

# Conroe Independent School District

## Travis Intermediate

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

At Travis Intermediate, we set high standards for our students. Our focus is the whole child, promoting successful learners and problem solvers; while fostering appropriate socialization and acceptance.

## Vision

Travis Intermediate has a positive learning environment that ensures success for all students through the implementation of quality instruction and the development of personal respect and responsibility.

# Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Culture and Climate	6
Parent and Community Engagement	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	13
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	17
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	18
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	19
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	20
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	21
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	22
Targeted Support Strategies	24
State Compensatory	25
Personnel for Travis Intermediate	25
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	29
Plan Notes	30
Campus Funding Summary	31
Addendums	33

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Travis Intermediate scored an overall Accountability Rating of a B. We are proud of receiving a B, but recognize we still have more work to do in order to close achievement gaps and increase our overall score.

### 2019 Data – Overall Rating: 84

Domain I – Student Achievement: Score 77

Domain II – Student Progress: Score 89

Domain II – Closing the Gaps: Score 71

### 2019 Data Tables:

		All Students	African American	White	Sped
Reading	<b>Approaches</b>	74%	69%	83%	21%
	<b>Meets</b>	36%	21%	49%	7%
	<b>Masters</b>	17%	14%	26%	1%
Math	<b>Approaches</b>	81%	70%	91%	37%
	<b>Meets</b>	43%	23%	37%	10%
	<b>Masters</b>	20%	12%	11%	3%
Science	<b>Approaches</b>	75%	65%	80%	23%
	<b>Meets</b>	48%	40%	73%	15%
	<b>Masters</b>	21%	13%	33%	3%

### Student Achievement Strengths

The meets and masters percentages increased from 2018 to 2019 in Science across all subgroups.

Overall rating of a B from the State.

Our EL students, Economically disadvantaged students and Hispanic students met the Meets standard for the 2019 STAAR Report.

Our African American sub-population increased the Reading Masters percentage from 11% in 2018 to 14% in 2019.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Special education students are performing below the Meets performance level of 19% in reading and 23% in math. **Root Cause:** Special education students are multiple grade levels behind as compared to their same aged peers.

**Problem Statement 2 (Prioritized):** Our white population did not meet the Meets standard for math on the 2019 STAAR exam. **Root Cause:** Academic rigor needs to increase with all math content.

**Problem Statement 3 (Prioritized):** Our white population did not meet the Meets standard for reading on the 2019 STAAR exam. **Root Cause:** Academic rigor needs to increase with all reading content.

**Problem Statement 4:** Only 31% of Travis Intermediate's EL students are meeting their TELPAS progress rate. **Root Cause:** Need to implement strategies to give students the opportunity to read, write and speak in English for language acquisition.

**Problem Statement 5:** Travis Intermediate is in need of Targeted Improvement because we have not meet the passing percentages in 3 areas on our federal accountability report. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

**Problem Statement 6:** Our African American population consistently score lower in Reading, Math, and Science data as compared to our Hispanic and White populations. **Root Cause:** The need to close academic gaps that students have with differentiated and small group instruction.

# Culture and Climate

## Culture and Climate Summary

At Travis Intermediate, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. Travis Intermediate is committed to the social, emotional, behavioral, and academic success of all students. At Travis, students successfully manage their emotions, behaviors, and make responsible decision. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Travis Intermediate follows the measures to mitigate the spread of COVID-19. Conroe ISD is proactive in keeping campuses, staff, and students' safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

At Travis Intermediate, all campus staff will undergo Cultural and Diversity Awareness training.

At Travis Intermediate, hiring campus personnel to reflect the cultural and diverse student body is priority.

“All means All” in Conroe ISD. Every students' academic, social and emotional needs are a priority.

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

At Travis Intermediate, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Travis Intermediate, social emotional learning functions are an integral part of the total school environment.

Travis Intermediate continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

Travis Intermediate provides professional development on a campus-wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Campus is receiving an excessive amount of office referrals for classroom discipline management. **Root Cause:** Teachers are relying heavily on the Campus Behavior Coach to address problems versus dealing with persistent Tier 1 behaviors.

**Problem Statement 2 (Prioritized):** Based on the OHI report from 2020 Cohesiveness scored low for our campus. **Root Cause:** Old staff and new staff have not come together

as a unit to address staff and student concerns.

**Problem Statement 3:** 5th Grade Hallway transitions are disruptive and have increased by 50% compared to last year.

**Problem Statement 4:** Students exhibit a lack of coping skills and generally disrupt the learning environment as a result.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Travis Intermediate enjoys a warm, inviting culture where students and parents feel welcome, supported, and accepted. Expectations for student behavior are high and we are fortunate to have respectful, confident, and caring students.

Travis Intermediate values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families.

Travis also appreciates working with other campuses such as (Mitchell Intermediate) who helps us organize a canned food drive with their student council in conjunction with our student council to stock the Montgomery County Food Bank. We also have partnerships with community organizations such as (Communities in Schools, Buddy Backpacks, Yes to Youth, Montgomery County Youth Services, and Angel Tree Network). All of these organizations donate either food, clothing or offer assistance during the holidays for our families that are in need.

Travis Intermediate enjoys an involved family and community environment. When events occur, such as our Meet the Teacher Night, Open House, Multi-Cultural Festival, Fine Arts concerts, we have high attendance numbers. Our families support the students on our campus.

As part of a focus on health and wellness, Travis Intermediate recognizes, supports, and promotes healthy lifestyles through good nutrition, physical activity, and appropriate rest.

## Parent and Community Engagement Strengths

Travis Intermediate communicates with all stakeholders via Twitter, Facebook, monthly SMORE newsletters, School Messenger communications, keeping our campus website updated, and teachers utilize Class Dojo.

Travis Intermediate engages the parents and community by offering events to cater to families and community members. (Health Fair, Sports Saturday, Multi-Cultural Festival)

Travis Intermediate promotes health and wellness through the Travis Gets Fit Initiative in conjunction with Lone Star Family Clinic. The campus encourages movement and promotes Water Wednesdays and Fruit Fridays in the cafeteria weekly.

Communities in Schools is partnered with Travis Intermediate and a site coordinator works on the campus during the school year to provide support for families in need.

## Assistance Partnerships:



Assistance League - Operation School Bell - new clothes for students at Travis in need  
Woodforest Bank - Purchases 50 school supply kits for Travis students  
United Way - Clothing/School Supplies  
Creative Outreach Ministries - Angelic Resale - Slightly used clothing and food  
Houston Food Bank/Montgomery County Food Bank - Buddy Backpack  
Woodlands United Methodist Church - 26 kids - Clothing, including shoes  
Zeta Phi Beta - Christmas Assistance for 60 kids - (pajamas, house shoes, \$25 gift). Also, fund school supplies.  
The Woodlands Church - Angel Tree Christmas Assistance - 200 children  
Anonymous Donor - 100 Turkeys (paired with Mitchell Canned Food Drive)  
Gullo Family - 2 Travis Families with the most need  
CISD Police Department - Coats for Kids and Children in Santa's Dreams (Toys)  
Montgomery County Sheriff's Dept. - Blue Elf (Toys)  
Anonymous Individuals sometimes adopt families from Travis

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Parent involvement in our PTO have fewer active members. **Root Cause:** It is difficult to keep our parents fully engaged utilizing virtual platforms.

**Problem Statement 2 (Prioritized):** Although families support events on campus, attendance for academic related events are relatively low. **Root Cause:** Some families feel uncomfortable with the academic rigor on campus and tend not to show up for those type of events.

**Problem Statement 3:** It remains difficult to communicate with bilingual parents via email, newsletters and call-outs.

# Priority Problem Statements

**Problem Statement 1:** Special education students are performing below the Meets performance level of 19% in reading and 23% in math.

**Root Cause 1:** Special education students are multiple grade levels behind as compared to their same aged peers.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Our white population did not meet the Meets standard for math on the 2019 STAAR exam.

**Root Cause 2:** Academic rigor needs to increase with all math content.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Based on the OHI report from 2020 Cohesiveness scored low for our campus.

**Root Cause 3:** Old staff and new staff have not come together as a unit to address staff and student concerns.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 5:** Campus is receiving an excessive amount of office referrals for classroom discipline management.

**Root Cause 5:** Teachers are relying heavily on the Campus Behavior Coach to address problems versus dealing with persistent Tier 1 behaviors.

**Problem Statement 5 Areas:** Culture and Climate

**Problem Statement 6:** Parent involvement in our PTO have fewer active members.

**Root Cause 6:** It is difficult to keep our parents fully engaged utilizing virtual platforms.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Our white population did not meet the Meets standard for reading on the 2019 STAAR exam.

**Root Cause 7:** Academic rigor needs to increase with all reading content.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Although families support events on campus, attendance for academic related events are relatively low.

**Root Cause 8:** Some families feel uncomfortable with the academic rigor on campus and tend not to show up for those type of events.

**Problem Statement 8 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

## 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, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

# Goals

**Goal 1: Student Achievement and Post-Secondary Success:**

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

**Performance Objective 1:** The special education students will increase by 3% on the Meets standards on all content areas of the 2021 STAAR exam.

**Evaluation Data Sources:** Common Assessments, Benchmark Exams, STAAR test

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide Leveled Literacy Intervention (LLI) kits for student achievement for special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score at the Meets passing standard on the STAAR exam because foundational and targeted literacy skills will be targeted through the LLI curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Leveled Literacy Intervention (LLI) kits - Title I - \$12,912</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Special education students are performing below the Meets performance level of 19% in reading and 23% in math. <b>Root Cause:</b> Special education students are multiple grade levels behind as compared to their same aged peers.</p>

**Goal 1: Student Achievement and Post-Secondary Success:**

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





**Performance Objective 2:** Our white student group will increase 5% on the Meets passing standard on the Reading 2021 STAAR exam.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common assessment data, benchmark test data, STAAR test data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will attend after school tutorials for Reading. Students will receive resources for targeted leveled reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score at that the Meets passing standard on the Reading STAAR exam through targeted interventions through an extended school day program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Tutoring, guided reading books - Title I - \$16,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Hire additional staff to support efforts with our students meeting the appropriate passing standard on the STAAR reading exam. (substitutes as tutors, instructional paraprofessional, reading campus coach, and an additional counselor)</p> <p><b>Strategy's Expected Result/Impact:</b> All student sub populations will score at the Meets passing standard on the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Instructional Paraprofessional, Reading Campus Coach, Title 1 Counselor, Substitutes as tutors, for At-Risk students - Title I - \$168,314.50</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

<p><b>Strategy 3:</b> Travis will continue utilizing reduced class sizes in Reading to support staff in working with at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> All student sub-populations will score at the Meets passing standard on the STAAR exam</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus coaches, team leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> General Education and Bilingual teachers for at-risk students - State Comp Ed - \$825,904.50, Training books, materials, and supplies - Title I - \$11,710, Substitutes as tutors for at-risk students - Title I - \$2,577.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Our white population did not meet the Meets standard for reading on the 2019 STAAR exam. <b>Root Cause:</b> Academic rigor needs to increase with all reading content.</p>

**Goal 1: Student Achievement and Post-Secondary Success:**

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

**Performance Objective 3:** Our white student group will increase 3% on the Meets passing standard on the Math 2021 STAAR exam.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Common assessment data, benchmark test data, STAAR test data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will attend after school tutorials for Math and receive targeted math resources and materials to enhance learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will score at the Meets passing standard on the STAAR Math exam.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Math Instructional Coach, Administrative Staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Tutoring, student centered math resource books, magnetic manipulatives - Title I - \$16,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Hire additional staff to support efforts with our students meeting the appropriate passing standard on the STAAR Math exam. (substitutes as tutors, instructional paraprofessional, math campus coach, and an additional counselor).</p> <p><b>Strategy's Expected Result/Impact:</b> All student sub-populations will score at the Meets passing standard on the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Substitutes as Tutors, Instructional Paraprofessional, Math campus coach, additional Counselor - Title I - \$165,402.50</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>



<p><b>Strategy 3:</b> Travis will continue utilizing reduced class sizes in Math to support staff in working with at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> All student sub-populations will score at the Meets passing standard on the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Books, Instructional Materials, General Supplies - Title I - \$11,710, General Education and Bilingual teachers for at risk students - State Comp Ed - \$825,904.50, Substitutes as tutors for at-risk students - Title I - \$2,577.50</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Special education students are performing below the Meets performance level of 19% in reading and 23% in math. <b>Root Cause:</b> Special education students are multiple grade levels behind as compared to their same aged peers.</p>
<p><b>Problem Statement 2:</b> Our white population did not meet the Meets standard for math on the 2019 STAAR exam. <b>Root Cause:</b> Academic rigor needs to increase with all math content.</p>

**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

<b>Strategy 1:</b> Travis Intermediate will utilize the budget in all departments effectively. <b>Strategy's Expected Result/Impact:</b> A balanced budget focused on school needs. <b>Staff Responsible for Monitoring:</b> Principal Campus Secretary <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruitment, Development, and Retention of Staff:

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

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.





<b>Strategy 1:</b> Travis will attend the CISD Job Fair and University Job Fairs to recruit teachers. <b>Strategy's Expected Result/Impact:</b> Travis will have a 100% HQ staff. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

**Performance Objective 1:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p><b>Strategy 1:</b> Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and participation of activities</p> <p><b>Staff Responsible for Monitoring:</b> Campus webmaster Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1, 2</p> <p><b>Funding Sources:</b> Instructional materials for at home use and provide refreshments - Title I - \$2,912</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Parent involvement in our PTO have fewer active members. <b>Root Cause:</b> It is difficult to keep our parents fully engaged utilizing virtual platforms.
<b>Problem Statement 2:</b> Although families support events on campus, attendance for academic related events are relatively low. <b>Root Cause:</b> Some families feel uncomfortable with the academic rigor on campus and tend not to show up for those type of events.

**Goal 5: Safe Schools:**

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

**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

<b>Strategy 1:</b> Implementation of PBIS, Champs, and SEL lessons. <b>Strategy's Expected Result/Impact:</b> Improved student behavior and engagement and a decrease in student referrals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> Culture and Climate 1 <b>Funding Sources:</b> Teach like a champion books, Champs books, SEL curriculum - Title I - \$42,847	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Travis will complete all Safe Schools trainings and follow all mitigation protocols for COVID-19 <b>Strategy's Expected Result/Impact:</b> Travis will have a safe campus. <b>Staff Responsible for Monitoring:</b> Principal and all staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<b>Problem Statement 1:</b> Campus is receiving an excessive amount of office referrals for classroom discipline management. <b>Root Cause:</b> Teachers are relying heavily on the Campus Behavior Coach to address problems versus dealing with persistent Tier 1 behaviors.

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p><b>Strategy 1:</b> Provide staff development to teachers, along with coaching and modeling in classrooms for students on the LMS system (Canvas), Google Expedition, and Discovery Maker Carts.</p> <p><b>Strategy's Expected Result/Impact:</b> To enhance learning for all students and teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Coaches Technology Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Purchase Imagine Learning Licenses for our newcomer students to be successful with classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Imagine learning licenses - Title III - \$7,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7: Communication:**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

<p><b>Strategy 1:</b> Utilize school messenger, Twitter, Facebook and Smore newsletters to reach out to parents and the community.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of school activities and a stronger connection to the campus.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Campus Webmaster  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Parent and Community Engagement 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Utilize effective two-way communication, staff surveys and staff newsletters, between staff and principal to ensure all stakeholders are working toward the same goal.  <b>Strategy's Expected Result/Impact:</b> OHI results in Cohesiveness will increase.  <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Culture and Climate 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Culture and Climate</b>
<p><b>Problem Statement 2:</b> Based on the OHI report from 2020 Cohesiveness scored low for our campus. <b>Root Cause:</b> Old staff and new staff have not come together as a unit to address staff and student concerns.</p>
<b>Parent and Community Engagement</b>
<p><b>Problem Statement 2:</b> Although families support events on campus, attendance for academic related events are relatively low. <b>Root Cause:</b> Some families feel uncomfortable with the academic rigor on campus and tend not to show up for those type of events.</p>

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Students will attend after school tutorials for Reading. Students will receive resources for targeted leveled reading instruction.
1	2	2	Hire additional staff to support efforts with our students meeting the appropriate passing standard on the STAAR reading exam. (substitutes as tutors, instructional paraprofessional, reading campus coach, and an additional counselor)
1	2	3	Travis will continue utilizing reduced class sizes in Reading to support staff in working with at-risk students.
1	3	1	Students will attend after school tutorials for Math and receive targeted math resources and materials to enhance learning.
1	3	2	Hire additional staff to support efforts with our students meeting the appropriate passing standard on the STAAR Math exam. (substitutes as tutors, instructional paraprofessional, math campus coach, and an additional counselor).
1	3	3	Travis will continue utilizing reduced class sizes in Math to support staff in working with at-risk students.



# State Compensatory

## Personnel for Travis Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Rigoli	Instructional Coach	State Comp Ed	1.00
Gen Education	Teachers for At-Risk Students	State Comp Ed	21.25
Maribel Adarme	Positive Behavior Support Liaison	State Comp Ed	1.00

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

When working on the comprehensive needs assessment, many stakeholders were involved in the process. Teacher teams met to review data and determine the focus area for their subject area using the 10-5-5 protocol for determining root causes. Results from assessment data were used in the data review (STAAR, benchmark data, common assessment data, and discipline data). The meetings with teacher teams included Administrators, Campus Coaches, Counselors and instructional paraprofessionals.

We included our Leadership Team and Parent Representatives to review the Assessment and have our checkpoints set to monitor progress.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The plan begins with the Leadership Team (Admin, Counselors and Coaches) pulling together data and looking for strengths and weaknesses. We then get input from our Team Leaders and Parent Representatives.

Once the plan is complete, the Campus Improvement Plan is shared with staff, parents and our students.

### **2.2: Regular monitoring and revision**

The campus will regularly monitor the CIP and revise strategies based on identified needs.

PLC Meetings

Data Review Meetings

Small Groups Sessions

Monitoring student grades and adjusting as necessary

Leadership Team Meetings

Team Leader Meetings

### **2.3: Available to parents and community in an understandable format and language**

Campus Improvement Plans (CIPs) are available on the Conroe ISD website under Accountability. CIPs are available in English and Spanish based on student population.

### **2.4: Opportunities for all children to meet State standards**

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk for missing their target receive support and small group instruction, including:

-RtI Instruction

-In Class Small Group Instruction

-Pull Out support (Summit K-12, Dyslexia, Resource)

-Before/After School Tutorials

## **2.5: Increased learning time and well-rounded education**

Our master schedule was reviewed and adjusted to ensure we maximize instructional time, intervention time and remediation.

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

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact. Our Family Engagement Policy and School Family Student Compact are reviewed annually with our Parent Teacher Organization. They make any suggestions/edits to it each May.

We also use our Parent Survey at the end of each year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

## **3.2: Offer flexible number of parent involvement meetings**

Although events right now are done over Zoom, we also schedule Zoom meetings for the evenings to accommodate schedules.

Many sessions we do are recorded so that parents can watch them at a time that best fits their schedule.

We send out notices to parents of events coming up by sending home flyers, emailing them and posting them on our webpage and communicating the events through school messenger and the SMORE newsletter.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Kemp	Counselor	Title I	1.00
Christel Skeen	Instructional Coach	Title I	1.00
John Flannery	Instructional Behavior Coach	Title I	1.00
Sanjuana Weber	Paraprofessional	Title I	1.00

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Travis</b>		
SCE		
Gen Education Teachers for At-Risk Students	\$1,493,952	21.25
Instructional Support for At-Risk-Students	\$142,735	2.00
Substitutes	\$15,122	0.27
SCE Total	\$1,651,809	23.52
Title I		
Books	\$23,420	0.00
Extra Duty	\$2,818	0.05
Extra Duty Para	\$500	0.01
Family Engagement	\$2,728	0.00
General Supplies	\$28,213	0.00
Misc. Expenses	\$1,500	0.00
Paraprofessional	\$23,845	0.43
Professional	\$312,784	5.69
Student Travel	\$3,000	0.00
Substitutes	\$5,155	0.09
Cont. of Learning Eligible (Reserved)	\$49,000	0.00
Title I Total	\$452,963	6.27
Title III EL		
Books	\$500	0.00
Extra Duty	\$4,500	0.08
General Supplies	\$2,500	0.00
Title III EL Total	\$7,500	0.08
Travis Total	\$2,112,272	29.88

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	General Education and Bilingual teachers for at-risk students		\$825,904.50
1	3	3	General Education and Bilingual teachers for at risk students		\$825,904.50
<b>Sub-Total</b>					\$1,651,809.00
<b>Budgeted Fund Source Amount</b>					\$1,651,809.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leveled Literacy Intervention (LLI) kits		\$12,912.00
1	2	1	Tutoring, guided reading books		\$16,000.00
1	2	2	Instructional Paraprofessional, Reading Campus Coach, Title I Counselor, Substitutes as tutors, for At-Risk students		\$168,314.50
1	2	3	Training books, materials, and supplies		\$11,710.00
1	2	3	Substitutes as tutors for at-risk students		\$2,577.50
1	3	1	Tutoring, student centered math resource books, magnetic manipulatives		\$16,000.00
1	3	2	Substitutes as Tutors, Instructional Paraprofessional, Math campus coach, additional Counselor		\$165,402.50
1	3	3	Books, Instructional Materials, General Supplies		\$11,710.00
1	3	3	Substitutes as tutors for at-risk students		\$2,577.50
4	1	1	Instructional materials for at home use and provide refreshments		\$2,912.00
5	1	1	Teach like a champion books, Champs books, SEL curriculum		\$42,847.00
<b>Sub-Total</b>					\$452,963.00
<b>Budgeted Fund Source Amount</b>					\$452,963.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Imagine learning licenses		\$7,500.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$7,500.00
				<b>Budgeted Fund Source Amount</b>	\$7,500.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total</b>	\$2,112,272.00



# Addendums