

Lamar Consolidated Independent School District
Travis Elementary
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on May 9, 2023, at 1:00 p.m. in the conference room at Training Elementary, the Site Based Team discussed the purpose of the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, 21-22 STAAR data, and the 21-22 Texas Academic Performance Report, PBIS data and 22-23 NWEA Map data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on May 11, 2023, at 10:30 a.m. in the conference room at Travis Elementary, the Site Based Team evaluated 10 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and the team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team was given time to reflect on the data and to ask clarifying questions. The Site Based Decision Making Team decided on five areas of focus for the school year. Documentation of the process includes meeting notes, meeting invitations, and copies of data reviewed.

Comprehensive Needs Assessment Committee Members

Shweta Khade (Principal)

John Maxwell (District Administrator)

Lisa Cirella (Campus Administrator)

Lydia Trevino (School Leader)

Dolores Rosales (School Leader)

Catherine Hernandez (School Leader)

Site-Based Decision-Making Committee

Name	Position
Shweta Khade	Principal
Lisa Cirella	Assistant Principal
Sylvia Santos	Kinder Teacher
Celia Orozco	First Grade Teacher
Amy Sloan	2nd grade Teacher
Michelle Van Fossen	3rd grade Teacher
Jolynn Williams	4th Grade Teacher
Ramona Martinez	5th grade Teacher
Vanessa Garcia	Parent
Larissa Zavala	Parent
Jessica Herrera	Parent

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Demographics

Demographics Summary

Travis Elementary is a school in Lamar Consolidated Independent School District located in Rosenberg, Texas. As one of the first elementary campuses in the district, we have an unwavering belief in our students' potential and believe that all students can and will learn. Through collaboration and community involvement, we strive to create an environment that is conducive to learning that is student-centered and data-driven.

Who do we serve:

Our school provides educational services for Kindergarten through 5th-grade students. Our special programs include SLC, GT, and Dual Language (One-Way) Bilingual, ESL Programs.

Economically Disadvantaged - 91.9 %

English Learners - 28.85 %

African American - 9.03 %

Hispanic - 82.38%

White - 6.83 %

Two or More - 1%

Mission Statement

Our mission is to build relationships within our community. We will develop a lifelong love of learning in an inclusive environment for our students.

Vision

Travis students, staff, and community will collaborate to provide an inclusive environment for all. We will set high expectations by creating experiences that cultivate lifelong learning, compassion, and growth to achieve student success.

Demographics Strengths

Our Strengths

The strengths of Travis Elementary is that our community is willing to be involved in school activities and student learning. Travis staff is an equitable representation of our cultural, experiential,

and educational backgrounds as it correlates to the needs of our student population. Travis has a wide variety of resources readily available for teachers and students.

Demographic Strengths

Travis' demographics offer an opportunity for growth and enrichment in our academic program. Travis has 34 professional educators, 3 academic coaches, 1 counselor, and 8 paraprofessionals along with campus administration. The campus serves Kindergarten-5th grade students. We have a number of systems and supports designed to address the various learning needs of our students.

Travis has 454 students enrolled.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students lack real-world experiences and background knowledge. **Root Cause:** 91% of our students come from economically disadvantaged backgrounds and are school dependent on resources and exposure.

Student Learning

Student Learning Summary

GRA and EDL data is showing that students are reading below the LamarCISD grade level guidelines. Students BOY GRA scores show a greater decline than EOY assessment results indicating a greater summer learning loss than anticipated. In regards to Reading, Benchmark data and MAP scores demonstrate that students are struggling in reading comprehension and fluency. Major grade assessments for all content areas were not consistent across grade levels in terms of rigor and spiraling of objectives.

Student Learning Strengths

Teachers engage in data driven planning and intervention to meet the needs of the students. We did a 10 day spiral review before the state testing. We also have teachers and tutors do a small group intervention/enrichment everyday for 30 minutes. Teachers collaborate once a week during PLCs to improve instructional planning and delivery. During PLCs, teachers, analyze data and student work, review research-based instructional strategies, and collaborate to share best practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase the number of students who meet grade level in 3rd math/ELAR on the STAAR test **Root Cause:** In adequate spiraling of stations/centers-student practicing Lack of independent practice opportunities in K-2 Lack of backward design in planning Rigorous TIER 1 instruction/alignment of instruction and assessment-stamina

Problem Statement 2: Increase student meeting GRA reading levels in K-2 grades **Root Cause:** GRA slides/gaps from Kinder-2nd grade (BOY) Teacher reliability during GRA testing Investigate reasons for the decline in BOY GRA in grades 1 and 2

Problem Statement 3: Increase behavior management/social-emotional intelligence ability for our students. **Root Cause:** Lack of proactive defining and monitoring of expectations. Collective efficacy - Discipline is everybody's responsibility - Students, teachers, administration, staff, and parents Lack of capacity to build classroom management and behavior systems

School Processes & Programs

School Processes & Programs Summary

Travis has new instructional staff that are also new to LAMARCISD. They bring extensive experience and knowledge in pedagogy and content to share with the current faculty and staff. However, there will be a need to train in LamarCISD and Travis systems and methods. We have identified the needs for personalized professional development based on teacher tiers. Travis needs to increase family engagement/parental involvement to better support our students academically and emotionally.

School Processes & Programs Strengths

Travis strengths are that new staff is bringing innovative ideas that will promote a culture of learning. At Travis, we have data-driven PLCs that promote a culture of learning and collaboration to improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of family engagement/parental involvement and support to better support our students academically and emotionally. **Root Cause:** - Enhance parental capacity to better support our students academically and emotionally - Lack of organized body of parents or system for teacher to ask for help

Perceptions

Perceptions Summary

Travis surveys completed by teacher, students, and staff indicated that communication, more parental involvement, and after-school activities were areas of need. Students mentioned that they are not feeling academically challenged. Teachers shared that they would want more support with discipline management. Staff retention is an issue that will need to be addressed and Travis will find ways to improve our campus climate and culture. Travis staff will collaborate to reconstruct and/or deepen our understanding of our campus mission and vision to ensure that we are all in agreement with our school expectations and beliefs. Travis has a partnership with Real Hope Church, H.E.B., and Brazos Valley Credit Union that support our school with a variety of resources. The plan is to recruit more community support.

Perceptions Strengths

Travis surveys completed by teacher, students, and staff indicated that communication, more parental involvement, and after-school activities were areas of need. Travis staff will collaborate to reconstruct and/or deepen our understanding of our campus mission and vision to ensure that we are all in agreement with our school expectations and beliefs. Travis has a partnership with Real Hope Church, H.E.B., and Brazos Valley Credit Union that support our school with a variety of resources. The plan is to recruit more community support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: This year we saw significant teacher and staff attrition resulting in loss of talent and invested professional development. **Root Cause:** As indicated by the survey, identified areas of improvement were lack of communication, robust, systems, and structures.



Problem Statement 2: Lack of a consistent leadership team contributed to lack of alignment and clear role of responsibilities. **Root Cause:** Attrition of core team members in the beginning of the year.





Priority Problem Statements









Goals

Goal 1: 1A: By the end of the 2023-2024 school year, the percentage of Kindergarten through 2nd-grade students reading on/above grade level will increase to 60% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2023-2024 school year, the percentage of 3rd through 5th-grade students scoring at the Approaches level on the 2024 Reading STAAR test will increase from 70% to 75% from the 2023 STAAR test scores. 1B: By June 2024, the percentage of 4th-grade students that score meets grade level or above on 2024 STAAR Reading will increase from 16% to 21%.

Performance Objective 1: Provide professional learning opportunities such as face-to-face, on-demand coaching, and video coaching for K-5 teachers to improve Tier 1 instruction.




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilization of Literacy Coach to coach teachers and facilitate weekly PLC meetings. Coaches will facilitate weekly PLC meetings with teachers to ensure alignment with curriculum and teaching strategies in the implementation of the balanced literacy framework and Next Steps to Guided Reading (NSGR). Appropriate instructional resources and supplies will be provided to meet expectations and improve learning for all students, including ELs, SPED, and students identified as At-Risk. Special focus will be on calibration and accurate implementation of GRA/HMH instructional instrument.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Curriculum & Instructional Specialists Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			


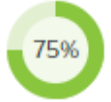


Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All K-2 teachers will attend the guided reading and UFLI training. The teachers will utilize the GRA/HMH data to create their small groups for guided reading and intervention/enrichment. Teachers will maintain a Data Binder to ensure adequate progress monitoring. Guided reading and explicit phonics instruction will be provided with fidelity.</p> <p>Strategy's Expected Result/Impact: GRA/HMH Results, Data Binders, standardized assessments (MAP, STAAR, Benchmarks, TELPAS, Major Grades in Aware)</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches, administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All Bilingual/ESL teachers will receive continuous support from LCISD's ALP facilitators and Travis' Bilingual/ESL Coach. ELPS, TELPAS, and Sheltered Instruction training will be provided and monitored to ensure consistent implementation school-wide. Resources and supplies will be provided for teachers to support planning quality lessons and meeting student needs so that they can become advanced high in writing, listening, speaking, reading, and typing skills.</p> <p>Strategy's Expected Result/Impact: Summative - TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs, Student Artifacts</p> <p>Staff Responsible for Monitoring: Principals EB Specialist Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLC meetings will be held to monitor, analyze and evaluate ELAR data. Instructional resources will be determined based on campus needs.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Literacy Coach EB Coach Teachers</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers new to Lamar need training to effectively use the LamarCISD curricular resources. Coaches will offer 'Lunch and Learn' training to bridge the gap. A teacher survey will be conducted to identify the topics for these professional developments on demand.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Instructional coaches, EB Specialist, Principals, AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Lunch for lunch and learn - 211 Title I, Part A - \$700</p>	Formative		
	Nov	Feb	June
			
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Goal 1: 1A: By the end of the 2023-2024 school year, the percentage of Kindergarten through 2nd-grade students reading on/above grade level will increase to 60% as measured on the End of Year GRA/EDL assessment. 2A: By the end of the 2023-2024 school year, the percentage of 3rd through 5th-grade students scoring at the Approaches level on the 2024 Reading STAAR test will increase from 70% to 75% from the 2023 STAAR test scores. 1B: By June 2024, the percentage of 4th-grade students that score meets grade level or above on 2024 STAAR Reading will increase from 16% to 21%.

Performance Objective 2: Provide targeted intervention opportunities for identified students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identified students in grades K-5 who are most at risk of not meeting the challenging State academic standards and are not demonstrating mastery on skills taught will be recommended for tutorials. Tutors will be provided during the school day and afterschool to address learning gaps.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR, Student Artifacts</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$10,000, Tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$6,534</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have opportunities to explore various genres and texts at their instructional reading level by increasing the number of books available in the school library. Librarian will design and deliver activities to enhance the reading level and supplies will be provided for that.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR, Student Artifacts</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Books - 211 Title I, Part A - \$3,500</p>	Formative		
	Nov	Feb	June
			









Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide and implement intervention strategies throughout the school year to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Reading, for all students including ELs, SPED and students identified as At-Risk.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parent involvement activities will be held at least once a semester to explain literacy skills, comprehension strategies, and SEL strategies and to support partnerships connected to Parent, Family & Community Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Flyers, Social Media announcements, Sign in Sheets, Surveys</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Lead Teachers Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Supplies, Snacks - 211 Title I, Part A - \$700</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: To address HB 1416, current 4th and 5th grade students not meeting grade level standards based on 2022 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (Fall 2022, Spring 2023) Saturday Camp, and summer program.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Math Coach Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: summer camp supplies - 211 Title I, Part A - \$8,000</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students in K-2 will have access to online programming and technology such as Zearn, UFLI, Reflex Math (K-5) , Think up, and GRA/EDL to support, remediate, and/or enrich the academic concepts taught. Technology will be updated and furnished to support the campus's needs.</p> <p>Strategy's Expected Result/Impact: Summative -running records, universal screeners</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach ESL/Bilingual Coach Counselor Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Softwares - 211 Title I, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Materials and hands-on learning experiences (including field trips) will be provided to improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Summative -running records, universal screeners</p> <p>Staff Responsible for Monitoring: Principals Literacy Coach Bilingual Coach Math Coach Teachers</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, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Field trips - 211 Title I, Part A - \$2,500</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 3: Promote and communicate the importance of student attendance and behavior to ensure the academic achievement of students using PBIS and house concepts.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be provided with incentives for Nine Weeks attendance and positive behavior. Students will earn PBIS bucks for following schoolwide expectations. They will be able to use these bucks to buy items from the school store. These bucks will then be sorted by house and the winning house will win a field trip. 'AttenDance' will be conducted for students with perfect attendance every month.</p> <p>Strategy's Expected Result/Impact: Summative - Discipline and attendance reports Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Print Bucks, student incentives, Field trips - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will be provided with informational attendance strategies through social media and parent communication.</p> <p>Strategy's Expected Result/Impact: Summative - attendance reports Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: 2A: By the end of the 2023-2024 school year, the percentage of 3rd through 5th-grade students scoring at the Approaches level on the 2024 Math STAAR test will increase from 67% to 72% from the 2023 STAAR test scores. **1B:** By June 2024, the percentage of 3rd-grade and 4th-grade students that score meets grade level or above on 2024 STAAR Math will increase from 17% to 22%.

Performance Objective 1: Provide professional learning opportunities such as face-to-face, job embedded coaching, and on demand coaching for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide and implement intervention strategies throughout the school year to achieve STAAR Approaches, Meet, and Masters standards in Grade 3-5 Math. HB1416 students in grades 3-4 will be provided before and after school tutorials addressing math and reading deficiencies.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach Counselor Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$6,742</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilization of instructional coaching for teachers and facilitate weekly PLC meetings. Coaches will facilitate weekly PLC meetings with teachers to ensure alignment and implementation of the Guided Math framework schoolwide. Data binders will be utilized to ensure progress monitoring. Two Title I paraprofessionals will be utilized to provide instructional support in the classrooms and help with data analysis of student performances. In addition, tutor/support personnel will be utilized to provide academic support for students in the classroom. Appropriate instructional resources and supplies, including technology, will be provided to meet expectations and improve learning for all students, including EL, SPED, and students identified as At-Risk.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach Counselor Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies, Tutors - 211 Title I, Part A - \$10,000, Paraprofessionals - 211 Title I, Part A - \$64,958</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional learning will be provided to teachers over the components of Guided Math instruction. The training will focus on the implementation of the following components during the 2023-2024 school year: mini-lesson, small groups, work stations, and math intervention groups.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach Counselor Teachers</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 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



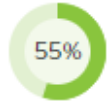
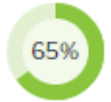
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Discontinue

Goal 2: 2A: By the end of the 2023-2024 school year, the percentage of 3rd through 5th-grade students scoring at the Approaches level on the 2024 Math STAAR test will increase from 67% to 72% from the 2023 STAAR test scores. **1B:** By June 2024, the percentage of 3rd-grade and 4th-grade students that score meets grade level or above on 2024 STAAR Math will increase from 17% to 22%.


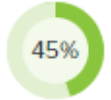
Performance Objective 2: Provide targeted intervention opportunities for identified students.









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide and implement intervention strategies throughout the school year to achieve STAAR Approaches, Meets, and Masters standards in Grade 3-5 Math. HB1416 students in grades 4 -5 will be provided before and after school tutorials addressing math and reading deficiencies.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach Curriculum & Instructional Specialists Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identified students in grades 3-5 who are not demonstrating mastery on skills taught will be recommended for after school and/or Saturday tutorials and summer programs. In addition, tutors will be provided during the school day to address learning gaps.</p> <p>Strategy's Expected Result/Impact: Summative - walk-through data, district/campus assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach ELAR Coach Bilingual Coach Counselor</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To address HB 1416, current 4th and 5th-grade students not meeting grade-level standards based on 2023 STAAR Reading and Math, will receive accelerated instruction during Roadrunner Time, after school (Fall 2023, Spring 2024) and Saturday Camp.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, benchmarks, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach Counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: By June of 2023-2024, Travis will refine the development of instructional practices as demonstrated by the use of formative assessments and other sources as evidence, ensuring systematic use of LamarCISD curriculum, PLCs, and targeted student ownership protocols.







Performance Objective 1: Provide professional learning opportunities such as face-to-face, on demand coaching, and video coaching for K-5 teachers to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will utilize district and campus training to effectively provide inclusion and resource support, which will increase student's academic performance.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach ELAR Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional coaches will incorporate visible learning strategies to improve the quantity and quality of formative assessment practices to ensure implementation.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach ELAR Coach Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the use of student ownership tools in the classroom for student peer and self-assessments to ensure that students are monitoring their understanding. Students will use data binders to monitor self-performance and create SMART goals. The students who meet their goals will participate in student incentive events such as an ice cream/pizza party.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach ELAR Coach Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies/food /treats for student incentives - 211 Title I, Part A - \$1,800</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 3: By June of 2023-2024, Travis will refine the development of instructional practices as demonstrated by the use of formative assessments and other sources as evidence, ensuring systematic use of LamarCISD curriculum, PLCs, and targeted student ownership protocols.







Performance Objective 2: Provide targeted intervention opportunities for students in K-5th grade.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will work collaboratively with district coordinators, instructional facilitators and general education teachers to provide differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: 2A: By the end of the 2023-2024 school year, the percentage of 5th-grade students scoring at the Approaches level on the 2024 Science STAAR test will increase from 48% to 53% from the 2023 STAAR test scores.





Performance Objective 1: Provide professional learning opportunities such as face-to-face, job-embedded coaching, and video coaching for instructional coaches and K-5 teachers using conventional and technological methods to improve Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilization of Instructional coaches and District Coaches to coach teachers and facilitate PLC meetings to ensure alignment with curriculum and teaching strategies in the implementation of STEMscopes for science instruction. Continuous support and training from campus and district facilitators will be provided to K-5 teachers to increase their knowledge of instructional tools across their grade-level science curriculum. Appropriate instructional resources, such as Progress learning and Stemscores, will be provided to meet expectations and improve learning for all students. Job-embedded training will be provided to teachers and coaches using conventional and technological methods.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Instructional coaches Bilingual Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The leadership team and/or the Instructional coaches will attend training/conferences to enhance their knowledge base and coaching ability.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$3,000</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: 2A: By the end of the 2023-2024 school year, the percentage of 5th-grade students scoring at the Approaches level on the 2024 Science STAAR test will increase from 48% to 53% from the 2023 STAAR test scores.

Performance Objective 2: Provide targeted intervention opportunities for identified students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hands-on learning investigations and/or experiences (including field trips), along with materials will be provided to improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, benchmark assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Bilingual Coach Teachers</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>Funding Sources: Field Trip - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide and implement intervention strategies to achieve STAAR Approaches standards in Grade 5 Science. Appropriate instructional resources, such as Progress Learning and Stemscores, will be provided to meet the needs of all students, including ELs, SPED, and students who are identified At-Risk.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, benchmark assessments, STAAR, student artifacts, universal screeners</p> <p>Staff Responsible for Monitoring: Principals Academic Facilitator Bilingual Coach Teachers</p> <p>Title I: 2.4, 2.6</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>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify

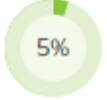










Discontinue

Goal 5: By the end of the 2023-2024 school year, the percentage of results from the Student Social-Emotional Survey (SEL) will increase anger management skills (56% to 60%) and promote a safe learning environment (58% to 62%).

Performance Objective 1: Increase awareness of supports and resources to improve social, emotional well-being and student behaviors.

Evaluation Data Sources: Surveys, referrals, discipline data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will be provided (i.e. Solution Focused, Trauma Informed Classrooms, etc.) to address the socio-emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Summative - surveys, referrals, sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote and communicate Character Counts! traits through whole class and small group guidance lessons. Additional socio-emotional supports will be provided through outside resources for students who are not successful through guidance lessons and/or who are in need of more intensive interventions.</p> <p>Strategy's Expected Result/Impact: Summative - surveys, referrals</p> <p>Staff Responsible for Monitoring: Principals Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create events to promote community involvement and engagement. Use instructional resources and supplies to educate the parents on ELAR, Math and SEL strategies to use at home with students.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement in school activities.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies/Food - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Travis Elementary

Total SCE Funds: \$6,534.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

The monies from the State Compensatory Education Budget will go to supplement interventions for students through tutoring during and afterschool.

Personnel for Travis Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Phyllis Davidson	Paraprofessional - Title 1	1
Randi Osborn	Paraprofessional - Title 1	1

Title I

1.1: Comprehensive Needs Assessment

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. Site Based Decision Making Committee Members are listed as follows:

Shweta Khade, Principal
Nikeshia Walker, Assistant Principal
Syliva Santos, Kindergarten
Courtney McCuin, 1st grade
Monica Campos, 2nd grade
Laura Zedejas, 3rd grade
Farah Karani, 4th grade
Ruth Reyna, 5th grade
Jose Alcala, Specials
Marsha Thompson, SPED

Alma Phillips, Parent

Joselin Ramos, Parent

Claudia Galvan, Parent

Rudy Cuellar, Business Representative

Marla Jurek, Community Partner

2.1: Campus Improvement Plan developed with appropriate stakeholders

To remain current and relevant, the CIP will be revised for the 2023-2024 school year and/or evaluated during the following months (October, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: (October, and May).

Tentative Campus Improvement Council/SDM meeting dates are as follows: October 10th and May 4th

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

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: the campus website, the school's front office, parent and family engagement activities, and the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

Schoolwide programs to increase student performance include Roadrunner Time and tutorials. Roadrunner time is a school-wide intervention time that is offered 4 days a week. Tutorials are offered after school for 1 hour on Tuesdays, Wednesdays, and Thursdays. Saturday School will be offered on designated Saturdays in the fall and spring if needed.

4.2: Offer flexible number of parent involvement meetings

Travis will offer a flexible number of meetings to be held both in the morning and afternoon. Travis will also host several academic nights to bring learning and fun together. These events include Math/Science Night, Literacy Night, Dual Language Parent Engagement Night, and STAAR Night. Meetings will consist of sharing Title 1 information, and ways to support student learning and improve attendance.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Phyllis Davidson	Paraprofessional	Title 1	1.0
Randi Osborn	Paraprofessional	Title 1	1.0

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies		\$200.00
1	1	4	Instuctional Supplies		\$200.00
1	1	5	Lunch for lunch and learn		\$700.00
1	2	1	Tutors		\$10,000.00
1	2	2	Books		\$3,500.00
1	2	4	Instructional Supplies, Snacks		\$700.00
1	2	5	summer camp supplies		\$8,000.00
1	2	6	Instructional Softwares		\$15,000.00
1	2	7	Field trips		\$2,500.00
1	3	1	Print Bucks, student incentives, Field trips		\$2,000.00
2	1	1	Tutors		\$6,742.00
2	1	2	Instructional Supplies, Tutors		\$10,000.00
2	1	2	Paraprofessionals		\$64,958.00
2	2	2	Tutors		\$5,000.00
3	1	3	Supplies/food /treats for student incentives		\$1,800.00
4	1	2	Professional Development		\$3,000.00
4	2	1	Field Trip		\$1,000.00
5	1	3	Supplies/Food		\$500.00
Sub-Total					\$135,800.00
Budgeted Fund Source Amount					\$135,800.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$6,534.00
Sub-Total					\$6,534.00
Budgeted Fund Source Amount					\$6,534.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$142,334.00
				Grand Total Spent	\$142,334.00
				+/- Difference	\$0.00