Houston Independent School District

249 Travis Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Public Presentation Date: October 14, 2022

Mission Statement

Our mission is to empower the whole child by providing a safe and respectful academic environment that cultivates critical and creative thinking, social consciousness, and initiative in each student.

Vision

Our vision is to develop students who are engaged with learning, empowered with thinking tools, and prepared for the challenges ahead in their academic and personal lives.

Value Statement

At Travis Elementary School, we value the whole child, including their families, cultural background, academic strengths and areas for growth, and social and emotional needs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Elementary School is located in the Woodland Heights area of Houston, just two miles north of downtown. Travis has a total population of 712 students and serves children in grades Kindergarten through Fifth. Travis is an HISD Vanguard Magnet and Neighborhood School with 40% of our students identified as gifted and talented in heterogeneously grouped classrooms. The school employs a special education inclusion model, which includes students with autism spectrum disorder served in our special education TREK (Transition Ready with Essential Knowledge and Skills) program along with a high percentage of students identified as having dyslexia. All Travis teachers are G/T certified and emphasize inclusive, individualized, and innovative learning, enrichment, and extension for all students, regardless of program or designation. An effort to nurture and kindle the talents of all our students has been a significant factor in continuing to grow our base of G/T students. Our Vanguard Program does not stand alone. All our students are offered a sound educational program that incorporates the essentials of a solid academic foundation with rigor, depth, complexity, creativity, and research. Teachers work in grade-level teams, using Professional Learning Community tenets to plan instruction and assessment. Our faculty and staff collaborated on and created our mission statement to reflect the campus culture and beliefs. We work to inspire our students to be thoughtful problem solvers and productive citizens. Teacher leadership and parental involvement are strong components of the Travis culture. Teachers take on leadership roles and are involved in decision-making that taps into their expertise and experiences to shape positive outcomes for student learning and welfare. The faculty and staff form a strong alliance with our parent community through volunteers, fundraising, and campus improvement efforts. An extremely strong and active PTA supports teacher innovations and technology initiatives, organizes family nights centered around themes of Math-Science, Literacy, and Cultural Celebrations, and arranges and funds learning opportunities in Fine Arts, Writing, Science, and Technology among many other things. The community works together to create a safe and nurturing environment for all children. The student population of Travis is 59% White, 29% Hispanic, 3% African American, 3% Asian, and 6% two races or more. 17% of our students are identified as Economically Disadvantaged, 2% are Limited-English Proficient, 10% are identified as at-risk, and 10%% qualify for Special Education services.

Demographics Strengths

Demographic strengths at Travis include a committed and actively involved community and family network. We also have a like number of magnet students across grade levels, which promotes diversity among our students at all grade levels. Classes at Travis are heterogeneous and academically balanced to promote equitable instruction. Our teachers are almost entirely experienced in the classroom and active participants in professional development. Teachers and familiies work closely together and share the same academic and social and emotional expectations for all students. Our special education and ELL programs emphasize inclusion, and students are integrated into the general education classrooms for instruction.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Achievement data from grades 3-5 STAAR indicates only 38% of economically disadvantaged students are meeting state standards. **Root Cause:** Student engagement in the classroom due to minimal small group opportunities. Individualized student instruction has not been emphasized sufficiently to target student academic needs.

Student Learning

Student Learning Summary

Travis received an overall 'A' rating on the 2022 TEA Accountability Ratings with an overall scaled score of 95, including scaled scores of 94 in Domain 1 (Student Achievement), 93 in Domain 2 (School Progress), and 96 in Domain 3 (Closing the Gaps). Travis earned Distinction Designation in five categories (Reading/ELA, Math, Science, Comparative Academic Growth, and Postsecondary Readiness) and missed in one category (Comparative Closing the Gaps). In all tested subjects, the percentage of students approaching grade-level standard increased 5% (87% to 92%), meeting standard increased 11% (65% to 76%), and mastering standard increased 11% (46% to 57%). Among economically disadvantaged students, the percent approaching increased 11% (67% to 78%), meeting standards dropped 1% (39% to 38%), and mastering standards increased 2% (20% to 22%). In 2018-2022, Travis provided ongoing administrative support to teachers in building their own assessments, accessing OnTrack reports to review the data from those assessments and district snapshot tests, and accessing Renaissance screener reports. An emphasis was placed on establishing protocols for data driven instruction (DDI) and teachers were given more coaching and support on how to analyze that data for identifying individual deficits and needs. Classroom behavior management, culture, and student grouping were focus areas, particularly with the cohort containing the highest percentage of students with special needs (including TREK students with ASD) and discipline referrals on the campus, which resulted in marked improvement for the school. A continued emphasis must be placed on targeting social-emotional and academic needs and individualizing learning for all students to increase the percentage of students meeting and mastering grade level standards as well as the percentage of students meeting or exceeding progress standards. Taking next steps with campus DDI support will include tracking Tier 2 and 3 progress monitoring with online trackers and appropriately grouping and implementing small-group instruction and intervention to best meet those needs, including starting interventionist pullouts earlier in the year.

Student Learning Strengths

Travis students are particularly strong in basic reading and math skills. Students receive high-level instruction from experienced teachers and are engaged with their learning in the classroom. Our students respond well to intervention, and we have been able to close academic gaps at a high percentage rate. Special education and ELL students receive instruction with specified support in the general education classroom. Our special education students benefit from inclusion in their general education classroom and more quickly develop good academic habits for independent learning. Our ELL students benefit from sheltered instruction in the general education classroom. Travis students are exposed to multiple perspectives in their learning, and our students, including our GT population, have opportunities to apply and extend their understanding upon mastery of content objectives.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1:
STAAR results indicate that 76% of students across tested grade levels are meeting state standards. Students are unable to translate academic learning to real-world applications. **Root Cause:** Lack of uniform implementation of campus-established best practices in early literacy routines, grammar and writing instruction, math routines, and grade level vertical alignment causes inconsistencies in student growth year to year.

School Processes & Programs

School Processes & Programs Summary

At Travis, programming is designed to meet the needs of all our varied learners. The programs provide a learning continuum for students that is differentiated in depth, complexity, and pacing and foster creative/productive thinking and/or leadership ability. In all classrooms, instruction is differentiated as necessary to accommodate all student ability levels and learning styles.

Special Education students receiving services under Special Education will receive additional instruction during small group time blocks. Students will not miss any core instruction from their content teachers. Special Education teaching assistants will attend whole group learning lessons and will then provide support to students during their independent work time, modifying assignments and providing supports according to IEPs. Dyslexia Children receiving dyslexia services under a Section 504 plan will receive additional instruction during small-group time blocks. Students will not miss any core instruction from their content teachers. English Learners (ELs) Students identified as ELs will participate in differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). ELs will engage in lessons through Imagine Language and Literacy as assigned by teachers. Teachers will create opportunities for students to collaborate during small group instruction addressing linguistic domains: Reading, Listening, Speaking and Writing. Students who qualify for accelerated learning services through HB 4545 will receive small group, individualized instruction through small group tutoring. All of our teachers are certified as Gifted and Talented teachers, and they will collaborate to create and implement student Gifted Education Plans (GEPs) to individualize and differentiate instruction. Teachers will use small group times for ability grouping to extend depth and complexity in thinking, application of concepts, and for supporting interest-based assignments and Project-Based Learning activities, including activities and routines that promote visible thinking and thinking dispositions.

 Project-based learning

- Implementing inclusive practices to ensure a quality education for an increasingly diverse student population
- Empowering students with disabilities through full-inclusion Special Education services in the General Education setting, a Travis model since 1998
- Program for students with autism
- Differentiating instruction to meet all our students' varied needs
- Implementing Conscious Discipline tenets and structures
- Celebrating diversity and uniqueness through school-wide activities
- Teaching and modeling 'Tiger Traits' Character Education traits and lessons

School Processes & Programs Strengths

A particular program strength for Travis students is the variety of opportunities that Travis students have to fulfill our mission and vision for our students. For instance, we have the Writers in the Schools program for third and fourth graders to give those students the opportunity to use their writing skills in applied situations, as well as creatively. Our second and fifth graders are engaged with the Histrionix program, which gives students opportunities to design and produce well thought-out projects, which develop their thinking skills. Travis has ample technology available for students to incoroporate into their learning and application of skills. We use the Neuhaus reading program as a curriculum supplement for our reading program, and students show increased growth because of the consistency of the use of the program across grade levels. Our dyslexia students benefit from the Neuhaus reading program because they use it both in the general education classroom and in the specific reading instruction they receive as part of their dyslexia services. Our students on the autism spectrum benefit from the strength of an SLC-TREK program that emphasizes inclusion and developing habits for academic independence. We have a GT program that is strong because all of our teachers are GT trained and small group opportunities are available for GT students to extend their learning through real-life applications and connections with topics of student interest.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Identifying students with a reading disability who are behind grade level in decoding skills, reading fluency, and/or comprehension and need to receive dyslexia services, Reading by Design, or additional intervention with fidelity to close learning gaps. **Root Cause:** Need for earlier interventions through IAT to identify need for dyslexia evaluation or other reading interventions.

Perceptions

Perceptions Summary

Travis Elementary School had an attendance rate of 96% for 2022-2023. That attendance rate is slightly lower than previous years and may be the result of students COVID related protocols and full return to in-person instruction. Travis uses the Conscious Discipline model for behavior management and character development and did not make any DAEP placements. Travis faculty and staff have been trained in the methods of Conscious Discipline, and it is used consistently across our campus. The staff turnover rate is low, though slightly higher than previous years likely due to the challenges of teaching through the Covid pandemic. Travis has an active PTA and many opportunities are available for families and community members to participate in school activities, including Coffee with the Principal and regularly scheduled PTA and informational meetings. The parent and community climate is measured through surveys and exit tickets. Parents and community members view Travis as a vibrant part of the Woodland Heights neighborhood. They have a high regard for the school as evidenced in surveys and their high rate of participation. Teachers and staff are also highly invested in the success of Travis and express their love of teaching at Travis. Students generally feel safe and welcome at Travis, and teachers check-in with their students daily to assess social and emotional needs.

Perceptions Strengths

Feedback from parents suggest that Travis is perceived as a tight-knit school community with ample support offered for students and parents. Travis has a strong relationship with its PTA, and communication is also viewed as a strength. Teachers, administrators, and staff are responsive to student and parent needs in a transparent and timely manner. The perception among teachers is that Travis is a family and all stakeholders support each other. There is a level of trust that allows for a positive reception of feedback, especially with regard to teacher coaching and growth. Other perceived strengths are the opportunities that Travis makes available for students. Students participate in activities like gardening, creative movement, project-based learning, and robotics, among others, and these extra activities foster a strong connection between our students and the school. Travis is also perceived as an academically rigorous school where students' individual needs are met, regardless of their academic needs.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Increasing occurrences of student unkindness toward one another highlights school need to continue student, teacher, and parent education on recognizing the role of all stakeholders in identifying and preventing bullying and fostering student empathy and inclusion through thoughts, words, and acts of kindness. **Root Cause:** Inconsistency of implementing our character education program, Conscious Discipline, especially with new teachers and staff.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By May 2023, all students at Travis ES in Grades 3-5 taking the STAAR Reading test will score at least 87% 'Meets' grade level standard, and at least 70% will score 'Masters" grade level standard.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: At least 80% of students in 3rd-5th grades taking scheduled formative assessments will score 75% or higher.

Evaluation Data Sources: Common assessments administered according to the campus assessment calendar.

Strategy 1 Details	Reviews			
Strategy 1: Implementing a planning protocol to improve Reading lesson planning across grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are showing growth to the extent that at least 80% of 3rd grade students are scoring 75% on Reading common assessments and interim assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin Team, Reading Interventionists, Classroom Teachers				
Action Steps: Professional development and PLC-planning support using the See it, Name it Do it model to support lesson planning and the creation of exemplars that show student mastery. PD to support the integration of writing instruction during the reading block. Teachers implement the 'Patterns of Power' invitation process during mentor text reading along with extension lessons.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: At least 90% of K-2 students will progress at least one level on running records at each benchmark period -- MOY, and EOY

Evaluation Data Sources: Campus Running Record Assessments

Strategy 1 Details			Reviews		
Strategy 1: Effective implementation of Guided Reading in grades K-2.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 90% of K-2 students will progress at least two levels on running records at each benchmark period -- MOY, and EOY		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin Team, Reading Interventionists, Classroom Teachers					
Action Steps: Neuhaus PD and specialist support with early literacy routines; targeted small group instruction, formative assessments, intervention pull-out/push-in, Imagine Language and Literacy, home resources/support, parent communication					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Measurable Objective 3: 100% of students receiving timely and effective literacy intervention will meet Reading goals as measured by Ren 360 Reading assessment.

Evaluation Data Sources: Campus running record assessments, campus reading logs, Teacher observations, BOY/MOY/EOY Ren360 and progress monitoring.

Strategy 1 Details			Reviews		
Strategy 1: Implement effective small group instruction.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Identification of students in need of support will improve through frequent monthly check-ins with campus IAT liaison. Students will show progress on Ren360 Reading assessment.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin Team, Reading Interventionists, IAT Chairperson, Classroom Teachers					
Action Steps: Students identified as underperforming by the classroom teacher or parents will be reviewed at campus IAT meetings; students who are working below grade level will be pulled for extra support with Reading Interventionist or receive Imagine Langauge and Learning time, home resources/support, parent communication, IAT reviews for progress.					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By May 2023, all students at Travis ES in Grades 3-5 taking the STAAR Math test, will score at least 80% 'Meets' grade level standard, and at least 60% will score 'Master' grade level standard.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: At least 80% of 3rd-5th grade students will score 70% or higher on scheduled formative assessments.
At least 80% of students in grades 2-3 will score at least 75% on district common assessments and/or campus-developed assessments.

Evaluation Data Sources: District common formative assessments, interim assessments, and campus-developed assessments.

Strategy 1 Details		Reviews		
Strategy 1: Implement Zearn to support Math intervention support with students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: 90% of Travis students will use digital math resources as part of supplementary math learning and intervention.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators, classroom teachers				
Action Steps: Assign students to complete 3 lessons per week in Zearn to implement Missions for interventions and increase rigor for students who are ready; Vertical Professional Learning Communities (PLCs) by grading period for best practice sharing, and aligning campus goals by grade level; Professional Development for teachers on problem-solving strategies; monitor student engagement of digital math resources. Monthly See it, Name it, Do it Planning PLCs with campus administrators.				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Measurable Objective 2: 100% of students will receive timely and effective math intervention will meet math goals as measured by Ren 360 math assessment.

Evaluation Data Sources: Ren360 Math BOY/MOY/EOY and progress monitoring, HISD common assessments, classroom assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement effective small group instruction during intervention time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of students will show growth as measured by Ren360 Math. **Staff Responsible for Monitoring:** Campus Administrators, IAT Chairperson, Classroom Teachers **Action Steps:** Develop tracking charts for teachers, introduce tracking chart to students; Professional Development: Accessing OnTrack reports and Lead4ward reports; Data Analysis: Facilitate grade level and/or teacher data analysis conversations; Instructional Planning for intervention groups, create exit tickets for use during small group setting	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS

By the end of the 2022-23 school year, 35% of 5th grade economically disadvantaged students will meet the Student Success Initiative by reaching STAAR 'Meets' standard for science. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 50% of 5th grade economically disadvantaged students will score 75% or higher on all science district and classroom common assessments

Evaluation Data Sources: District common ssessments and/or campus-developed summative assessments

Strategy 1 Details		Reviews		
Strategy 1: Identify and track student performance by TEK and SE, Targeted small group lessons		**Formative**		**Summative**
Math and Reading Interventions (pull-out and push-in) Use of exit tickets to CFU performance by TEK and SE, and flexible grouping.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student performance on reading and math common assessments will increase. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers **Action Steps:** Students will receive timely intervention based on their district assessment performance. Students will receive small group instruction as well as math and reading intervention as needed.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: By the end of the 22-23 school year, 90% of all students will read at or above grade level as measured by BRRs.

Evaluation Data Sources: Campus Running Record Assessments
Campus Level Reader log, STAAR results for grades 3-5

Strategy 1 Details				Reviews			
Strategy 1: Effective implementation of Guided Reading, and Book Clubs instructional support.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show a year's growth on BRR by May 2023.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, Reading Interventionists, IAT Chairperson, Classroom Teachers							
Action Steps: Teachers will meet with monthly IAT committee to discuss concerns about students' performance. Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pull-out/push-in, Imagine Language and Literacy, home resources/support, parent communication							
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue			

Measurable Objective 3: At least 90% of parents and students will state satisfaction with campus promoting a college-bound culture as measured by EOY survey.

    Evaluation Data Sources: Parent and student survey

Strategy 1 Details				Reviews			
Strategy 1: Implementation of multiple college activities to promote college readiness.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student awareness of colleges and career opportunities.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, School Counselor, Classroom Teachers							
Action Steps: Calendar, plan, and execute school and district events promoting CCMR Host annual Career Day event to support career exploration and participate in HISD College Readiness Month to promote post-secondary education awareness. Pennants Survey students and parents after college-bound culture events.							
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue			

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase to 35% in spring 2023. The percentage of students scoring Masters Grade Level Standard will increase from 15% to 20% in the spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 60% of students receiving special education reading services will score 70% on scheduled district common assessments and campus-developed assessments.

Evaluation Data Sources: 6-week checkpoints along with MOY and EOY progress monitoring using BRRs and Ren 360 screeners

Strategy 1 Details	Reviews			
Strategy 1: Weekly general education class support through in-class scaffolding with targeted support from Special Ed. Teachers and Special Ed. Teaching Assistants.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students identified with a reading disability or other reading deficits will receive documented intervention services or scheduled dyslexia services in 90% of scheduled opportunities. **Staff Responsible for Monitoring:** School Administrators, Classroom Reading Teacher, SPED teachers, and Dyslexia Teacher **Action Steps:** 1. identify effective tracking tools for specialists and reading support teachers. 2. provide professional development to teachers for use of and expectations for tracking student reading progress. 3. Request teacher reporting of students with suspected reading deficits after first 6 weeks and each 6 weeks thereafter during the school year. 4. Weekly collaboration between general ed and sped teachers to coordinate and modify scaffolded instruction to meet student needs. BOY Renaissance screeners, teacher BRRs, dyslexia mastery checks, and IEP goal data will be used to identify students showing minimal or no growth in reading skills.				
⓪ No Progress 💯 Accomplished ➡ Continue/Modify ❌ Discontinue				

Measurable Objective 2: Students identified with a reading disability or other reading deficits who receive documented intervention services or scheduled dyslexia lessons will show growth in 3 of 4 assessed reading skills during 6 weeks of intervention.

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity phonics program to support students who will be provided individualized reading support in phonics, fluency, and/or comprehension.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students identified with a reading disability or other reading deficits will receive documented intervention services or scheduled dyslexia services in 90% of scheduled opportunities. **Staff Responsible for Monitoring:** School Administrators, Reading Interventionists, Dyslexia Teacher, and SPED teachers **Action Steps:** 1. Teachers collect data during small group and individual instruction 2. Teachers note students with no expected growth in reading skills even with individualized interventions 3. Teachers discuss struggling students at PLC for added interventions. 4. Teachers report progress and concerns to SPED chair.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 3: Students in grades 3-5 identified with a reading disability or other reading deficits who receive documented intervention services or scheduled dyslexia lessons will show growth in 3 of 4 assessed reading skills during 6 weeks of intervention.

Evaluation Data Sources: District benchmark assessments, BRRs, Guided Reading materials, Neuhaus Early Literacy materials

Strategy 1 Details	Reviews			
Strategy 1: General Ed teachers will implement small group or individual interventions with fidelity.	Formative			Summative
Strategy's Expected Result/Impact: Students identified with a reading disability or other reading deficits will receive documented intervention services or scheduled dyslexia services in 90% of scheduled opportunities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Administrators, Reading Interventionists, Dyslexia Teacher, and SPED teachers **Action Steps:** 1. Specialist develops a plan for intervention to enhance student support. 2. If a student does not make progress, investigate the fidelity of the intervention and if required increase the intervention frequency and length. 3. Modify the intervention to a level that increases student growth. 4. Professional development to support teachers with small group. 5. Identify instructional resources need to support teachers 6. Monitor and provide coaching/feedback as needed				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Average Daily Attendance (ADA) at Travis will remain at 98% during the 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: Weekly and six-week attendance reports will reflect rates at or near 98%.

Evaluation Data Sources: PowerSchool attendance reports, tracking chart

Strategy 1 Details				Reviews			
Strategy 1: Regular communication with parents regarding repeated absences.				**Formative**			**Summative**
Strategy's Expected Result/Impact: A reduced number of repeated absences will increase student academic success and lessen the absence rat				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: S.I.R. Clerk, and Campus Administration							
Action Steps: Send attendance reminder letters, transfer student non-renewal warning letters, and conduct face-to-face and/or phone communication with parents of students missing 3 consecutive days or a total of 5 days or transfer students with 3 unexcused absences.							
0% No Progress	100% Accomplished		Continue/Modify		Discontinue		

Measurable Objective 2: Six-week and mid-year attendance reports will indicate ongoing attendance rate at or near 98%.

Evaluation Data Sources: PowerSchool attendance reports, tracking chart

Strategy 1 Details				Reviews			
Strategy 1: Teacher check-ins with families of absent students will result in a reduced number of repeated absences				**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student absences.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Travis Teachers, Travis Administrators, Student Information Representative							
Action Steps: 1. Teacher messaging to check on student well-being following absences from school 2. Teacher reports repeated absences to SIR Clerk. 3. SIR Clerk check-in with family of absent student to determine absence reason.							
0% No Progress	100% Accomplished		Continue/Modify		Discontinue		

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE
Implementation of structures and routines for community building, behavior self-regulation, instilling kindness toward others, and stakeholder education on these topics will result in a decreased rate of discipline referrals and at least 90% of parents stating satisfaction with school safety and environment as measured on end-of-year community survey.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: School counselor will increase frequency and number of classes receiving guidance lessons compared to class visits logged in 2022-2023

Evaluation Data Sources: Counseling referrals; discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: School counselor will conduct Character Education and Community Circle lessons during student homeroom Community Building Times.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in discipline referrals.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Counselor and Assistant Principal				
Action Steps: * School Counselor will contact teachers to schedule classroom guidance lessons, creating rotating schedule * School Counselor will develop and deliver lessons for students				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: 90% decreased rate of discipline referrals.

Evaluation Data Sources: Counseling referrals; discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Teacher and staff professional development update on Conscious Discipline.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in discipline referrals	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Administration, School Counselor				

Action Steps: * Conscious Discipline best practices being used in the classroom
* Revise Staff Handbook on Essential Elements of an Effective Discipline Management System

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Measurable Objective 3: Decreased rate of discipline referrals, and/or documented/reported cases of bullying.

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Student and parent education on bullying and kindness	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student and parent reporting of instances of bullying.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Administration, School Counselor				
Action Steps: Provide counseling sessions for students experiencing bullying and/or students social skills lessons ; schedule fall and spring student assemblies; schedule Parent Learning Series session				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Implementation of structures and routines for community building, behavior self-regulation, instilling kindness toward others, and stakeholder education on these topics will result in a decreased rate of discipline referrals and at least 90% of parents stating satisfaction with school safety and environment as measured on end-of-year community survey.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

At least 80% of students with dyslexia or reading disabilities will achieve one year's growth as determined by BRRs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students identified with a reading disability or other reading deficits will receive documented intervention services or scheduled dyslexia in 90% of scheduled opportunities.

Evaluation Data Sources: 6-week checkpoints along with MOY and EOY progress monitoring using BRRs and Ren 360 screeners

Strategy 1 Details	Reviews			
Strategy 1: BOY Renaissance screeners, teacher BRRs, dyslexia mastery check, and IEP goal data will be used to identify students showing minimal or no growth in reading skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A year's growth as measured by BRRs.				
Staff Responsible for Monitoring: School Administrators, Classroom Reading Teacher, SPED teachers, and Dyslexia Teacher				
Action Steps: 1. identify convenient and effective tracking tools for specialist and reading support teachers. 2. provide professional development to teachers for use of and expectations for tracking student reading progress. 3. Request teacher reporting of students with suspected reading deficits after first 6 weeks and each 6 weeks during the school year.				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 2: Students identified with a reading disability or other reading deficits who receive documented intervention services or scheduled dyslexia lessons will show growth in 3 of 4 assessed reading skills during 6 weeks of intervention.

Evaluation Data Sources: 6-week checkpoints along with MOY and EOY progress monitoring using BRRs and Ren 360 screeners

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided individualized reading support in phonics, fluency, and/or comprehension and reassessed on identified skills deficits.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% of student's showing academic progress as measured by Ren360. **Staff Responsible for Monitoring:** School Administrators, Reading Interventionists, Dyslexia Teacher, and SPED teachers **Action Steps:** 1. Teachers collect data during small group and individual instruction 2. Teachers note students with no expected growth in reading skills even with individualized interventions 3. Teachers discuss struggling students at PLC for added interventions. 4. Teachers report progress and concerns to SPED chair.				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Measurable Objective 3: Students identified with a reading disability or other reading deficits who receive documented intervention services or scheduled dyslexia lessons will show growth in 3 of 4 assessed reading skills during 6 weeks of intervention.

Evaluation Data Sources: 6-week checkpoints along with MOY and EOY progress monitoring using BRRs and Ren 360 screeners

Strategy 1 Details	Reviews			
Strategy 1: Students will attend General Ed teacher small group or individual interventions with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of student's showing academic progress as measured by Ren360.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Administrators, General Ed Teacher and SPED teachers **Action Steps:** 1. Specialist develops a plan for intervention to enhance student support. 2. If student does not make progress, investigate the fidelity of the intervention and if required increase the intervention frequency and length. 3. Modify the intervention to a level that increases student growth.				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
By May 2023, 80% of G/T students at Travis ES taking the STAAR in Reading and Math will score at the 'Masters' grade-level standard and 70% of Travis English Learner students will advance at least one level of proficiency in English as measured by the TELPAS.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 80% of GT students will score at 'Masters' level on scheduled district benchmark assessments.

Evaluation Data Sources: Common assessments given per district assessment calendar.

Strategy 1 Details	Reviews			
Strategy 1: Implement Project-based learning with fidelity and Historionix Learning and Project Zero protocols with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: GT students will have their individual needs met and show expected growth.				
Staff Responsible for Monitoring: School Administrators, including GT Coordinator, Classroom Teachers				
Action Steps: * Schedule quarterly professional development sessions on Depth and Complexity Icons and Making Thinking Visible for staff to integrate in their instruction.				
* Students will meet in small groups to be introduced to Renzuili during asynchronous Technology time with GT coordinator.				
* Students will take the Renzuili profiler in order to gather data about student interests and enrichment.				
* Gifted Education Plans will be written by the teacher based on student strengths.				
Professional development on 'Teacher as Designer' framework enhancing campus Project Based Learning efforts, extending into collaborative PBL planning cohort in Grades 2-5 with Histrionix Learning and Project Zero.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: 70% of ELs will show a year's growth as measured by Summit K-12

Evaluation Data Sources: 6-week checkpoints along with MOY and EOY progress monitoring using Ren 360 screeners; ELD Progress monitoring assessment

Strategy 1 Details	Reviews			
Strategy 1: Professional development on utilizing Imagine Language and Literacy program; English Learners will use Imagine Language & Literacy 3 times per week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EL students will have their linguistic needs met and show expected growth. **Staff Responsible for Monitoring:** Teacher Specialist **Action Steps:** *Schedule student usage of Imagine Language & Literacy of one hour per week *Monitor student usage *Administer ELD Progress Monitoring Assessment				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

SMART Goal: Coordinating (virtual) parent learning events, Family Nights, and community-building events will result in at least 90 percent of parents stating satisfaction with parent and community involvement and input at Travis as measured on end-of-year school community survey.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Exit tickets/surveys of parents at family events will convey that at least 90% of respondents felt their input was valued and that they were listened to and that the session was informative and/or helpful to parents

Evaluation Data Sources: Survey, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Travis will host annual 'One Book, One School' campaign, Coffee with the Principal, and support PTA Family Nights and community events such as the Travis PTA Carnival.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent involvement will reflect an engaged and supportive school community. **Staff Responsible for Monitoring:** School Administration, School Counselor, School Librarian **Action Steps:** * Plan school-wide family engagement events * Add dates to the school-wide calendar to be sent to families * For OBOS, choose book with a relevant, unifying theme * Order resources and supplies as needed * Promote and advertise for the event through Living Tree posts and email				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Immunization monitoring, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by school nurse: Korrin Espiga
Estimated number of students to be screened: 712

Measurable Objective 2: VISION SCREENING at Grades K, 1, 3, & 5will be completed by a certified school nurse or screener on or before December 9, 2022

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Korrin Espiga
Estimated number of students to be screened: 478

Measurable Objective 3: HEARING SCREENING at Grades K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 9, 2022

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Korrin Espiga
Estimated number of students to be screened: 478

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Korrin Espiga
Estimated number of students to be screened: 478

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 1, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team: Korrin Espiga, School Nurse
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Korrin Espiga, School Nurse
Number of AEDs on campus: 3

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: By May 2023, 100% of Travis students will participate in programs to promote overall student health, including Marathon Kids and the Veg-Out Challenge.

    Evaluation Data Sources: Mileage logs from Marathon Kids program and Veg-Out Tracking Forms

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 249 Travis Elementary School

Total SCE Funds: $17,547.00
Total FTEs Funded by SCE: 2.25
Brief Description of SCE Services and/or Programs

Professional development fees, extra-duty pay for tutorials, supplemental resources and services, general supplies Extra-duty pay for tutorials

Personnel for 249 Travis Elementary School

Name	Position	FTE
Cole, Mary Christine	Lecturer, Hrly-Degreed	0.25
Dryden, Mary E	Non-Instructional Aide - 10M	1
Junkans, Natalia Sagredo	Tchr, Spclst	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

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

The SIP is available to parents in the following locations:

 School Website

The SIP was made available to parents by:

School Principal

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

4. Parent and Family Engagement (PFE)

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 -
- Meeting #1 Alternate -
- Meeting #2 -
- Meeting #2 Alternate -

- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

Addendums

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____   **Campus Number** _____

<div style="background-color:#A9CCE3">

SPECIAL REVENUE FUNDING GOALS

</div>

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
   Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page….

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

   Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

   Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities**.**

   1. _____

   2. _____

   3. _____

   4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page….

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

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ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

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Travis ES #249

Principal Name: David Church

School Office: ESO2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on __**10/6/22**_____ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

David Church
Principal

_9/30/22_
Date

Signatures below indicate review and approval of this document.

[signature]
PTO/PTA or other Parent Representative

_9/30/22_
Date

[signature] Emily Conner
SDMC Teacher Representative

_9/30/22_
Date

[signature]
School Support Officer/Lead Principal

9/30/22
Date

Shana Perry
School Office Assistant Superintendent

9-30-22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date