

Conroe Independent School District
Travis Intermediate
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: October 10, 2023

Student Achievement

Student Achievement Summary

2023 Data Tables:

Domain 1-Student Achievement: 71

Domain 2A- Student Progress: 62

Domain 2B- Relative Performance: 82

Domain 3- Closing the Gaps: 72

Overall Score: 79

2022 Data Tables:

Domain 1-Student Achievement: 71

Domain 2- Student Progress: 82

Domain 3- Closing the Gaps: 73

Overall Score: 79

Student Achievement Strengths

Travis Intermediate's Relative Performance is an 82. We are performing well in comparison to like campuses.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Travis Special Education students are performing below the Meets performance level of 21% on the Math 2023 STAAR Exam. **Root Cause:** Additional training and support is needed to best support our Special Education Students to achieve at the meets level.

Problem Statement 2 (Prioritized): Travis white student subgroup did not meet the Meets standard of 61% in math and did not meet the Meets standard of 59% in reading on the 2023 STAAR exam. **Root Cause:** Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.

Problem Statement 3 (Prioritized): Our African American subgroup did not meet the Meets standard of 32% in Math and did not meet the Meets standard of 32% in Reading on the 2023 STAAR exam. **Root Cause:** Attendance, learning gaps

Problem Statement 4 (Prioritized): Our Hispanic student subgroup did not meet the Meets standard of 39% on the 2023 Math STAAR **Root Cause:** Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.

Problem Statement 5 (Prioritized): Our over all growth score has decreased. Many students did not make a years growth. **Root Cause:** Small group instruction for students was ineffective. Additional training and support is needed to tier instruction for students during math instruction to address learning gaps. In addition to effective tiered instruction for our students that are already at meets and masters levels.

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, we teach students to successfully manage their emotions, behaviors, and make responsible decisions. 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): Our Foundations Team is continuing the work with implementing schoolwide behavior systems. Our goal is to remain consistent with implementing changes based on staff survey data. **Root Cause:** Staff changes with the Foundations Team has been an issue due to promotions and transfers. The team is working hard keeping systems consistent and the work at the forefront.

Problem Statement 2 (Prioritized): Our Campus Behavior Coach works closely on Impact Cycles with teachers struggling to meet desired classroom expectations. Teaching the use of Stoic and various classroom behavior interventions. **Root Cause:** Staff members who struggle with classroom management relied heavily on administrators to intervene. This took power away from teachers. A new model is needed to empower teachers to accomplish the task and grow in this area.

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, health fair, 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)

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 and in house food pantry

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): Attendance for academic related events are relatively low. **Root Cause:** Families sometimes feel uncomfortable with academic only events due to various issues. The school committee will continue to work with PTO and continue incorporating academic events with non-academic ones to generate better attendance and pair student performances with these events.

Priority Problem Statements

Problem Statement 1: Travis Special Education students are performing below the Meets performance level of 21% on the Math 2023 STAAR Exam.

Root Cause 1: Additional training and support is needed to best support our Special Education Students to achieve at the meets level.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our African American subgroup did not meet the Meets standard of 32% in Math and did not meet the Meets standard of 32% in Reading on the 2023 STAAR exam.

Root Cause 2: Attendance, learning gaps

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Travis white student subgroup did not meet the Meets standard of 61% in math and did not meet the Meets standard of 59% in reading on the 2023 STAAR exam.

Root Cause 3: Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Attendance for academic related events are relatively low.

Root Cause 4: Families sometimes feel uncomfortable with academic only events due to various issues. The school committee will continue to work with PTO and continue incorporating academic events with non-academic ones to generate better attendance and pair student performances with these events.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Our Hispanic student subgroup did not meet the Meets standard of 39% on the 2023 Math STAAR

Root Cause 5: Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Our over all growth score has decreased. Many students did not make a years growth.

Root Cause 6: Small group instruction for students was ineffective. Additional training and support is needed to tier instruction for students during math instruction to address learning gaps. In addition to effective tiered instruction for our students that are already at meets and masters levels.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Our Foundations Team is continuing the work with implementing schoolwide behavior systems. Our goal is to remain consistent with implementing changes based on staff survey data.

Root Cause 7: Staff changes with the Foundations Team has been an issue due to promotions and transfers. The team is working hard keeping systems consistent and the work at the forefront.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Our Campus Behavior Coach works closely on Impact Cycles with teachers struggling to meet desired classroom expectations. Teaching the use of Stoic and various classroom behavior interventions.

Root Cause 8: Staff members who struggle with classroom management relied heavily on administrators to intervene. This took power away from teachers. A new model is needed to empower teachers to accomplish the task and grow in this area.

Problem Statement 8 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Travis will consistently focus on our White student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2024 Reading STAAR exam by 5%. (From 54% meets to 59% meets) and increase the meets percentage (Academic Achievement) on the 2024 Math STAAR exam by 5%. (From 46% meets to 51% meets).

High Priority

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 STAAR Interim Assessments
 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will take accountability and ownership for their data with student data trackers.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire academic tutor for Reading to address learning loss with students in a pull-out model.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Tutor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Reading Tutor - Title I - \$14,558, Resources and Materials for Student Achievement - State Comp Ed - \$5,773</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire and train a Math/Science Instructional Coach to strengthen Tier 1 best practices, and provide classroom support for teachers through professional development, direct teaching/modeling, observation and feedback.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Travis will hire paraprofessional staff to help with instructional needs in the classroom and intervention during intervention time.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal paraprofessional</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus will utilize Dreambox as a station inside the math class and in intervention time to work with students at their instructional level, to close gaps and move them forward instructionally.</p> <p>Strategy's Expected Result/Impact: Increased academic performance</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: Travis white student subgroup did not meet the Meets standard of 61% in math and did not meet the Meets standard of 59% in reading on the 2023 STAAR exam. Root Cause: Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Travis will consistently focus on our African American student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2024 Reading STAAR exam by 5%. (From 22% meets to 27% meets) and the meets percentage (Academic Achievement) on the 2024 Math STAAR exam by 5%. (From 16% meets to 21% meets).

High Priority

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 STAAR Interim Assessments
 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will take accountability and ownership for their data with student data trackers.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Students</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Travis will hire paraprofessional staff to help with instructional needs in the classroom and intervention during intervention time.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Paraprofessional</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire and train a Reading Instructional Coach to strengthen Tier 1 best practices, and provide classroom support for teachers through professional development, direct teaching/modeling, observation and feedback.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus will utilize Dreambox as a station inside the math class and in intervention time to work with students at their instructional level, to close gaps and move them forward instructionally.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 3</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: Our African American subgroup did not meet the Meets standard of 32% in Math and did not meet the Meets standard of 32% in Reading on the 2023 STAAR exam. Root Cause: Attendance, learning gaps</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Travis will consistently focus on our Special Education student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2024 Math STAAR exam by 5%. (From 19% meets to 21% meets).

High Priority

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 STAAR Interim Assessments
 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will take accountability and ownership for their data with student data trackers.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Student Sped Case Manager</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Travis will hire paraprofessional staff to help with instructional needs in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Student Sped Case Manager</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will utilize Dreambox as a station inside the math class and in intervention time to work with students at their instructional level, to close gaps and move them forward instructionally.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Student Sped Case Manager</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will consistently monitor and reassess accommodations strategies for Special Education Students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Student Sped Case Manager Paraprofessional</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Travis Special Education students are performing below the Meets performance level of 21% on the Math 2023 STAAR Exam. Root Cause: Additional training and support is needed to best support our Special Education Students to achieve at the meets level.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Travis will consistently focus on our Hispanic student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2024 Math STAAR exam by 5%. (From 37% meets to 42% meets).

High Priority

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 STAAR Interim Assessments
 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will take accountability and ownership for their data with student data trackers.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal Student</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Summit K12 - Title III - \$6,045, Computer and Books - Title III - \$1,500, Extra Duty Pay - Title III - \$1,765</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Travis will hire paraprofessional staff to help with instructional needs in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will utilize Dreambox as a station inside the math class and in intervention time to work with students at their instructional level, to close gaps and move them forward instructionally.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Dreambox - Title I - \$7,950</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: Our Hispanic student subgroup did not meet the Meets standard of 39% on the 2023 Math STAAR Root Cause: Additional training and support is needed to tier instruction for students during math instruction to address learning gaps.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Travis Intermediate will increase academic growth and increase the number of students making masters by 2% in Language Arts and Math/Science.

High Priority

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 Interim STAAR
 STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will utilize instructional coaches to ensure planning is effective, data driven, and addresses our students that are already at the meets and masters level. Instructional coaches will help teachers with extending instruction to meet the needs of those students.</p> <p>Strategy's Expected Result/Impact: More students in the Masters level and improved growth score.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 5: Our over all growth score has decreased. Many students did not make a years growth. **Root Cause:** Small group instruction for students was ineffective. Additional training and support is needed to tier instruction for students during math instruction to address learning gaps. In addition to effective tiered instruction for our students that are already at meets and masters levels.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Travis Intermediate's administration team will facilitate at least 3 targeted focused walk throughs on all professional staff members.

Evaluation Data Sources: T-TESS Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will conduct calibrated walkthroughs on teachers each 9 weeks and targeted focused walkthroughs each semester for all staff members. Walkthroughs will be documented in Strive.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom instruction and overall performance</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Travis Intermediate will increase our overall OHI scores for the 2023-2024 school year.

Evaluation Data Sources: OHI performance data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will focus on improving two areas in OHI (cohesiveness and adaptation). These two dimensions have scored low for two consecutive years.</p> <p>Strategy's Expected Result/Impact: Improved outcomes in the two areas with increased scores.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Travis Intermediate will attend the CISD Job Fair, University Job Fairs, and any additional Job Fairs to recruit highly qualified staff.

Evaluation Data Sources: Teacher
 Instructional Coach
 Assistant Principal
 Principal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will utilize all available avenues to recruit highly qualified teachers (district job fairs, university job fairs, alternative certification programs, and zoom interviews). The campus will also reach out to HR for staffing assistance.</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers in every classroom</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Reading and Math Campus Coach - State Comp Ed - \$157,160, Student Success Manager - Title I - \$80,563, Science Campus Coach - Title I - \$82,463</p>	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

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

Evaluation Data Sources: Office Referral Data
 Student/Staff/Parent Surveys
 PBIS Observation Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will continue our work with PBIS/Foundations to continue providing clear systems and routines for school wide behavior systems and routines. Travis will also employ the use of a Behavior Coach to work on classroom behavior concerns and routines.</p> <p>Strategy's Expected Result/Impact: Improved school and classroom systems and routines.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 2</p> <p>Funding Sources: PBIS Liaison - Title I - \$79,438, Campus Behavior Coach - Title I - \$81,963</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Travis will employ an additional counselor to assist with the social and emotional well being of students.</p> <p>Strategy's Expected Result/Impact: Improved outcomes in self regulation and emotional supports</p> <p>Staff Responsible for Monitoring: Teacher Counselor Assistant Principal Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Our Foundations Team is continuing the work with implementing schoolwide behavior systems. Our goal is to remain consistent with implementing changes based on staff survey data. Root Cause: Staff changes with the Foundations Team has been an issue due to promotions and transfers. The team is working hard keeping systems consistent and the work at the forefront.</p> <p>Problem Statement 2: Our Campus Behavior Coach works closely on Impact Cycles with teachers struggling to meet desired classroom expectations. Teaching the use of Stoic and various classroom behavior interventions. Root Cause: Staff members who struggle with classroom management relied heavily on administrators to intervene. This took power away from teachers. A new model is needed to empower teachers to accomplish the task and grow in this area.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Travis will collaborate with all members of the school community and engage our PTO to help increase our level of parental engagement/involvement on campus.

Evaluation Data Sources: Surveys
 School Messenger
 Smore Newsletters
 Social Media

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will collaborate with our PTO to find creative ways to engage our community and increase involvement in campus academic events. (Include giveaways, freebies, and have student performances tied to events at the start, host a community resource fair)</p> <p>Strategy's Expected Result/Impact: Improved attendance for academic related events.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Parent/Family Engagement Resources - Title I - \$3,573</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Attendance for academic related events are relatively low. **Root Cause:** Families sometimes feel uncomfortable with academic only events due to various issues. The school committee will continue to work with PTO and continue incorporating academic events with non-academic ones to generate better attendance and pair student performances with these events.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Travis will improve communication with families by communicating in English and Spanish and sending home written communication in English and Spanish.

Evaluation Data Sources: School Messenger
Smore Newsletters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will ensure all communication happens in English and Spanish so families who speak a different language will know what is happening at their child's school.</p> <p>Strategy's Expected Result/Impact: Improved communication between school and home.</p> <p>Staff Responsible for Monitoring: Teacher Assistant Principal Principal</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Travis Intermediate will utilize a technology teacher to help support teachers and instructional coaches with data software integration in the classroom. The technology teacher will instruct teachers and students with new technology integration in the classroom.

- Evaluation Data Sources:** Summit K-12
 Dreambox
 Brainpop
 Common Assessments
 District Common Formative Assessments
 Interim STAAR
 STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will utilize our Technology teacher to give professional development and in class support with technology integration in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved academic performance</p> <p>Staff Responsible for Monitoring: Teacher Technology Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Travis Intermediate will increase academic rigor and close learning gaps through effective small group instruction to increase student performance in Language Arts/Social Studies and Math/Science classrooms.

Evaluation Data Sources: Common Assessments
 District Common Formative Assessments
 Interim STAAR
 STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Travis will utilize team leaders and instructional coaches to ensure planning is effective and data driven. Instructional coaches will observe teachers and lessons, after observations; pick action step with the highest leverage, observe, provide feedback, model and repeat as necessary.</p> <p>Strategy's Expected Result/Impact: Improved instruction, academic performance and close learning gaps for both the teacher and students.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach Assistant Principal Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 5</p>	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 5: Our over all growth score has decreased. Many students did not make a years growth. **Root Cause:** Small group instruction for students was ineffective. Additional training and support is needed to tier instruction for students during math instruction to address learning gaps. In addition to effective tiered instruction for our students that are already at meets and masters levels.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Tutor		\$14,558.00
1	4	3	Dreambox		\$7,950.00
3	1	1	Student Success Manager		\$80,563.00
3	1	1	Science Campus Coach		\$82,463.00
4	1	1	PBIS Liaison		\$79,438.00
4	1	1	Campus Behavior Coach		\$81,963.00
4	2	1	Parent/Family Engagement Resources		\$3,573.00
Sub-Total					\$350,508.00
Budgeted Fund Source Amount					\$350,508.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Summit K12		\$6,045.00
1	4	1	Computer and Books		\$1,500.00
1	4	1	Extra Duty Pay		\$1,765.00
Sub-Total					\$9,310.00
Budgeted Fund Source Amount					\$9,310.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources and Materials for Student Achievement		\$5,773.00
3	1	1	Reading and Math Campus Coach		\$157,160.00
Sub-Total					\$162,933.00
Budgeted Fund Source Amount					\$162,933.00
+/- Difference					\$0.00
Grand Total Budgeted					\$522,751.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$522,751.00
				+/- Difference	\$0.00