

**Conroe Independent School District**  
**Travis Intermediate**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: October 7, 2022

## Student Achievement

### Student Achievement Summary

#### 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 School Progress Score is an 82. The school received a distinction in Science and Post Secondary Readiness. Teachers are consistently working with students during small group instruction.

### 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:** Additional training and support is needed to best support our Special Education Students to achieve at the meets level.

**Problem Statement 2 (Prioritized):** Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.

**Problem Statement 3 (Prioritized):** Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.

**Problem Statement 4 (Prioritized):** Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.

**Problem Statement 5 (Prioritized):** Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.

# 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):** Campus receives an excessive amount of office referrals for classroom management issues. **Root Cause:** Teachers need additional support to address excessive Level 1 misbehavior. Additional training needed. Edit Associated Areas

# 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)

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):** Attendance for academic related events are relatively low. **Root Cause:** Families may feel uncomfortable for those events. The school committee will consider incorporating academic events with non-academic ones to generate better attendance.

# 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:** 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 3:** Campus receives an excessive amount of office referrals for classroom management issues.

**Root Cause 3:** Teachers need additional support to address excessive Level 1 misbehavior. Additional training needed. Edit Associated Areas

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

**Problem Statement 5:** Attendance for academic related events are relatively low.

**Root Cause 5:** Families may feel uncomfortable for those events. The school committee will consider incorporating academic events with non-academic ones to generate better attendance.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 4:** Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 2:** Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 6:** Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.

**Root Cause 6:**

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.

**Root Cause 7:**

**Problem Statement 7 Areas:** Student Achievement



# 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 Success Initiative (SSI) data for Grades 5 and 8
- 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 2023 Reading STAAR exam by 5%. (From 57% meets to 62% meets).

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will take accountability and ownership for their data with student data trackers. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Student Success Manager - State Comp Ed - \$61,750	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Academic Tutors Reading and Math - ESSER III - \$18,838	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> Reading Instructional Coach - Title I - \$62,985	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> 2 Instructional Paraprofessionals - Title I - \$42,499, Instructional Paraprofessional - ESSER III - \$34,840		Formative			Summative
		Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### 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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.</p> <p><b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.</p> <p><b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.</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 White student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2023 Math STAAR exam by 5%. (From 35% meets to 40% meets).  
We will move the Math Growth Status score from 56% meets to 61% meets.





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

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hire and train a Math Instructional Coach to strengthen Tier 1 best practices, and provide classroom support for teachers through professional development, direct teaching/modeling, observation and feedback. <b>Strategy's Expected Result/Impact:</b> Increased academic performance <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 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> <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Math Instructional Coach - Title I - \$103,709	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue year 2 with the ERG (Guided Math Consultant) to support our work with Guided Math and closing math achievement gaps. Consultant will work directly with the campus to conduct observations, provide feedback and suggestions for instructional improvement. <b>Strategy's Expected Result/Impact:</b> Increased academic performance <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> ERG - Guided Math Consultant - Title I - \$15,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will utilize Dreambox as a station inside the math class to work with students at their instructional level, to close gaps and move them forward instructionally. <b>Strategy's Expected Result/Impact:</b> Increased academic performance <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> DreamBox - Title I - \$8,000	Formative			Summative
	Oct	Dec	Mar	June



Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5		Formative			Summative
		Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

## Performance Objective 2 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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.</p> <p><b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.</p> <p><b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.</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 African American student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2023 Reading STAAR exam by 5%. (From 21% meets to 26% meets).

**Evaluation Data Sources:** Common Assessments





District Common Formative Assessments

STAAR Interim Assessments

STAAR Assessment

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5		Formative			Summative
		Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Performance Objective 3 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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.</p> <p><b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.</p> <p><b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.</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 African American student subgroup through data tracking and data discussions through data meetings to increase the meets percentage (Academic Achievement) on the 2023 Math STAAR exam by 5%. (From 24% meets to 29% meets). We will move the Math Growth Status score from 65% meets to 70% meets.

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

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### Performance Objective 4 Problem Statements:

Student Achievement
<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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level. <b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam. <b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.

<b>Student Achievement</b>
<b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.
<b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.

## 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 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 2023 Reading STAAR exam by 5%. (From 16% meets to 21% meets).

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

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



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hire a Reading Academic Interventionist to address learning gaps and learning loss in a pull-out and push-in model. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Academic Interventionist Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Reading Interventionist - Title I - \$103,709	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

Student Achievement
<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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.
<b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.

Student Achievement
<p><b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.</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 6:** 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 2023 Math STAAR exam by 5%. (From 15% meets to 20% meets). We will move the Math Growth Status score from 58% meets to 63% meets.

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

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

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Hire academic tutors in Reading and Math to address learning loss with students in a pull-out model. <b>Strategy's Expected Result/Impact:</b> Increased performance on assessments <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3		Formative			Summative
		Oct	Dec	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Hire a Math Academic Interventionist to address learning gaps and learning loss in a pull-out and push-in model. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Academic Interventionist Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Math Interventionist - ESSER III - \$87,296.50		Formative			Summative
		Oct	Dec	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Travis will hire paraprofessional staff to help with instructional needs in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased academic performance. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5		Formative			Summative
		Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

#### Performance Objective 6 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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.</p> <p><b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.</p> <p><b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.</p> <p><b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.</p>

## 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		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improvement in classroom instruction and overall performance <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5		Formative			Summative
		Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

### Performance Objective 1 Problem Statements:

Student Achievement
<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> Additional training and support is needed to best support our Special Education Students to achieve at the meets level.
<b>Problem Statement 2:</b> Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.
<b>Problem Statement 3:</b> Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.
<b>Problem Statement 4:</b> Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.
<b>Problem Statement 5:</b> Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.

## 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 2022-2023 school year.

**Evaluation Data Sources:** OHI performance data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Travis will focus on improving two areas in OHI (cohesiveness and adaptation). These two dimensions have scored low for two consecutive years. <b>Strategy's Expected Result/Impact:</b> Improved outcomes in the two areas with increased scores. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>		Formative			Summative
		Oct	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers in every classroom <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Teacher/Other Professionals - State Comp Ed - \$125,437, Substitutes Salary/Teacher - Title I - \$105,173		Formative			Summative
		Oct	Dec	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





#### 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	Reviews			
<b>Strategy 1:</b> Travis will continue our work with PBIS/Foundations to continue providing clear systems and routines for school and classroom behavior.  <b>Strategy's Expected Result/Impact:</b> Improved school and classroom systems and routines. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1 <b>Funding Sources:</b> PBIS Liaison - State Comp Ed - \$66,692, Behavior Coach - ESSER III - \$87,296.50	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Travis will employ an additional counselor to assist with the social and emotional well being of students. <b>Strategy's Expected Result/Impact:</b> Improved outcomes in self regulation and emotional supports <b>Staff Responsible for Monitoring:</b> Teacher Counselor Assistant Principal Principal  <b>Title I:</b> 2.6 -  <b>Funding Sources:</b> Additional Counselor - ESSER II - \$80,000	Formative			Summative
	Oct	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Culture and Climate
<b>Problem Statement 1:</b> Campus receives an excessive amount of office referrals for classroom management issues. <b>Root Cause:</b> Teachers need additional support to address excessive Level 1 misbehavior. Additional training needed. Edit Associated Areas

#### 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> 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)  <b>Strategy's Expected Result/Impact:</b> Improved attendance for academic related events. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Resources for parent engagement - Title I - \$3,520				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

#### Performance Objective 2 Problem Statements:

## Parent and Community Engagement

**Problem Statement 1:** Attendance for academic related events are relatively low. **Root Cause:** Families may feel uncomfortable for those events. The school committee will consider incorporating academic events with non-academic ones to generate better attendance.

#### 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June

**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.

**Strategy's Expected Result/Impact:** Improved communication between school and home.


**Staff Responsible for Monitoring:** Teacher  
Assistant Principal  
Principal


**Title I:**  
2.6, 4.1


- **TEA Priorities:**  
Build a foundation of reading and math


- **ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Parent and Community Engagement 1

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

#### Performance Objective 3 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> Attendance for academic related events are relatively low. <b>Root Cause:</b> Families may feel uncomfortable for those events. The school committee will consider incorporating academic events with non-academic ones to generate better attendance.

## 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 with technology integration in the classroom.

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Travis will utilize our Technology teacher to give professional development and in class support with technology integration in the classroom. <b>Strategy's Expected Result/Impact:</b> Improved academic performance <b>Staff Responsible for Monitoring:</b> Teacher Technology Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Oct	Dec	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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 through 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	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> Travis will utilize team leaders and instructional coaches to ensure planning is effective. Instructional coaches will after observations; pick action step with the highest leverage, observe, provide feedback, model and repeat as necessary. <b>Strategy's Expected Result/Impact:</b> Improved academic performance for teacher and student. <b>Staff Responsible for Monitoring:</b> Teacher Instructional Coach Assistant Principal Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> Purchase Summit K-12 for EB students - Title III - \$6,000				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

## Performance Objective 2 Problem Statements:



### Student Achievement

**Problem Statement 1:** Special Education students are performing below the Meets performance level of 19% in reading and 23% in math. **Root Cause:** Additional training and support is needed to best support our Special Education Students to achieve at the meets level.

**Problem Statement 2:** Our white subgroup did not meet the Meets standard of 59% for math on the Math 2022 STAAR exam.

**Problem Statement 3:** Our white subgroup did not meet the Meets standard of 60% for reading on the Reading 2022 STAAR exam.

**Problem Statement 4:** Our African American subgroup did not meet the Meets standard of 32% on the Reading 2022 STAAR exam.

**Problem Statement 5:** Our African American subgroup did not meet the Meets standard of 31% on the Math 2022 STAAR exam.

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 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. Campus Improvement Plan

### 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. Annual Evaluation**

### **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. Parent and Family Engagement (PFE)**

### **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).

## 5. Targeted Assistance Schools Only

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Instructional Coach		\$62,985.00
1	1	4	2 Instructional Paraprofessionals		\$42,499.00
1	2	3	Math Instructional Coach		\$103,709.00
1	2	4	ERG - Guided Math Consultant		\$15,000.00
1	2	5	DreamBox		\$8,000.00
1	5	4	Reading Interventionist		\$103,709.00
3	1	1	Substitutes Salary/Teacher		\$105,173.00
4	2	1	Resources for parent engagement		\$3,520.00
Sub-Total					\$444,595.00
Budgeted Fund Source Amount					\$444,595.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Purchase Summit K-12 for EB students		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Success Manager		\$61,750.00
3	1	1	Teacher/Other Professionals		\$125,437.00
4	1	1	PBIS Liaison		\$66,692.00
Sub-Total					\$253,879.00
Budgeted Fund Source Amount					\$253,879.00
+/- Difference					\$0.00

ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Additional Counselor		\$80,000.00
Sub-Total					\$80,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Tutors Reading and Math		\$18,838.00
1	1	4	Instructional Paraprofessional		\$34,840.00
1	6	3	Math Interventionist		\$87,296.50
4	1	1	Behavior Coach		\$87,296.50
Sub-Total					\$228,271.00
Budgeted Fund Source Amount					\$228,271.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,012,745.00
Grand Total Spent					\$1,012,745.00
+/- Difference					\$0.00