

Ector County Independent School District
Travis Magnet Elementary
2023-2024 Campus Improvement Plan

Board Goals

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentages of students in grades 3-5 achieving or exceeding their Math RIT goal will increase from 57% to 60%.





High Priority

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2022 EOY Math MAP scores to collect data and create intervention plans to close gaps for the new academic year. The campus data wall will track progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement.</p> <p>Strategy's Expected Result/Impact: Students will show growth and improve their data tracking skills throughout the year.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Specialist, Content Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One School-wide - \$17,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<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>				

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentages of students in grades 3-5 achieving or exceeding their Reading RIT goal will increase from 47% to 55%.





High Priority

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, MCL and Teachers.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSR state/federal funding from C&I for FEV High Yield Tutoring - ESSER III - \$60,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach, MCL, Tutors</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$17,000</p>	Formative			Summative
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Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Math STAAR.

High Priority





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use Saturday Tutoring to close the achievement gap with extra one-on-one tutoring with high-priority students based on HB4545, SCA, MAP scores.</p> <p>Strategy's Expected Result/Impact: Student growth on MAP, STAAR and SCAs.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - Title One Instructional Continuity - \$12,000</p>	Formative			Summative
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Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2024, 30% of students will perform at the Meets level in 3rd-5th Reading STAAR.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSR III - ESSER III - \$60,000</p>	Formative			Summative
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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 45% of 3rd grade students will show growth on their Reading MAP.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - ESSER III - \$60,000</p>	Formative			Summative
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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 30% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach and MCL will work with teachers on Tier 1 lesson planning, lesson internalization, backwards planning, delivery, and data-desegregation in weekly PLC meetings to incorporate rigor and improve content knowledge.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: IC staffing at Campus - Title One School-wide - \$70,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support.</p> <p>Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of students will utilize AVID planners to promote college readiness.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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



Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School connectedness Panorama data will increase from 67% to 70%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:00-7:30 am to increase school connectedness, culture, attendance and overall student engagement.</p> <p>Strategy's Expected Result/Impact: Panorama Survey Results</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Title 1 - Title One School- Improvement - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Travis Ambassadors will lead 7 Habits of Highly Effective Teens in the cafeteria twice a week to campus from 7:05-7:30 a.m. to promote leadership and school connectedness.</p> <p>Strategy's Expected Result/Impact: Higher Panoramay and Student Climate Results</p> <p>Staff Responsible for Monitoring: Sponsor and Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
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Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 3: Student daily attendance will increase from 92.7% to 95%.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I - Title One School- Improvement - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I - Title One School- Improvement - \$5,000</p>	Formative			Summative
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