Ector County Independent School District

Travis Magnet Elementary

Improvement Plan

2020-2021

Table of Contents

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

Economically Disadvantaged 74%,

English Language Learners (ELL) 31%,

American Indian/Alaskan 0.73%

Demographics Strengths

Eco Dis for 2019-2020 74%

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

The Principal transitioned in June to support the campus in hiring for the 11 vacancies the campus had at end of school year.

A new Assistant principal was hired with 5 years of experience at an economically disadvantage, 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 2029-2020 school year is the third year as a 3-5 campus.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR 2019 Economically Disadvantaged performed at 56% approaches all grades all subjects, approaches. EL students performed at 51% approaches all grades, all subjects. **Root Cause:** Lack of Quality Tier 1 Instruction due to 67% of staff having less than three years of experience.

Student Achievement

Student Achievement Summary

2019 Campus is rated as F as of August 15th, 2019

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 School year

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%

Student Achievement 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

School Culture and Climate

School Culture and Climate Summary

Travis will strengthen and regain Parent VIPS programs, parent involvment and community engagement.

Travis will schedule PTA meetings and magnet and special area programs/9week Magnet show offs: October, December, February, March, May

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

All Travis students will have the opportunity to participate in Math Labs, Science Labs, Computer Lab, Sharkfinder

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

The theme for the year continues "Spread Our Wings & Fly". Staff pictures were taken with staff in new tshirts, and the continued theme is evident throughout the builidng.

Hearne and Hearne Consultants returned Aug 2020 for Living your Intentional Legacy in our Diverse World.

Travis will learn more about the Leader in Me and 7 Habits of Happy Kids for staff, students and family and community.

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

School Culture and Climate Strengths

A small numer of key teachers are invested in Travis' success and work diligently toward improving moral and increasing academics.

The teachers bonded quickly with principa and began to collaborate about key issues to turn the campus around. The campus leadership team met and established key goals to implement in early August: staff unity, increased communication, effect master schedule and campus-wide routines and procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rates for 2018-2019 were 94.3%, which is below the district and state average. **Root Cause:** City disturbances with shooting, and flu sickness, and later COVID.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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:

Tutoring, dyslexia services, balanced literacy, guided math, ImagineMath, Istation, Brainchild and reading services 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.

Personnel involved are:

Teachers, Instructional Specialists, dyslexia teachers, At Risk tutors, special education personnel, bilingual teachers, bilingual specialist

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

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, no experience, and are LTS.

Curriculum, Instruction, and Assessment Strengths

AVID: Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking. All teachers 3-5 will receive training in August back to school and throughout the year as needed.

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 new ELAR HMH textbook adoption will prove 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 in 2019-2020) show the strenght of PLC1 and PLC2. Per the Spring 2020 ESF Diagnostic Rubric, campus should focus on buidling capacity in teachers,which will improve Tier I instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F.
Root Cause: Lack of consistency in lesson planning protocol across grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Travis Elementary promotes family and community involvement through Family Math Nights, Family Reading Nights, Family Science Nights, Open House, PTA programs, Meet the teacher, Writing Workshop, Parent Orientation, school websites, social media, parent conferences, VIPS, Parent Ling and AVIS Community Coaching.

At Travis Elementary, family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, family reading nights, fine art events, sporting activities, family science nights, and PTA.

AVID is partnering with Travis to bring in community coaches for a select number of students.

The campus has started an Amabassador program for 5th grade select students to grow student-leadership for the student body.

The campus has found a Volunteer Chairperson to work on engaging parents at Travis.

Parent and Community Engagement Strengths

Travis will continue to grow and strengthen the involvment of parents, families, and surrounding communities members, and provided them with opportunities to work together to improve family and community involvement and to support academic achievement. Parent attendance has increased on night events such as music and math/reading nights. Parents have participated well in our ESF surveys.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low percentage of PTA involvement, less than 5% of parent involvement. **Root Cause:** Membership for PTA and was not promoted.

School Context and Organization

School Context and Organization Summary

Travis has implemented into the schedule, targeted intervention time in the classrooms, utilization of computer lab, science and math lab for all 3-5 classes.

PLCs meet every week for 45 minutes for teacher training, planning and data meetings/support. A CPL (Campus Professional Learning) time is built into the schdule which will provide a flex system for pulling teachers veritcially, horizontally, or by core taught.

CIT/CLT met to discuss implementation of programs, campus needs, schedules, data, goals and planning activities for the school year.

CHAMPS met to discuss three campus goals and will be teacher of teacher trainers for their content teams.

School Context and Organization Strengths

The Leadership team and CIT are both involved in planning school goals, best practices and ongoing progress of data and curriculum. PLCs focus on sharing of best practices, rigorous activities, and help to strengthen individual teachers, grade levels and the school as a whole. Campus principal and instructional coaches will be involved and facilitate all planning meetings to ensure high quality of planning and instructional delivery.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students did not meet projected Domain 1 level on the February 2020 DBA, STAAR release. **Root Cause:** 67% of staff had 3 years or less of teaching experience.

Technology

Technology Summary

Travis Elementary integrates technology to promote student learning .

Programs that assist with tutorials and interventions:

 Brainchild, IStation, and ImagineMath. Istation is phased out and MAP Assessment will be implemented in 2020-2021

Students are able to check out books and it also provides online books available to students at school and home.

Each classroom has computers, a projector, a SmartBoard and document camera. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction.

Travis teachers are encouraged to use more technology in the classroom, such as incorporating Safari Montage videos, power points, and smartboard interactive activities. Science Labs will have wifi installed for student research, projects and sustainability of Sharkfinder and innovative science projects.

With district purchases and campus purchases, the campus should be close to one to one technology by Sept 2020.

Technology Strengths

Travis works to replace classroom and computer lab computer systems such as computers, document cameras, Infocus, etc.

ECISD employs instructional technologists to provide ongoing training and support. The IT department is readily available.

With district purchases and campus purchases, the campus should be close to one to one technology by Sept 2020.

Problem Statements Identifying Technology Needs

Problem Statement 1: 2019 Science 46% Approaches, 20% Meets, Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating IR **Root Cause:** Lack of one to one student devices across campus.

Priority Problem Statements

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F.

Root Cause 1: Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F.

Root Cause 2: Lack of consistency in lesson planning protocol across grade levels.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (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 failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Highly qualified staff data
- TTESS data
- T-PESS data
- TTESS data
- PDAS and/or T-TESS

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 94.3% in 2020 to 95.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports from SAS

Summative Evaluation: None

	Formative
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 95.0% by May 2021	**Oct**
Staff Responsible for Monitoring: Administrators, counselor and attendance clerk.	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
Funding Sources: Incentive student rewards Local $500	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**May**

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

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

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

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

Summative Evaluation: None

Strategy 1: Striving to gain 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 have one to one personalized access to technology for teachers and students.		**Formative**
		Oct
Staff Responsible for Monitoring: Central office, campus administrators and classroom teachers.		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		
	Funding Sources:	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Campus Purchased 51 student laptops with unused tutoring money April 2020 State Comp Ed $10,500	**May**

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

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

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.

Summative Evaluation: None

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.		**Formative**
		Oct
Staff Responsible for Monitoring: Administrators, counselor and classroom teachers.		**Jan**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: Improve low-performing schools		**Summative**
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	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Student Achievement		
Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.		

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.

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be 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.		**Formative**
Staff Responsible for Monitoring: Administrators, Counselors.		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May
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.		**Formative**
Staff Responsible for Monitoring: Counselor		**Oct**
Title I Schoolwide Elements: 2.4, 2.6, 3.2	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May

Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

		Formative
Strategy's Expected Result/Impact: Teachers will implement the campus Tiered PBIS approach to discipline and SEL work.		**Oct**
Staff Responsible for Monitoring: Administrators, classroom teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** Hearne and Hearne Legacy Equity Title One School-wide $3,500	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**

Strategy 4: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

		Formative
Strategy's Expected Result/Impact: Discipline data will reflect equity.		**Oct**
Staff Responsible for Monitoring: Administrators and discipline clerk.		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	**Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**

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

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

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 increase from 46% in 2020 to 60% in 2021.

Evaluation Data Sources: Campus retention data.

Summative Evaluation: None

Strategy 1: Goal to have 100% of teachers certified (from permit to certified) in their area of teaching by May 2021.		
Strategy's Expected Result/Impact: Teacher retention rate at the campus level will increase to 50% in 2021.		**Formative**
Staff Responsible for Monitoring: Administrators and content leads.		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers		**May**

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

Student Achievement
Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 2: In 2020-21, Travis Elem will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and Data will show an implementation of job-embedded PD.

Summative Evaluation: None

Strategy 1: Each of Travis' campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.		Formative
Strategy's Expected Result/Impact: Walkthroughs will show implementation of job-embedded PD.		**Oct**
Staff Responsible for Monitoring: Campus Administrators		
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
0% No Progress **100%** Accomplished → Continue/Modify ✗ Discontinue		
Curriculum, Instruction, and Assessment		
Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.		

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 achieving the Meets Standard on state assessments will increase from 25% to 30% across all tested grade levels and content areas by May 2021.

Targeted or ESF High Priority

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

Summative Evaluation: None

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.		**Formative**
		Oct
Staff Responsible for Monitoring: Campus Administrators, IS, Lead teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
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:** IS staffing at Campus Title One School-wide $55,000 IS Staffing Title One School-wide $6,000 IS staffing Local $2,800	**May**
Strategy 2: Master Schedule allowing 45 minutes daily for intervention campus-wide		
Strategy's Expected Result/Impact: Teachers will have effective 45 minutes daily intervention. (4 to 5 times weekly)		**Formative**
Staff Responsible for Monitoring: Camps administrators, Content Leads		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

$\overset{0\%}{\bigcirc}$ No Progress	$\overset{100\%}{\bigcirc}$ Accomplished	$\longrightarrow$ Continue/Modify	✕ Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Performance Objective 2: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2021.
3rd Grade Math from 36% to 46%
4th Grade Math from 36% to 46%
5th Grade Math from 38% to 48%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 1: Students will take BOY Imagine Math and will work 45 minutes weekly in the Imagine Math individualized lessons.		
Strategy's Expected Result/Impact: Students will show increased math scores on Imagine and SCAs.		**Formative**
Staff Responsible for Monitoring: Admin, IS and classroom teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Strategy 2: Math Lab teacher sees students 1 time weekly prioritizing gap and readiness Math TEKS		
Strategy's Expected Result/Impact: Students will show increased scores on SCAs and DBAs in Math		**Formative**
Staff Responsible for Monitoring: Math Lab teacher and Admin		**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**May**

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

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2021.
3rd Grade Reading from 32% to 42%
4th Grade Reading from 33% to 43%
5th Grade Reading from 38% to 48%
4th Grade Writing from 29% to 39%.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Teachers will use SCAs for backward design for Reading and Writing and in planning will pull Knows and Shows for successful planning.		
Strategy's Expected Result/Impact: Students will show growth and track their own data for move up.		**Formative**
Staff Responsible for Monitoring: Campus Admin and content leads		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: print and folders Local $500	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Student Achievement		
Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.		

Performance Objective 4: The percentage of students meeting or exceeding the growth target, Domain 2A will increase from a score of 60 to 70 as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021

Summative Evaluation: None

Strategy 1: Students will have individual growth tracking folders with set goals for growth.		
Strategy's Expected Result/Impact: Campus will move the Domain 2A score from 60 to 70 on 2021 STAAR.		**Formative**
Staff Responsible for Monitoring: Campus Administrators, Classroom teachers.		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: Folders for each student and data tracking sheets Local $250	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		
Student Achievement		
Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.		

Performance Objective 5: 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

Summative Evaluation: None

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		**Formative**
Staff Responsible for Monitoring: Campus Administrators, classroom teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**May**

Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path		
Strategy's Expected Result/Impact: Students will show growth on evaluation sources. SCAs, MAP, and STAAR		**Formative**
Staff Responsible for Monitoring: Campus Administrators, IS, content leads		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: data folders and materials Local $500	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

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

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Incentive student rewards		$500.00
3	1	1	IS staffing		$2,800.00
3	3	1	print and folders		$500.00
3	4	1	Folders for each student and data tracking sheets		$250.00
3	5	2	data folders and materials		$500.00
				Sub-Total	$4,550.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Purchased 51 student laptops with unused tutoring money April 2020		$10,500.00
				Sub-Total	$10,500.00
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
				Sub-Total	$13,000.00
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Hearne and Hearne Legacy Equity		$3,500.00
3	1	1	IS staffing at Campus		$55,000.00
3	1	1	IS Staffing		$6,000.00
				Sub-Total	$64,500.00
				Grand Total	$92,550.00

Addendums