



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Travis Intermediate

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

DOMAIN II: SCHOOL PROGRESS - Measures district and campus outcomes in two areas:

Part A: Academic Progress –the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

Part B: Relative Performance – the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).

Distinction Designations Earned: ELA

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 80% of students will meet grade level standard or above in all subject areas for STAAR.

STRATEGY DESCRIPTION(S):

- Teachers and administration will monitor student progress through weekly meetings and each 6 weeks to ensure any students not making progress are placed in RtI Tier 2 or Tier 3 Interventions or special programs.
- Provide support weekly for teachers to collaborate around student progress and planning of small group instruction and remediation.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Continue with our mentor program school wide and thorough Conroe Project Mentor.
- Provide tutorials during the school day, to include before the instructional day begins and strategically during the school day.

READING/ELA

PERFORMANCE OBJECTIVE: 80% of students will meet grade level standard or above on the Reading STAAR.

STRATEGY DESCRIPTION(S):

- Staff development provided by district coaches and administration several times throughout the school year to embed CISD instructional best practices.
- Hold monthly Student Support Team meetings to track student growth in reading and discuss next steps to grow students as readers.
- Use formative assessments to guide small group instruction.
- Work with students to establish long and short-term goals and meet with them regularly to discuss their progress.



WRITING

PERFORMANCE OBJECTIVE: 80% of students will meet grade level stand or above on writing assessments.

STRATEGY DESCRIPTION(S):

- Continue using Patterns of Power daily when teaching mentor sentences.
- Use formative assessment data to guide writing conferences, and writing strategy groups.
- Conference with students to continue utilizing previously learned skills within their writing.
- Hold monthly Student Support Team meetings to track student growth in writing and discuss next steps to grow students as writers.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: 80% of students will meet grade level stand or above on Benchmark Assessments and District DCCs.

STRATEGY DESCRIPTION(S):

- Use common formative assessments to differentiate small group instruction.
- Establish systems that enable teachers to observe and collaborate with each other and teachers at other campuses to build their capacity around small group instructions.
- Hold monthly Student Support Team meetings to track student growth in writing and discuss next steps to grow students.

MATH

PERFORMANCE OBJECTIVE: 85% of students will meet grade level standard or above on the Math STAAR.

STRATEGY DESCRIPTION(S):

- Staff development provided by the district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction during guided math.
- Continue growing teacher knowledge in teaching fact fluency.
- Hold monthly Student Support Team meetings to track student's growth in math and discuss next action steps to grow students.

SCIENCE

PERFORMANCE OBJECTIVE: 80% of students will meet grade level standard or above on the Science STAAR.

STRATEGY DESCRIPTION(S):

- Staff development provided by district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other and teachers at other campuses to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction.
- Hold monthly child study meetings to track student's growth in math and discuss next action steps to grow students.

HEALTH

PERFORMANCE OBJECTIVE: 85% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment.

STRATEGY DESCRIPTION(S):

- Provide instruction that provides students with Moderate to Vigorous Physical Activity 65% of the class time.
- Provide students with relevant information that encourages healthy nutrition choices by implementing our Travis Gets Fit Program.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Teachers and administration will monitor student progress through weekly meetings and each 6weeks to ensure any students not



making progress are placed in RTI Tier 2 or Tier 3 intervention groups or special programs.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96 % in 2018/19 to 98 % in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE:

Maintain high attendance rates and a low absenteeism rate.

STRATEGY DESCRIPTION(S):

- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language

Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal and Assistant Principal



Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Provide support and feedback to help teachers improve their instructional practices.
- Establish systems that enable teachers to observe and collaborate with each other to build their individual capacity.
- Plan celebrations to boost morale on campus.
- Meet with new teachers at the beginning of the year and at least monthly to build their knowledge of CISD curriculum and Travis Intermediate.
- Provide teachers opportunities for professional growth and team collaboration.
- Provide leadership opportunities for teachers and staff and support their growth as leaders on campus.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Host campus events that builds their knowledge on how to support their child at home.
- Teachers continue to meet with parents for individual conferences at least once each semester.
- Communicate with parents regularly regarding events on campus and how they can support their child’s learning at home.
- Counselors will host parent meetings throughout the year that informs them of social/emotional barriers that could hinder their child’s progress academically.
- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media.
- Maintain a SITE based committee that includes parents, community, and teachers who analyze planning, operation, and evaluation of the campus education program.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Continue reflecting on school-wide procedures that increases student safety.
- Create a Travis App to provide staff with the most up to date information regarding drills and campus procedures.
- Continue providing clubs for students that encourage student involvement in school.
- Continue implementing PBIS strategies campus-wide.
- Continue reflecting on the safety plan to increase student safety.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan



CONROE
INDEPENDENT
SCHOOL DISTRICT

Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Provide hands-on training in use of new technology hardware and software.
- Continue utilizing our Lunch and Learn opportunities for staff members to learn new technology.
- Implement the "Learning Lab" a tech space for students at Travis to be hands on with cutting-edge technology.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1-5 At-Risk Strategy 1-2	Academic Tutorials	\$14,794.00	0.27
At-Risk Strategy 1-2	Instructional Support for At-Risk Students	\$120,962.00	2.00
Provide differentiated instructional strategies to improve the achievement of all at-risk students	Gen Ed Teachers for At-Risk Students	\$1,264,741.00	21.00
	TOTAL SCE	\$1,400,497.00	23.27

TITLE I

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1-4 At-Risk Strategy 1-2	Academic Tutorials	\$5,475.00	0.10
At-Risk Strategy 1-2, Provide additional Counselor to address social and emotional needs of students to ensure student success	Counselor	\$81,167.00	1.48
ELA Strategy 1-5, Math Strategy 1-5, Science Strategy 1-4	Instructional Support Academic Coaches/Teachers	\$139,518.00	2.54
ELA Strategy 1-5, Math Strategy 1-5, Science Strategy 1-4	Instructional Support Paraprofessionals	\$23,099.00	0.42
Technology Strategy 1-3	Technology	\$14,880.00	0.00
ELA Strategy 1-5, Math Strategy 1-5, All Students Strategy 1-5	Books	\$5,000.00	0.00
ELA Strategy 1-5, Math Strategy 1-5, All Students Strategy 1-4	Instructional Materials	\$5,412.00	0.00
ELA Strategy 1-5, Math Strategy 1-5	Substitutes	\$5,155.00	0.09
ELA Strategy 1-5, Math Strategy 1-5	Staff Development	\$15,238.00	0.00
Parents and Community Strategy 1-6	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$298,856.00	4.18

TITLE III EL



Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1-2 All Students Strategy 1-4	Academic Tutorials	\$4,500.00	0.08
Technology Strategy 1-3, All Students Strategy 5	Technology	\$500.00	0.00
ELA Strategy 1-2, Math Strategy 1-5, All Students Strategy 1-4	Books	\$500.00	0.00
At-Risk Strategy 1-2	Instructional Materials	\$2,500.00	0.00
	TOTAL Title III EL	\$8,000.00	0.08



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
At Risk Strategy 1-2, All Strategy 1-4	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parents and Community Strategy 1-6	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At Risk Strategy 1-2	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community Strategy 1-6	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At-Risk Strategy 1-2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At-Risk Strategy 1-2, All Students Strategy 1-4	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 an enriched and accelerated curriculum.
At-Risk Strategy 1-2, All Students Strategy 1-4	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parents and Community Strategy 6	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 1-4	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 5	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Travis Int

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

77% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

82% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

66% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

75% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

76% scored Approaches Grade Level Standards
40% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

Focus Student Group: Special Education

27% scored Approaches Grade Level Standards
10% scored Meets Grade Level Standards
2% scored Masters Grade Level Standards

Focus Student Group: African American

69% scored Approaches Grade Level Standards
25% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

81% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

30% will score Approaches Grade Level Standards
15% will score Meets Grade Level Standards
7% will score Masters Grade Level Standards

Focus Student Group: African American

75% will score Approaches Grade Level Standards
30% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards
35% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

Focus Student Group: Special Education

21% scored Approaches Grade Level Standards
7% scored Meets Grade Level Standards
1% scored Masters Grade Level Standards

Focus Student Group: African American

69% scored Approaches Grade Level Standards
21% scored Meets Grade Level Standards
14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

25% will score Approaches Grade Level Standards
10% will score Meets Grade Level Standards
7% will score Masters Grade Level Standards

Focus Student Group: African American

75% will score Approaches Grade Level Standards
25% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	Economically Disadvantaged Students
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: Special Education	Focus Student Group: Type Group Here
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: African American	Focus Student Group: Type Group Here
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	Economically Disadvantaged Students
<u>81</u> % scored Approaches Grade Level Standards	<u>85</u> % will score Approaches Grade Level Standards
<u>42</u> % scored Meets Grade Level Standards	<u>45</u> % will score Meets Grade Level Standards
<u>20</u> % scored Masters Grade Level Standards	<u>25</u> % will score Masters Grade Level Standards
Focus Student Group: Special Education	Focus Student Group: Special Education
<u>37</u> % scored Approaches Grade Level Standards	<u>40</u> % will score Approaches Grade Level Standards
<u>10</u> % scored Meets Grade Level Standards	<u>15</u> % will score Meets Grade Level Standards
<u>3</u> % scored Masters Grade Level Standards	<u>7</u> % will score Masters Grade Level Standards
Focus Student Group: African American	Focus Student Group: African American
<u>70</u> % scored Approaches Grade Level Standards	<u>75</u> % will score Approaches Grade Level Standards
<u>23</u> % scored Meets Grade Level Standards	<u>28</u> % will score Meets Grade Level Standards
<u>12</u> % scored Masters Grade Level Standards	<u>18</u> % will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	Economically Disadvantaged Students
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: Special Education	Focus Student Group: Type Group Here
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards
Focus Student Group: African American	Focus Student Group: Type Group Here
<u>n/a</u> % scored Approaches Grade Level Standards	___% will score Approaches Grade Level Standards
<u>n/a</u> % scored Meets Grade Level Standards	___% will score Meets Grade Level Standards
<u>n/a</u> % scored Masters Grade Level Standards	___% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

Focus Student Group: Special Education

23% scored Approaches Grade Level Standards

15% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

Focus Student Group: African American

65% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

Focus Student Group: Special Education

28% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

7% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards

45% will score Meets Grade Level Standards

20% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		Special Education, White, African American
Achievement Math		Special Education, White, African American
Growth Reading		Special Education, White, African American
Growth Math	American Indian, Economically Disadvantaged, Special Education	Special Education, White, African American
Student Success		All Students
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	All Students
School Quality		All Students
STAAR Only		Special Education, White, African American
English Language Proficient	English Learners (Current/Monitored)	English Learners (Current/Monitored)

NON-DISCRIMINATION STATEMENT

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

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