Details	Reviews			
Strategy 1: Students will take BOY Imagine Learning Math and Istation Reading and will work 45 minutes each weekly in the individualized lessons. Strategy's Expected Result/Impact: Students will show increased reading/math scores on DBAs, interims, and SCAs. Staff Responsible for Monitoring: Admin, IS and classroom teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Math Lab teacher sees students 1 time weekly prioritizing gaps and readiness Math TEKS, and joins the campus Coaching team. She will additionally go in classrooms on free times and provide small group intervention with select students. (She will also be a Coach with Big Rocks if the proposal is approved.) Strategy's Expected Result/Impact: Students will show increased scores on SCAs, DBAs, and MAP in Math Staff Responsible for Monitoring: Math Lab teacher and Admin Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Science Lab teacher continues Relay academy Leadership, coaching teachers, and attending data PLCs and Big Rocks implementation (If Big Rocks is approved). She will additionally go in classrooms on free times and provide small group intervention with select students. Strategy's Expected Result/Impact: Teachers will grow in TTESS areas and student SCA science and math data will improve. Staff Responsible for Monitoring: Science Lab teacher and Admin Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:





School Processes & Programs
Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) Root Cause: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students Meeting or Exceeding individual growth projections on MAP will increase from 2021 52% Math, 47% Reading to District Goal of 54% MAP by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: MAP 2021 fall and MAP 2022 EOY





Strategy 1 Details	Reviews			
Strategy 1: Teachers will use 2021 EOY MAP data for data wall tracking, and update with BOY MOY EOY. Teachers will use current SCAs in the short-term for backward design for Reading and Math with Knows and Shows for successful planning , data desegregation and next steps. Strategy's Expected Result/Impact: Students will show growth and track their own data for move up. Staff Responsible for Monitoring: Campus Admin and content leads, and students tracking their own data. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: print and folders - Local - \$250	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: SCAs (short cycle assessments), MAP, and STAAR 2019, 2021, 2022

Strategy 1 Details	Reviews			
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring Strategy's Expected Result/Impact: Students will show growth on evaluation sources. SCAs, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Principal will implement effective Professional Learning Communities (PLCs) where teams develop high quality lesson-planning and plan for student mastery of learning objectives through a personalized learning path. The Big Rocks proposal (if approved) along with the 2020-2021 Relay model will be a key feature to implementing, monitoring and maintaining high levels of teaching and classroom rigor. Strategy's Expected Result/Impact: Students will show growth on evaluation sources. SCAs, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators, IS, content leads, students keeping personalized data folders. Title I Schoolwide Elements: 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Big Rocks Consulting and PD for teachers Classroom Rigor - Local - \$25,000, data folders and materials - Local - \$250	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause:** Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

School Processes & Programs

Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause:** Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Incentive student rewards		\$500.00
2	2	1	Big Rocks Observation Feedback training and implementation		\$25,000.00
3	3	1	print and folders		\$250.00
3	4	2	Big Rocks Consulting and PD for teachers Classroom Rigor		\$25,000.00
3	4	2	data folders and materials		\$250.00
Sub-Total					\$51,000.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Leader in Me Campus Wide - 7 Habits of Happy Kids		\$13,000.00
3	1	2	TOT Training for off contract Guided Reading/Math Aug 2,3		\$3,300.00
3	1	3	Tutoring Funds and (may include FEV tutoring for ECO Dis and ELs)		\$30,000.00
Sub-Total					\$46,300.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	IS staffing at Campus		\$55,000.00
3	1	1	IS Staffing		\$6,000.00
3	1	1	IS staffing		\$2,800.00
Sub-Total					\$63,800.00
Grand Total					\$161,100.00

Addendums