

Campus Improvement Plan 2009-2010

Campus: Travis Intermediate

Rating: Academically Acceptable

Goal 1: Student Achievement and Post-Secondary Success

Travis Intermediate will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1a Reading/English Language Arts Improvement Plan	
Objective	<p>90 percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p>Target Areas:</p> <p><i>Objective 1:</i> Basic Understanding. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</p> <p><i>Objective 2:</i> Applying Knowledge of Literary Elements. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</p> <p><i>Objective 3:</i> Using Strategies to Analyze. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</p> <p><i>Objective 4:</i> Application of Critical-Thinking to Analyze Text. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</p>
Strategies	<p>1.1a.1 A comprehensive analysis of student performance and error patterns on TAKS for All students and student groups by grade level, and across grade levels, identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1a.2 Monitor student performance through analysis of error patterns on the Reading Benchmark tests and Common Assessments.</p> <p>1.1a.3 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.4 The Language Arts Cadre representative will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1a.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1c.6 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1a.7 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.1a.8 Provide intensive instructional tutorial program and ARI for at-risk students, individualized to meet the unique needs of students before, during and after school hours, and/or on Saturday, in Reading.</p> <p>1.1a.9 Initiate contests between teams to promote growth in common assessments and benchmark scores.</p>

	<p>1.1a.10 Continue monthly administrative conferences with students to establish academic goals and monitor progress (Pack aTAKS).</p> <p>1.1a.11 Conduct teacher conferences with administrator and/or designee to ensure academic interventions are in place and to provide support to all teaching staff.</p> <p>1.1a.12 Continue implementation of Response to Intervention. Rtl committee will continue to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1a.13 Assign mentors to students identified by INOVA data to monitor individual student progress.</p> <p>1.1a.14 Host annual Academic Game Night to promote Reading and strategies parents can use at home to reinforce learning.</p> <p>1.1a.15 Utilize District literacy coaches to assist teachers with teaching strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day.</p> <p>1.1a.16 Continue to monitor and reduce the numbers of Title I discretionary and non-discretionary placements to DAEP specific student groups: African American, Hispanic, Economic Disadvantaged, and Special Education to ensure maximum instructional time on campus.</p> <p>1.1a.17 Monitor instructional programs and data and provide additional assistance as necessary.</p>
Financial Resources	<p>Campus budget</p> <p>ARI Funds</p>
Additional Resources	<p>Curriculum: CISD READS, CISD English Language Acquisition, Gifted & Talented, ELPs, ELAR, SLAR</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessment Results, Stanford, DRA, TORF, QPS</p> <p>Systems: ViewIt, Eduphoria</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>District Literacy Coaches</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Reading/ELA Benchmarks:</p> <p>November: 60% passing Reading Benchmark at 70% passing rate</p> <p>January: 70% passing Reading Benchmark at 70% passing rate</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p> <p>Language Arts Team Leaders</p> <p>Student Success Teacher</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1b Writing Improvement Plan	
Objective	<p>90 percent of all students and student groups in 5th and 6th Grade will meet or exceed the passing standards on end of year benchmarks in preparation for meeting performance standards for 7th Grade Writing Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 3:</i> Appropriate Organization of Ideas. Grade 7, Economic Disadvantaged, Hispanic, White, and LEP student groups.</p> <p><i>Objective 4:</i> Correct and Effective Sentence Construction. Grade 7, Economic Disadvantaged, African American, Hispanic, White, and LEP student groups.</p> <p><i>Objective 5:</i> Standard Usage and Appropriate Word Choice. Grade 7, Economic Disadvantaged, African American, Hispanic, White, and LEP student groups.</p> <p><i>Objective 6:</i> Proofreading. Grade 7, Economic Disadvantaged, Hispanic, White, and LEP student groups.</p>
Strategies	<p>1.1b.1 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economic Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1b.2 Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples.</p> <p>1.1b.3 Continue implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.4 The Language Arts Cadre representative will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1b.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, ESL, At-Risk, 504, Dyslexia).</p> <p>1.1b.6 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1b.7 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students to assist in the development of writing skills.</p> <p>1.1b.8 Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, and/or on Saturday, in Writing.</p> <p>1.1b.9 Utilize Literacy Coaches to assist teachers with teaching strategies to improve student achievement in writing and to work with at-risk students on writing interventions during the school day.</p> <p>1.1b.10 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1b.11 Ensure attendance at staff development for general education, ESL, and special education teachers in how to effectively incorporate Differentiated Instruction in the language arts classroom.</p>

Financial Resources	Campus budget Student Activity Fund
Additional Resources	Curriculum: CISD READS/Writes, CISD English Language Acquisition, Gifted & Talented, ELPs. Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments Systems: ViewIt, Eduphoria Lucy Calkins Six Traits Strategies from Sheltered Instruction Observation Protocol (SIOP) Model District Literacy Coach
Monitoring Timeline	November January March
Formative Evaluation	Common assessments
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal Language Arts Team Leaders Student Success Teacher

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1c Mathematics Improvement Plan	
Objective	<p>90 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: Numbers, Operations and Quantitative Reasoning. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p> <p><i>Objective 2: Patterns, Relationships, and Algebraic Reasoning. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p> <p><i>Objective 3: Geometry and Spatial Reasoning. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p> <p><i>Objective 4: Concepts and Uses of Measurement. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p> <p><i>Objective 5: Probability and Statistics. Grades 5 and 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p> <p><i>Objective 6: Mathematical Processes and Tools used in Problem Solving. Grades 5 & 6, African American, Hispanic, White, Economic Disadvantaged, LEP and Special Education student groups.</i></p>
Strategies	<p>1.1c.1 A comprehensive analysis of student performance and error patterns on TAKS for All students and student groups by grade level, and across grade levels, identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1c.2 Monitor student performance through analysis of error patterns on the Math Benchmark tests and Common Assessments.</p> <p>1.1c.3 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and writing TEKS through math problem solving map and “math-talks.”</p> <p>1.1c.4 The Math Cadre representative will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1c.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1c.6 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1c.7 Provide intensive instructional tutorial program and AMI for at-risk students, individualized to meet the unique needs of students before, during and after school hours, and/or on Saturday, in Math.</p> <p>1.1c.8 Initiate contests between teams to promote growth in common assessments and benchmark scores.</p> <p>1.1c.9 Continue monthly administrative conferences with students to establish academic goals and monitor progress (Pack aTAKS).</p> <p>1.1c.10 Conduct teacher conferences with administrator and/or designee to ensure academic interventions are in place and to provide support to all teaching staff.</p>

	<p>1.1c.11 Continue implementation of Response to Intervention. Rtl committee will continue to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.12 Assign mentors to students identified by INOVA data to monitor individual student progress.</p> <p>1.1c.13 Host annual Academic Game Night to promote Math and strategies parents can use at home to reinforce learning.</p> <p>1.1c.14 Utilize District math coaches to assist teachers with teaching strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day.</p> <p>1.1c.15 Continue to monitor and reduce the numbers of Title I discretionary and non-discretionary placements to DAEP specific student groups: African American, Hispanic, Economic Disadvantaged, and Special Education to ensure maximum instructional time on campus.</p> <p>1.1c.16 Monitor instructional programs and data and provide additional assistance as necessary.</p>
Financial Resources	<p>Campus budget AMI Funds</p>
Additional Resources	<p>Curriculum: CISD Solves, CISD English Language Acquisition, Gifted & Talented, ELPs, Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments Systems: ViewIt, Eduphoria Texas Core Curriculum Models: AIMS District Math Coach</p>
Monitoring Timeline	<p>November January March</p>
Formative Evaluation	<p>Common assessments Math Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables AEIS</p>
Project Manager(s):	<p>Principal Assistant Principal Math Team Leaders Student Success Teachers</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1.d Social Studies Improvement Plan	
Objective	<p>90 percent of all students and student groups will meet or exceed performance standards in Social Studies on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: Issues and Events in U.S. History. Grade 8, Economic Disadvantaged.</i></p> <p><i>Objective 2: Geographic Influences on Historical Issues. Grade 8, Economic Disadvantaged.</i></p> <p><i>Objective 3: Economic and Social Influences on Historical Issues and Events. Grade 8, Economic Disadvantaged.</i></p> <p><i>Objective 4: Political Influences on Historical Issues and Events. Grade 8, Economic Disadvantaged.</i></p> <p><i>Objective 5: Critical-Thinking Skills. Grade 8, Economic Disadvantaged.</i></p>
Strategies	<p>1.1.d.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economic Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1.d.2 Monitor student performance through a comprehensive analysis of error patterns on the Social Studies Benchmark tests.</p> <p>1.1.d.3 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1.d.4 Implementation of QUILT (Questioning and Understanding to Improve Learning and Thinking) questioning strategies.</p> <p>1.1.d.5 Provide staff development for social studies teachers in how to effectively incorporate Differentiated Instruction in the social studies classroom.</p>
Financial Resources	Campus budget
Additional Resources	<p>Curriculum: CISD Adventures, CISD English Language Acquisition, Gifted & Talented, ELPs.</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments</p> <p>Systems: ViewIt, Eduphoria</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Common assessments</p> <p>Social Studies Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p> <p>Social Studies Team Leaders</p> <p>Student Success Teacher</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1e Science Improvement Plan	
Objective	<p>90 percent of all students and student groups will meet or exceed performance standards in Science on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1: Nature of Science. Grade 5, African American, Hispanic, Economic Disadvantaged, LEP, and Special Education student groups.</i></p> <p><i>Objective 2: Life Science. Grade 5, African American, Hispanic, Economic Disadvantaged, LEP, and Special Education student groups.</i></p> <p><i>Objective 3: Physical Science. Grade 5, African American, Hispanic, Economic Disadvantaged, LEP, and Special Education student groups.</i></p> <p><i>Objective 4: Earth Science. Grade 5, African American, Hispanic, White, Economic Disadvantaged, LEP, and Special Education student groups.</i></p>
Strategies	<p>1.1e.1 Ensure the integration of science and math lessons.</p> <p>1.1e.2 Ensure the integration of language arts and science lessons.</p> <p>1.1e.3 Ensure that fifth grade Bilingual teachers attend after school district vertical meetings to assist in the preparation and translation of Spanish science resources and materials.</p> <p>1.1e.4 A comprehensive analysis of student performance and error patterns on TAKS for All students and student groups by grade level, and across grade levels, identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.5 Monitor student performance through analysis of error patterns on the Science Benchmark tests and Common Assessments.</p> <p>1.1e.6 Implement research-based instructional strategies to support co-curricular collaboration in teaching science TEKS through language arts reading of non-fiction books, word study, science vocabulary word walls, and measurement connection in math and science.</p> <p>1.1e.7 The Science Cadre representative will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1e.8 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1e.9 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1e.10 Provide intensive instructional tutorial program and ASI for at-risk students, individualized to meet the unique needs of students before, during and after school hours, and/or on Saturday, in Science.</p> <p>1.1e.11 Initiate contests between teams to promote growth in common assessments and benchmark scores.</p> <p>1.1e.12 Continue monthly administrative conferences with students to establish academic goals and monitor progress (Pack aTAKS).</p>

	<p>1.1e.13 Conduct teacher conferences with administrator and/or designee to ensure academic interventions are in place and to provide support to all teaching staff.</p> <p>1.1e.14 Continue implementation of Response to Intervention. Rtl committee will continue to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1e.15 Assign mentors to students identified by INOVA data to monitor individual student progress.</p> <p>1.1e.16 Host annual Academic Game Night to promote Science and strategies parents can use at home to reinforce learning.</p> <p>1.1e.17 Utilize District Science coaches to assist teachers with teaching strategies to improve student achievement in science and to work with at-risk students on math interventions during the school day.</p> <p>1.1e.18 Continue to monitor and reduce the numbers of Title I discretionary and non-discretionary placements to DAEP specific student groups: African American, Hispanic, Economic Disadvantaged, and Special Education to ensure maximum instructional time on campus.</p> <p>1.1e.19 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1e.20 Continue implementation of Saturday Science Camp. Expand program to six Saturdays per year, and to include more students. Students are identified based upon Science Pre-Assessment Benchmark, BOY Benchmark and Common Assessments scores.</p>
Financial Resources	Campus budget ASI Funds
Additional Resources	Curriculum: CISD Investigates Curriculum, CISD English Language Acquisition, Gifted & Talented, ELPs Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments Systems: ViewIt, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Science Benchmarks: 80% all students and student groups in comprehension, fluency, word meaning
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal Science Team Leaders Student Success Teachers

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1f Coordinated Health Program	
Objective	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity. 85 percent of all students will meet or exceed their personal Healthy Fitness Zone standards.
Strategies	<p>1.1f.1 To ensure students participate regularly in moderate to rigorous physical activity by coordinating lesson plans that have students involved at least 80% of class time.</p> <p>1.1f.2 To help students evaluate their personal level of health related fitness by setting goals and testing with Fitnessgram.</p> <p>1.1f.3 To teach students about criterion referenced health standards and the types of activities needed to reach them.</p> <p>1.1f.4 To help students track their fitness results over time by testing for Fitnessgram two times a year (Fall & Spring), and practice sessions at least once every nine weeks.</p> <p>1.1f.5 To engage students regularly in activities that target their aerobic capacity by participating in the Travis Weekly Running Club, where students are motivated to walk/run the entire year.</p> <p>1.1f.6 To engage students regularly in activities that target their muscular strength, endurance and flexibility by participating in daily calisthenics, strengthening and stretching activities.</p>
Financial Resources	Campus budget Texas Fit Now Grant \$4,355 Skating Program and Fitness related materials State
Additional Resources	District curriculum
Monitoring Timeline	November January March
Formative Evaluation	Student running log ActivityGram
Summative Evaluation	FitnessGram
Project Manager(s):	Physical Education staff Principal Assistant Principal

Goal 1: Student Achievement and Post-Secondary Success

Travis Intermediate will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap																																																																																				
Objective	90 percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing, Math, Social Studies, and Science.																																																																																			
Strategies	<p>1.2.1 Implement the Bilingual/ESL English Language Acquisition model in fifth and sixth grade classrooms.</p> <p>1.2.2 Provide intensive, systematic, research-based reading instruction to identified <i>dyslexic at-risk students</i>.</p> <p>1.2.3 Provide <i>materials, equipment, transportation from tutorials/home, software, incentives for at-risk students</i> to facilitate academic improvement in content areas.</p> <p>Title I</p> <p>1.2.4 Provide intensive, systematic, research-based <i>accelerated reading, math, and science instruction for identified at-risk students</i> through direct instruction for at-risk students.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SCE</td> <td style="width: 25%;">\$ 12,220</td> <td style="width: 30%;">Tutor</td> <td style="width: 20%;">22.18% FTE</td> <td style="width: 10%;">State</td> </tr> </table> <p>1.2.5 Provide class size reduction teachers in 5th grade to ensure academic success of all students.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SCE</td> <td style="width: 25%;">\$44,000.00</td> <td style="width: 30%;">Class Size Reduction Teacher</td> <td style="width: 20%;">1 FTE</td> <td style="width: 10%;">State</td> </tr> <tr> <td>Title I</td> <td>\$91,000.00</td> <td>2 Class Size Reduction Teachers</td> <td></td> <td>Federal</td> </tr> </table> <p>1.2.6 As a School Wide Title I campus, all general education teachers will provide differentiated instructional strategies to improve the achievement of all at –risk students.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">SCE</td> <td style="width: 25%;">\$1,606.021</td> <td style="width: 30%;">31.1 Teachers</td> <td style="width: 20%;">31.10 FTE</td> <td style="width: 10%;">State</td> </tr> </table>				SCE	\$ 12,220	Tutor	22.18% FTE	State	SCE	\$44,000.00	Class Size Reduction Teacher	1 FTE	State	Title I	\$91,000.00	2 Class Size Reduction Teachers		Federal	SCE	\$1,606.021	31.1 Teachers	31.10 FTE	State																																																												
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Title I ARRA	\$8,400	Extra Duty Pay for Tutorials		Federal																																																																																
	\$46,000	Instructional/Literacy Books																																																																																		
	\$13,537.82	Instructional Materials																																																																																		
	\$3,300	Student Travel																																																																																		
Title III	\$3,000	Reading Books/Materials		Federal																																																																																
ARI/AMI/ASI	\$6,000	Extra Duty Pay for tutorials																																																																																		

Additional Resources	Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments Systems: ViewIt, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Core Content Area Team Leaders Assistant Principal Student Success Teacher

Goal 1: Student Achievement and Post Secondary Success

Travis Intermediate will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
Objective	98 percent of all students and all student groups in the Conroe High Feeder will successfully complete high school. Travis intermediate will: <ul style="list-style-type: none"> Increase the attendance rate from 96.3% to 97%. Promote successful completion of high school and post-secondary success.
Strategies	<p>DROPOUT PREVENTION PROGRAM</p> <p>1.3.1 Utilize District procedures to identify, intervene, and monitor the progress of at-risk students.</p> <p>ATTENDANCE</p> <p>1.3.2 Review, revise, and implement daily attendance procedures to meet 95% average attendance.</p> <p>1.3.3 Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</p> <p>1.3.4 Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance.</p> <p>1.3.5 Utilize auto-dialing phone system for contacting parents of student's absence or tardy.</p> <p>1.3.6 Provide incentives to students who maintain perfect or near perfect attendance.</p> <p>1.3.7 Communicate with parents of students about absences or tardies as they become an issue.</p> <p>1.3.8 Promote Conroe High School and post graduation success through "Education: Go Get It!" Week.</p> <p>1.3.9 Promote Travis Intermediate students being Future Tigers through activities with Conroe High School, including: Future Tiger Night, Tiger Challenge, parades, student visits.</p>
Financial Resources	Campus budget Student Activity Funds
Additional Resources	Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria, Principals' Dashboard
Monitoring Timeline	November January March
Formative Evaluation	Item analysis and data disaggregation of Benchmark assessments Monitor attendance reports Staff Development: track teachers attending; target for specific department/teacher needs
Summative Evaluation	TEA Data Tables AEIS (academic and attendance data)
Project Manager(s):	Principal Assistant Principal

Goal 2: Recruitment, Development, and Retention of Staff

Travis Intermediate will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 2 Recruitment, Development, and Retention of Staff	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	2.1 Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in Spring Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification. 2.9 Provide encouragement activities for teachers and staff (12 Days of Celebrating, Thanksgiving Lunch, End of Year cookout, etc.).
Financial Resources	Campus budget Teacher Activity Fund Title III \$3,000 Extra Duty Federal
Additional Resources	Position Control Reports Allocation Reports
Monitoring Timeline	November January March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	AEIS HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3: Parents and Community

Travis Intermediate will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community	
Objective	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of Travis Intermediate School.
Strategies	<p>3.1 Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnership with HEB of Conroe, Wal-Mart of Conroe, Anadarko Petroleum, to support the educational achievement of all students.</p> <p>3.3 Utilize employees from Anadarko to work with students through the Junior Achievement program.</p> <p>3.4 Utilize employees from Wal-Mart to mentor and read with students.</p> <p>3.5 Utilize Communities in Schools coordinator on campus to provide assistance to parents with mentoring, student attendance, student homework, etc.</p> <p>3.6 Provide English and Spanish parenting classes during the day.</p> <p>3.7 Provide programs for all parents.</p> <p>3.8 Provide opportunities at school for parent to participate in academic and social events with their children such as: Math/Reading/Science Game Night, Book Fair, Volunteer Program, Hispanic Heritage Night, African American Heritage Night, Title I Parent Information Night.</p> <p>3.9 Provide opportunities for transitioning students to better adjust to the next educational level by hosting Parent Information Night for 6th Grade Students attending 7th Grade at Washington Jr. High and Peet Jr. High.</p> <p>3.10 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.11 Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communication Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, and disaster/life threatening situations.</p> <p>3.12 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.13 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media.</p> <p>3.14 Provide information and communication to parents through teacher web sites, newsletters, Tuesday Envelopes, parent library, etc.</p> <p>3.15 Hold monthly vertical team meetings so that teachers can collaborate and understand what is going on across the grade levels.</p> <p>3.16 Hold weekly horizontal team meetings so that teachers can collaborate with the grade level/team.</p>

	<p>3.17 Develop a Parent Compact to communicate the role of the parent, student, teacher and principal in the educational success of each student.</p> <p>3.18 Utilize video announcements to share daily information with students and staff and to promote a sense of community.</p> <p>3.19 Utilize community representatives as mentors for students through the Conroe Project Mentor program.</p>																																								
Financial Resources	<table border="0"> <tr> <td colspan="5">Campus budget</td> </tr> <tr> <td>Title I</td> <td>\$72,241</td> <td>Counselor/Parent Involvement</td> <td>1 FTE</td> <td>Federal</td> </tr> <tr> <td></td> <td>\$ 2,230</td> <td>Supplies</td> <td></td> <td>Federal</td> </tr> <tr> <td></td> <td>\$ 550</td> <td>Extra Duty</td> <td></td> <td>Federal</td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <td>Title I ARRA</td> <td>\$1,750</td> <td>Books</td> <td></td> <td>Federal</td> </tr> <tr> <td></td> <td>\$ 464</td> <td>Supplies</td> <td></td> <td>Federal</td> </tr> <tr> <td></td> <td>\$ 275</td> <td>Extra Duty</td> <td></td> <td>Federal</td> </tr> </table>	Campus budget					Title I	\$72,241	Counselor/Parent Involvement	1 FTE	Federal		\$ 2,230	Supplies		Federal		\$ 550	Extra Duty		Federal						Title I ARRA	\$1,750	Books		Federal		\$ 464	Supplies		Federal		\$ 275	Extra Duty		Federal
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	\$ 464	Supplies		Federal																																					
	\$ 275	Extra Duty		Federal																																					
Additional Resources	<p>Campus Key Communicators</p> <p>Translation services</p> <p>Local media</p> <p>Safe Schools Plan</p> <p>Technology</p>																																								
Monitoring Timeline	<table border="0"> <tr> <td>Formative</td> <td>November, January</td> </tr> <tr> <td>Summative</td> <td>July</td> </tr> </table>	Formative	November, January	Summative	July																																				
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Summative	July																																								
Formative Evaluation	<p>Record of contact with media</p> <p>Record of press releases</p> <p>Record of campus communication</p> <p>Website information is current and accurate</p>																																								
Summative Evaluation	<p>Meet Performance Indicators for Campus</p>																																								
Project Manager(s):	<p>Principal</p> <p>Campus Key Communicator</p>																																								

Goal 4: Safe Schools

Travis Intermediate will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools			
Objective	To provide a safe school environment for all students and staff.		
Strategies	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management, and health services.</p> <p>4.6 Involve parents and community members in activities to support a safe school environment.</p> <p>4.7 Ensure the safety of students by monitoring entrances to all buildings.</p> <p>4.8 Provide parents with car rider tags to ensure safety of students during dismissal from school.</p> <p>4.9 Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.10 Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.11 Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.12 Provide opportunities for students to get involved in clubs at school (Student Council, Timberwolf TV).</p> <p>4.13 Implement Positive Behavior Support program to ensure safety and wellbeing of students, staff and visitors to campus.</p>		
Financial Resources	Campus budget		
	Title I ARRA	\$2,000	Consultants Federal
	Title IV	\$ 800	Why Try Curriculum, Red Ribbons and Peers Making Peace Supplies Federal
Additional Resources	Emergency operations plan		
Monitoring Timeline	Formative	November, January	
	Summative	July	
Formative Evaluation	<p>Committee agendas and sign-in sheets</p> <p>Record of programs/presentations/trainings for students and staff</p> <p>Quarterly reports of police activity and safety drills for campus</p>		

Summative Evaluation	Clean safety audit
Project Manager(s):	Principal Assistant Principal

Goal 5: Technology

Travis Intermediate will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology				
Objective	To ensure that all students and staff utilize technology as a tool for learning.			
Strategies	5.1 Increase student opportunities for utilizing technology across the curriculum areas. 5.2 Within each grade level cluster, all Technology Applications TEKS are met. 5.3 Provide hands-on training in use of new technology hardware and software. 5.4 Provide staff development on integration of technology across the curriculum. 5.5 Provide opportunities for classroom integration of technology across the curriculum. 5.6 Increase student knowledge of 2.0 web tools. 5.7 Engage students regularly in the use of technology in the classroom (hardware and software).			
Financial Resources	Campus budget			
	Title I ARRA	\$129,374.42	Technology	Federal
Additional Resources	Technology staff			
Monitoring Timeline	Formative	November, January		
	Summative	July		
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies			
Summative Evaluation	Meet Performance Indicators for STaR Report			
Project Manager(s):	Principal Assistant Principal Technology Teacher Grade Level Technology Liaison			

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

Campus Performance Indicators 2009 and 2010

Goal 1 Student Achievement and Post-Secondary Success

Goal 1.1 Master Rigorous Academic Standards

Goal 1.2 Close the Achievement Gap

Goal 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.) Exemplary status on 22 of 25 measures		2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All Student	82%	R	90%	E
	African American	82%	R	90%	E
	Hispanic	80%	R	90%	E
	White	97%	E	98%	E
	Economic Disadvantaged	80%	R	90%	E
Mathematics	All Students	87%	R	90%	E
	African American	71%	A	90%	E
	Hispanic	89%	R	90%	E
	White	88%	R	90%	E
	Economic Disadvantaged	87%	R	90%	E
Science	All Students	65%	A	90%	E
	African American	83%	R	90%	E
	Hispanic	59%	A	90%	E
	White	99%	E	100%	E
	Economic Disadvantaged	62%	A	90%	E
Commended Performance on TAKS					
Reading/ELA	All Student	24%		30%	
	African American	24%		30%	
	Hispanic	21%		30%	
	White	48%		50%	
	Economic Disadvantaged	22%		30%	
Mathematics	All Students	33%		35%	
	African American	16%		25%	
	Hispanic	33%		35%	
	White	47%		50%	
	Economic Disadvantaged	32%		35%	

Science	All Students	24%	30%
	African American	8%	20%
	Hispanic	23%	30%
	White	46%	50%
	Economic Disadvantaged	22%	30%
Attendance Rate:			
	Intermediate	96.3%	97%
Gold Performance Acknowledgments			
Commended on Mathematics			
Comparable Improvement Reading/ELA			

Goal 2 Recruitment, Development and Retention of Staff

Highly Qualified Staff			
Highly Qualified Teachers		100%	100%
Highly Qualified Paraprofessionals (Title I Campuses)		100%	100%
Recruitment			
CISD Job Fair		Attendance	Attendance

Goal 3 Parents and Community

Parent and Family Involvement			
Campus Web Page, emails, and letters are timely and accurate		Maintain up-to-date information	Maintain up-to-date information
Campus educational programs		Maintain programs	Maintain programs
Campus information for parents new to community		Available online and print	Available online and print
Volunteer opportunities		Maintain volunteer log	Maintain volunteer log
Community and Business Partnerships			
Campus partnerships with businesses and organizations		Maintain/expand partnerships	Maintain/expand partnerships

Goal 4 Safe Schools

Safe Schools Plan			
Safe Schools Plan implemented		Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Resources and Training			
Conduct safety and disaster drills		100% compliance at all campuses	100% compliance at all campuses

Goal 5 Technology

Maximize Teaching and Learning for students and staff		
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Students will be technology literate by the end of 8 th grade.	Successful completion of technology applications courses or proficiency test (85%)	Successful completion of technology applications courses or proficiency test (88%)
Enhance Professional practices		
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 15	STaR Chart (EP) >16

Goal 6 Communication

Internal Communications		
Campus emails, letters, and webpage information are timely and accurate	Employee feedback	Employee feedback
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
External Communications		
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input

**SCE FUNDS
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010
Academic Tutorials	12,220	.2218
General Education Teachers	1,606,021	31.1
Accelerated Instruction		
At-Risk Counselor		
At-Risk Paraprofessionals		
Credit Recovery (dropout recovery program)		
Reduced Class Size	44,000	1
Student Success Teacher	50,835	1
Instructional Coaches		
Instructional Materials		
Supplies and Equipment		
Transportation		
Total Funds Budgeted and FTEs	1,713,076	33.32

**ARRA Title I and TITLE I - IV FUNDS
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Technology	129,374.42	0
Books	46,000.00	0
Extra Duty	9,240.00	0
Consultants	2,000.00	0
Supplies	13,537.82	0
Student Travel	3,300.00	0
Parent Involvement	2,489.00	0
Total Title 1A ARRA	205,941.24	
Title IA		
Instructional Support Teacher	106,470.00	2
Instructional Support Paraprofessionals	37,143.00	2
Counselor/Parent Involvement	72,241.00	1
Extra Duty/Substitutes	36,235.00	0
Computer Equipment	5,000.00	0
Supplies	12,586.00	0
Student Travel	5,000.00	0
Parent Involvement	2,780.00	0
Total Title 1A	277,455.00	5
Title III		
Books	1,500.00	0
Extra Duty	3,000.00	0
General Supplies	1,500.00	0
Title III Total	6,000.00	0
Title IV		
Why Try Curriculum	476.00	0
Red Ribbons/Peers Making Peace	324.00	0
Title IV Total	800.00	0

**Travis Intermediate
Ten Components of a School Wide Title I Campus**

(Clearly reference each component with the appropriate goal[s] in Campus Plan)

1. Conduct a comprehensive needs assessment of the school based on student performance.
Campus Goal One
2. Utilize scientifically researched based reform strategies which strengthen the core academic program in the school and increase the amount and quality of learning time, such as providing before/after school programs and help provide an enriched and accelerated curriculum, address the needs of all children but particularly the needs of low achieving children and those at risk, and determine how the school will measure if these needs are being met.
Campus Goal One
3. Ensure that all instructional staff is highly qualified.
Campus Goal Two
4. In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent possible, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
Campus Goal One
Campus Goal Two
Campus Goal Three
Campus Goal Four
Campus Goal Five
5. Develop strategies to attract high quality and highly qualified teachers to high need schools and high need areas.
Campus Goal Two
6. Develop strategies to increase parental involvement.
Campus Goal Three
7. Develop plans for assisting students in transition to better adjust to the next educational level for example Head Start students to local elementary schools.
Campus Goal One
8. Provide opportunities for teachers to be involved in the decisions regarding the use of assessments described in order to provide information on and to improve the achievement of individual students and the overall instructional program.
Campus Goal One
9. Describe opportunities that will be provided to students who experience difficulty mastering any of the State's standards required by Section 1111. Students will be provided with effective, timely, and additional assistance. This assistance must include measures to ensure that the student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Campus Goal One
10. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act such as violence prevention programs, nutrition programs, Head Start, adult education, vocational and technical education, and job training.
Campus Goal One