Sulphur Springs Independent School District

Travis Primary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Sulphur Springs ISD Mission Statement (Why do we exist?)

We are Sulphur Springs Independent School District, an innovative, student-centered, family-oriented district, preparing ALL student to adapt and excel as citizens of a fast-changing world.

In partnership with families and our community, we provide opportunities for ALL students to attain personal growth and become lifelong learners.

Vision

Sulphur Springs ISD Vision Statement (What kind of school do we hope to become?)

Developing Confident Lifelong Learners

Core Beliefs

SSISD Core Belief Statements (What do we believe as a district?)

We believe all children can learn.
We believe every studetn's basic needs must be met.
We believe every person should be and feel safe.
We believe every person is unique, valuable, and has worth.
We believe relationships are essential.
We believe in helping all students find success in a changing world.
We believe family and commmunity partnerships are essential.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Primary is a Kindergarten through third grade Title I campus in the Sulphur Springs ISD which serves 253 students and is located in Hopkins County, Texas. The campus has a total classroom count of 16 and is the designated Dual Language Enrichment (DLE) campus for the district serving all bilingual students in a two-way program. The 16 two-way DLE classrooms are comprised of native Spanish speakers and native English speakers. Travis Primary serves an ethnically diverse student population with economically disadvantaged and at-risk student populations higher than state averages. Travis Primary views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

Travis Primary Ethnic Distribution and Sub-Demographics

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	1%		Economically Disadvantaged	56%
Hispanic	76%		English Language Learners	65%
White	21%		At-Risk	80%
American Indian	0%		Gifted and Talented	6%
Asian	0%		Special Education	11%
Pacific Islander	0%			
Two or More Races	2%			

Travis Primary's staff consists of 23 highly qualified, certified teachers that includes our Literacy Support Specialist, Math Interventionist, PE teacher, Music teacher and Counselor. Five paraprofessionals provide instructional support and intervention for our students. Travis shares a bilingual Special Education teacher who travels to Sulphur Springs Elementary School daily to provide instruction to students and a Dyslexia teacher who travels to Rowena Johnson Primary daily to provide instruction to students. Our office personal consists of our campus secretary, academic secretary, academic specialist and principal. All staff members work diligently to provide high-quality instruction and daily support to the students of Travis Primary. This is made possible by an attendance rate higher than the state and district rates. The campus attributes this achievement to a strong partnership with parents and a focus on student-centered education.

Travis Yearly Attendance

	2018- 2019	2019- 2020	2020-2021	2021- 2022	2022 - 2023	2023 - 2024
All Students	96.8%	97.4%	96.7%	95.4%	96%	97.1%

The campus utilizes state compensatory and federal Title funding to provide supplementary services that provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all Travis Primary students reach their fullest potential.

Demographics Strengths

Travis Primary has many strengths. Some of the most notable demographics strengths include:

1. We have many supportive parents and students who are committed to success and a strong Parent/Teacher Organization (PTO).

2. Strong school-home connections are maintained with families for multiple years.

3. We have a highly-qualified staff with minimal turnover.

4. Students at Travis Primary are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

Problem Statement 2 (Prioritized): 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3 (Prioritized): 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading. **Root Cause:** Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.

Problem Statement 4 (Prioritized): On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math. **Root Cause:** Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.

Student Learning

Student Learning Summary

The State of Texas Assessment of Academic Readiness (STAAR) program was implemented in 2012 and includes annual assessments in reading, mathematics, writing, science, and social studies for grades 3-12. In addition to STAAR testing for third grade students, Travis Primary students are assessed with district developed assessments in math and reading as well as Sharon Wells & Pearlized Math assessments and Amplify reading assessments. Emergent Bilingual (EB) students are assessed with the Texas English Language Proficiency Assessment System (TELPAS). Results are disaggregated and used to measure progress as well as drive instruction. Individual students' data is used to differentiate individual instruction, and measure the success of interventions.

Travis utilizes mCLASS for English and Lectura for Spanish to assess the many components of reading to help determine which students are in need of intervention and which students are in need of enrichment services. Our goals are to minimize the percentage of students who score Well Below Benchmark or Below Benchmark and to increase the percentage of students who score At Benchmark or Above Benchmark on mCLASS in English and Lectura in Spanish..

mCLASS (% of students by reporting category for each grade level in English)

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	24%	31%	17%	47%	26%	24%	5%	44%
% At Benchmark	26%	30%	37%	25%	26%	40%	54%	19%
% Below Benchmark	21%	21%	29%	19%	14%	18%	23%	22%
% Well Below Benchmark	29%	18%	17%	9%	34%	18%	18%	15%
2023-2024	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	41%	72%	21%	34%	23%	41%	NA	NA
% At Benchmark	23%	14%	21%	38%	39%	29%	NA	NA
% Below Benchmark	9%	0%	27%	6%	19%	12%	NA	NA
% Well Below Benchmark	27%	14%	31%	22%	19%	18%	NA	NA
2024-2025	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	22%		22%		27%		NA	NA

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% At Benchmark	16%		52%		17%		NA	NA
% Below Benchmark	19%		13%		29%		NA	NA
% Well Below Benchmark	43%		13%		27%		NA	NA

Lectura: (% of students by reporting category for each grade level in Spanish)

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	35%	27%	10%	16%	19%	23%	29%	40%
% At Benchmark	50%	37%	45%	36%	47%	54%	39%	48%
% Below Benchmark	9%	24%	6%	16%	6%	10%	19%	7%
% Well Below Benchmark	6%	12%	39%	32%	28%	13%	13%	5%
2023-2024	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	11%	29%	14%	24%	20%	24%	NA	NA
% At Benchmark	66%	40%	26%	27%	30%	41%	NA	NA
% Below Benchmark	6%	14%	9%	3%	7%	21%	NA	NA
% Well Below Benchmark	17%	17%	51%	46%	43%	14%	NA	NA
	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	18%		8%		19%		NA	NA
% At Benchmark	53%		28%		17%		NA	NA
% Below Benchmark	8%		22%		11%		NA	NA
% Well Below Benchmark	21%		42%		53%		NA	NA

								—

Travis Primary utilizes Pearlized Math assessments to assess student progress in math in kindergarten and first grade and Sharon Wells Math assessments to assess student progress in math in second grade and third grade. These assessments assess mastery of the content taught during a specific time period, and are not growth indicators. Travis consistently performs at or above the district percentage for students passing, or percentage of students who met standards on the assessments.

Pearlized Math and Sharon Wells Math Assessments:

% Meets Grade Level or Above	2022-2023	2023-2024	2024-2025
Kindergarten			
2nd Six Weeks	45%	76%	
3rd Six Weeks	47%	54%	
5th Six Weeks	60%	68%	
End Of Year Assessment	61%	67%	
Grade 1			
2nd Six Weeks	39%	38%	
3rd Six Weeks	54%	51%	
5th Six Weeks	43%	35%	
End Of Year Assessment	48%	50%	
Grade 2			

% Meets Grade Level or Above	2022-2023	2023-2024	2024-2025
2nd Six Weeks	52%	65%	
3rd Six Weeks	58%	28%	
5th Six Weeks	29%	49%	
End Of Year Assessment	33%	32%	
Grade 3			
1st Six Weeks	26%	22%	34%
3rd Six Weeks	48%	46%	
4th Six Weeks	NA	29%	
Simulation	34%	32%	

Due to the Covid-19 pandemic in the spring of 2020, STAAR testing was waived and there are no results for the 2019-2020 school year. Due to a lawsuit filed against the Commissioner of Education, STAAR results are not available for 2022-2023.

STAAR

2019-2020 STAAR All Students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3rd Reading	NA	NA	NA	NA
3rd Reading Spanish	NA	NA	NA	NA
3rd Math	NA	NA	NA	NA
2020-2021 STAAR All Students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE

2019-2020 STAAR All Students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3rd Reading	61%	39%	15%	6%
3rd Reading Spanish	51%	49%	17%	9%
3rd Math	66%	34%	9%	1%
2021-2022 STAAR All students	**DID NOT MEET GRADE LEVEL PERFORMANCE**	**APPROACHES GRADE LEVEL PERFORMANCE**	**MEETS GRADE LEVEL PERFORMANCE**	**MASTERS GRADE LEVEL PERFORMANCE**
3rd Reading	7%	93%	76%	48%
3rd Reading Spanish	50%	50%	37%	13%
3rd Math	41%	59%	13%	7%
2022-2023 STAAR All students	**DID NOT MEET GRADE LEVEL PERFORMANCE**	**APPROACHES GRADE LEVEL PERFORMANCE**	**MEETS GRADE LEVEL PERFORMANCE**	**MASTERS GRADE LEVEL PERFORMANCE**
3rd Reading	NA	NA	NA	NA
3rd Reading Spanish	NA	NA	NA	NA
3rd Math	NA	NA	NA	NA
2023-2024 STAAR All students	**DID NOT MEET GRADE LEVEL PERFORMANCE**	**APPROACHES GRADE LEVEL PERFORMANCE**	**MEETS GRADE LEVEL PERFORMANCE**	**MASTERS GRADE LEVEL PERFORMANCE**
3rd Reading Combined	22%	78%	60%	38%
3rd English Reading	6%	94%	83%	53%
3rd Spanish Reading	48%	52%	24%	17%
3rd Math	20%	80%	44%	14%

Travis utilizes the Texas English Language Proficiency Assessment System (TELPAS) to measure English language acquisition of all EB (Emergent Bilingual) students. EB students are served on our campus in the Dual Language Enrichment (DLE) classrooms by Bilingual certified and ESL (English as a Second Language) certified teachers. Students are rated in four areas: listening, speaking, reading and writing and receive an overall composite proficiency score.

Texas English Language Proficiency Assessment System (TELPAS)

Yearly Progress in TELPAS Composite Rating:

	Progressed One Proficiency Level	Progressed Two Proficiency Levels	Progressed Three Proficiency Levels	Progressed At Least One Proficiency Level
Grade 1				
2019 Matched Students (NA)	30%	0%	0%	30%
2020 Matched Students (46)	66%	11%	0%	77%
2021 Matched Students (46)	82%	6%	0%	88%
2022 Matched Students (49)	55%	5%	0%	60%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (39)	NA	NA	NA	NA
Grade 2				
2018 Matched Students (NA)	NA	NA	NA	NA
2019 Matched Students (46)	48%	2%	0%	23%
2020 Matched Students (47)	26%	0%	0%	26%
2021 Matched Students (39)	13%	0%	0%	13%
2022 Matched Students (48)	31%	0%	0%	31%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (40)	NA	NA	NA	NA
Grade 3				
2018 Matched Students (NA)	NA	NA	NA	NA
2019 Matched Students (44)	41%	2%	0%	43%
2020 Matched Students (50)	34%	0%	0%	34%
2021 Matched Students (42)	21%	0%	0%	21%
2022 Matched Students (38)	37%	0%	0%	37%
2023 Matched Students (50)	NA	NA	NA	NA

Student Learning Strengths

Travis Primary has a population of hard working, high achieving students. The campus is proud of many different student achievement strengths including:

1. Over 50% of Travis students are meeting Benchmark Level or Above Benchmark Level on mCLASS reading assessments.

2. 3rd grade students scored above the state, region, and district average scores on the Reading 2023-2024 STAAR Test.

3. Students track their own academic progress and set personal goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.   **Root Cause:** Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.

Problem Statement 2 (Prioritized): On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.   **Root Cause:** Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.

Problem Statement 3 (Prioritized): Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

Problem Statement 4 (Prioritized): 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5 (Prioritized): Instruction is not reaching the level of rigor required to fully cover TEKS.   **Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Problem Statement 6 (Prioritized): Lack of full understanding of dual language instruction model and how to implement.   **Root Cause:** High turnover rate and new teachers in the building that are new to dual language instruction.

Problem Statement 7 (Prioritized): Students not working collaboratively with peers and in an effective manner.   **Root Cause:** Students have inability to regulate emotions and solve problems with best outcome.

Problem Statement 8 (Prioritized): 64% of parents feel staff give timely and appropriate feedback on student work.   **Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

Problem Statement 9 (Prioritized): 77% of parents feel students are able to get extra help from teachers when needed.   **Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

Problem Statement 10 (Prioritized): Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair.   **Root Cause:** Age of building along with technology advances, safety mandates, and wear and tear.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment department works with teachers and administrators on the Travis Primary campus to develop and implement a guaranteed and viably aligned curriculum based on state standards and student needs. The department provides ongoing and relevant professional development to support curriculum implementation and promote the effective use of research-based instructional practices. Travis teachers and support staff members continue to modify and implement the vertically aligned curriculum documents.

At Travis Primary, Professional Learning Communities (PLCs) meet 1 time per week for a total of 1 1/2 hours for common planning times. PLCs are used to discuss the expectations of the state standards, ensure the activities and lessons are at the appropriate rigor to address the state standards, ensure that students' needs are met based on data analysis, build common assessments and checkpoints, and to ensure that data drives instruction. Teachers utilize data to drive their planning and instruction. Our district wide database for storing student data, AWARE, provides teachers the capability to plan student interventions based on each student's data and performance. Our district wide lesson planning database, Forethought, allows teachers to enter lesson plans electronically and view and share plans as well.

Professional development is an on-going activity planned with the input of teacher/staff surveys, requests, and feedback as tracked through Eduphoria. Extensive professional development is provided for best instructional practices, curriculum development, and special programs. Additional staff development is tailored to meet students' individual needs. All ELAR teachers have participated in a reading boot camp with our district and the Reading Academy provided by TEA to reinforce reading instruction. Travis Primary will continue the practice of Wildcat Wisdom Walks which allow teachers to observe other teachers effectively implementing best practices or strategies. Our district provides innovative trainings specific to student and classroom needs including but not limited to technology and product-based learning. Teachers also attend trainings offered through our Region VIII service center.

Travis is committed to retention of highly-qualified teachers. Programs are in place to support both experienced and new teachers to equip them to be successful educators. These include our district level New Teacher Academy, our campus level New Teacher Mentor program and Wildcat Wisdom Walks to observe and learn from other educators both on our campus and across other campuses. The idea behind these initiatives is to build relational capacity between teachers and build a culture of unity among Travis teachers and staff.

The Travis Primary campus operates as a professional learning community which is a critical part of ongoing staff development and training activities. Staff development in the areas of instructional technology and effective discipline techniques remain a critical component of the campus's educational process.

School Processes & Programs Strengths

Travis Primary has identified the following strengths in school processes and programs:

1. Teachers demonstrate a commitment to use data to drive instruction and are focused on effective instructional strategies to teach content.

2. 100% of teachers participated in multiple professional development opportunities.

3. On-going communication with campus stakeholders through our Campus Advisory Committee.

4. All PLCs report strong skills for designing and implementing campus based assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instruction is not reaching the level of rigor required to fully cover TEKS. **Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Problem Statement 2 (Prioritized): Lack of full understanding of dual language instruction model and how to implement. **Root Cause:** High turnover rate and new teachers in the building that are new to dual language instruction.

Problem Statement 3 (Prioritized): Students not working collaboratively with peers and in an effective manner. **Root Cause:** Students have inability to regulate emotions and solve problems with best outcome.

Problem Statement 4 (Prioritized): 84% of parents feel students are safe at this school. **Root Cause:** Breakdown in communication of emergency procedures and procedures in place for emergency situations.

Perceptions

Perceptions Summary

The vision of Sulphur Springs ISD is *Developing Confident Lifelong Learners*. Travis Primary believes that all children can learn, and can be motivated to reach their full personal potential. This belief system allows students to explore new horizons, thereby gaining knowledge and understanding as staff model life-long learning strategies. Travis Primary provides a safe, friendly, and engaging environment for its students. Students and staff function in a learner-centered climate that promotes success for all students through dedication to academics and perseverance. Our campus belief statement is: Together, anything is possible.

Travis Primary is committed to building a sense of community among staff, with students and with parents. Effective communication is the first step to parental involvement. Typical methods of communication include: student folders/binders, notes home, contact by the teacher, contact by the school administrators and secretary, classroom newsletters, school newsletters, Skyward emails, Travis Facebook, SSISD Facebook, classroom Facebook, Travis X, Remind notifications, Blackboard Connect and school marquee.

Travis Primary was a Capturing Kids' Hearts National Showcase School award winner four years running and continues to implement the processes throughout our campus to build relational capacity and our campus counselor and CIS staff member provide SEL support for students and staff.

Our campus encourages both parent and community volunteers through multiple opportunities such as our Parent/Teacher Organization (PTO), Book Buddies, Watch D.O.G. (Dads of Great Students) Program, and our Support Our Campus and Kids (SOCK) sponsors. Multiple opportunities are provided throughout the school year for parents and community members to participate in school activities.

Perceptions Strengths

Travis Primary proudly celebrates the following strengths:

1. Campus surveys indicate that 100% of staff and 89% of parents agree that teachers and staff believe all students can learn.

2. Campus surveys indicate that 100% of staff and 89% of parents agree that Travis offers opportunities for parents to be involved.

3. Campus surveys indicate that 100% of staff and 89% of parents agree that parents are welcomed and encouraged to attend activities.

4. 100% of teachers believe in the importance of building relationships with their students.

5. 100% of teachers are committed to effectively communicate with parents through one or more avenues on a weekly routine.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 64% of parents feel staff give timely and appropriate feedback on student work.   **Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

Problem Statement 2 (Prioritized): 77% of parents feel students are able to get extra help from teachers when needed.   **Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

Problem Statement 3 (Prioritized): 84% of parents feel students are safe at this school.   **Root Cause:** Breakdown in communication of emergency procedures and procedures in place for emergency situations.

Problem Statement 4 (Prioritized): Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair.   **Root Cause:** Age of building along with technology advances, safety mandates, and wear and tear.

Problem Statement 5 (Prioritized): Transparency with campus budget and fiscal accountability.   **Root Cause:** Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

Priority Problem Statements

Problem Statement 1: Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test.
Root Cause 1: Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test.
Root Cause 2: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.
Root Cause 3: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.
Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.
Root Cause 4: Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: 64% of parents feel staff give timely and appropriate feedback on student work.
Root Cause 5: Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.
Problem Statement 5 Areas: Student Learning - Perceptions

Problem Statement 6: 77% of parents feel students are able to get extra help from teachers when needed.
Root Cause 6: Breakdown in communication regarding daily opportunities for support provided to students.
Problem Statement 6 Areas: Student Learning - Perceptions

Problem Statement 7: Instruction is not reaching the level of rigor required to fully cover TEKS.
Root Cause 7: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.
Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Lack of full understanding of dual language instruction model and how to implement.

Root Cause 8: High turnover rate and new teachers in the building that are new to dual language instruction.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 9: 84% of parents feel students are safe at this school.

Root Cause 9: Breakdown in communication of emergency procedures and procedures in place for emergency situations.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Students not working collaboratively with peers and in an effective manner.

Root Cause 10: Students have inability to regulate emotions and solve problems with best outcome.

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair.

Root Cause 11: Age of building along with technology advances, safety mandates, and wear and tear.

Problem Statement 11 Areas: Student Learning - Perceptions

Problem Statement 12: Transparency with campus budget and fiscal accountability.

Root Cause 12: Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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 Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 1: With a focus on rigor in the classroom, at least 50% of all student groups will score at least meets on district level assessments.

    Evaluation Data Sources: District based assessments

Strategy 1 Details	Reviews			
Strategy 1: 1) Provide supplementary services and resources including but not limited to IXL, Seesaw, MClass DIBELS/ IDEL Interventions, and CogAT to increase the academic achievement of special student populations in all core content areas by EOY.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student subpopulations will increase their academic achievement in all content areas. **Staff Responsible for Monitoring:** Principal Academic Specialist Literacy Support **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 1 **Funding Sources:** SCE Summer Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed, SuccessEd - 211 Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Use a variety of data measures including Amplify DIBELS/IDEL and math assessments to develop instructional groups for intervention based on varying levels of student needs for reading and math.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive targeted instruciton in a small group setting allowing intervention to be achieved for all students. **Staff Responsible for Monitoring:** Principal Academic Specialist Literacy Support **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).
Problem Statement 2: 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.   **Root Cause**: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.
Problem Statement 4: On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.   **Root Cause**: Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.

Student Learning
Problem Statement 1: 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.   **Root Cause**: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.
Problem Statement 2: On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.   **Root Cause**: Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.

Student Learning

Problem Statement 3: Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

Problem Statement 4: 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: Instruction is not reaching the level of rigor required to fully cover TEKS.   **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

School Processes & Programs

Problem Statement 1: Instruction is not reaching the level of rigor required to fully cover TEKS.   **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 2: With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all student demographic groups on the 2024 STAAR.

Evaluation Data Sources: 2024 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers and support staff will ensure that quality instruction is maintained in the classroom as well as intervention time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR. **Staff Responsible for Monitoring:** Principal Academic Specialist Teachers Interventionists **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 5 - School Processes & Programs 1 **Funding Sources:** Salary - 199 PIC 24 State Comp Ed, Accelerated Ed, Salary - 211 Title I, Part A				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Instruction is not reaching the level of rigor required to fully cover TEKS.   **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

School Processes & Programs
Problem Statement 1: Instruction is not reaching the level of rigor required to fully cover TEKS.   **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 1: During the 2024-2025 school year, Travis Primary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

    Evaluation Data Sources: Emergency Preparedness Manual Logs

Strategy 1 Details	Reviews			
Strategy 1: Ongoing use of safety support systems including but not limited to:	**Formative**			**Summative**
Campus Safety Officer Safety Drills	**Nov**	**Feb**	**Apr**	**June**

Raptor System
Security Cameras
Two Way Radios
Emergency Preparedness Plan
 	
    Strategy's Expected Result/Impact: To ensure 100% safe and secure campus for all students and staff members.
    Staff Responsible for Monitoring: Campus Safety Officer
Principal
Academic Specialist
Nurse
 	
    Title I:
2.5
 - TEA Priorities:
Improve low-performing schools
    Problem Statements: School Processes & Programs 4 - Perceptions 3				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: 84% of parents feel students are safe at this school.   **Root Cause**: Breakdown in communication of emergency procedures and procedures in place for emergency situations.

Perceptions

Problem Statement 3: 84% of parents feel students are safe at this school.   **Root Cause**: Breakdown in communication of emergency procedures and procedures in place for emergency situations.

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 2: Utilize programs that increase the percentage of time spent with students regarding academic, social and mental health needs.

    Evaluation Data Sources: Counseling logs, Office Referral Data, Anecdotal Notes in AWARE

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted support for SEL (Social Emotional Learning) campus wide including all stakeholders utilizing Trauma Informed School Training and other social emotional skill processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Counselor and CIS Liason will provide a variety of SEL activities to ensure SEL support to better equip all stakeholders for success.
    Staff Responsible for Monitoring: Counselor
CIS Personnel
(Communities in Schools)
Teachers
Principal
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Student Learning 7 - School Processes & Programs 3
    Funding Sources: CIS - 199 General Fund				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 7: Students not working collaboratively with peers and in an effective manner.   **Root Cause**: Students have inability to regulate emotions and solve problems with best outcome.

School Processes & Programs
Problem Statement 3: Students not working collaboratively with peers and in an effective manner.   **Root Cause**: Students have inability to regulate emotions and solve problems with best outcome.

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 3: Provide excellent facilites that equip students to pursue their passions and fulfill their needs

    Evaluation Data Sources: Facilities study

Strategy 1 Details	Reviews			
Strategy 1: Conduct a facilities study	**Formative**			**Summative**
Strategy's Expected Result/Impact: Determine the needs of campus while awaiting facility upgrades.	**Nov**	**Feb**	**Apr**	**June**
Title I: 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 10 - Perceptions 4				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 10: Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair. **Root Cause**: Age of building along with technology advances, safety mandates, and wear and tear.

Perceptions
Problem Statement 4: Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair. **Root Cause**: Age of building along with technology advances, safety mandates, and wear and tear.

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

Performance Objective 1: Increase use of high-yield instructional practices and internalization of reading and math curriculum as evidenced by walk through and appraisal data.

    Evaluation Data Sources: Strive Appraisal System, ILT Walk Throughs, PLC collaboration

Strategy 1 Details	Reviews			
Strategy 1: 1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices and internalization of reading and math curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in overall student academic performance across all content areas
    Staff Responsible for Monitoring: Principal
Academic Specialist
ILT (Instructional Leadershipe Team)
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Student Learning 5, 6 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas and increase knowledge of grade level curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff members will be trained to effectively implement new reading and math curriculum to reach students of all levels and have an understanding of grade level curriculum. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).
Problem Statement 2: 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.   **Root Cause**: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.
Problem Statement 4: On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.   **Root Cause**: Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.
Student Learning
Problem Statement 1: 51% of Hispanic students scored Meets or above on the 2023-2024 STAAR Reading.   **Root Cause**: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited.
Problem Statement 2: On 2023-2024 STAAR, 62% of White students scored Meets Grade level or above in Math.   **Root Cause**: Students are not meeting the expected rigor in math from grade to grade and there has been an increase in gaps due to interruption of continuity of instruction from Covid-19 closure and virtual learning during 2020-2021 school year.

Student Learning

Problem Statement 3: Only 35% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2023-2024 Math STAAR test. **Root Cause**: Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

Problem Statement 4: 39% of 3rd grade Hispanic students scored Meets or above on the 2023-2024 Math STAAR test. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: Instruction is not reaching the level of rigor required to fully cover TEKS. **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Problem Statement 6: Lack of full understanding of dual language instruction model and how to implement. **Root Cause**: High turnover rate and new teachers in the building that are new to dual language instruction.

School Processes & Programs

Problem Statement 1: Instruction is not reaching the level of rigor required to fully cover TEKS. **Root Cause**: Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

Problem Statement 2: Lack of full understanding of dual language instruction model and how to implement. **Root Cause**: High turnover rate and new teachers in the building that are new to dual language instruction.

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

Performance Objective 1: Travis Primary will communicate meaningful and effective information to ensure the community of stakeholders is well informed.

   Evaluation Data Sources: Travis Primary Parent and Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Campus will continue providing multiple opportunities for parents and community members to participate in campus events and activities through the use of Parent and Family Engagement Budget.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in overall participation and positive interactions with all stakeholders and better understanding of services provided to students daily. **Staff Responsible for Monitoring:** Principal Academic Specialist Counselor **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 8, 9 - Perceptions 1, 2 **Funding Sources:** PFE - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Campus will communicate regularly with parents and stakeholders to keep them informed of academic progress through scheduled conferences to discuss academic progress and intervention opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Keep parents and stakeholders informed of student progress and school events and activities. **Staff Responsible for Monitoring:** Principal Academic Specialist Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 8, 9 - Perceptions 1, 2 **Funding Sources:** Blackboard Connect - 211 Title I, Part A				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: 64% of parents feel staff give timely and appropriate feedback on student work.   **Root Cause**: Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.
Problem Statement 9: 77% of parents feel students are able to get extra help from teachers when needed.   **Root Cause**: Breakdown in communication regarding daily opportunities for support provided to students.

Perceptions
Problem Statement 1: 64% of parents feel staff give timely and appropriate feedback on student work.   **Root Cause**: Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.
Problem Statement 2: 77% of parents feel students are able to get extra help from teachers when needed.   **Root Cause**: Breakdown in communication regarding daily opportunities for support provided to students.

Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.

Performance Objective 1: We will maintain fiscal responsibility.

High Priority

Evaluation Data Sources: Campus Budget Record

Strategy 1 Details	Reviews			
Strategy 1: Maintain an accurate accounting record of campus revenues and expenditures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus needs assessment will determine expenditures.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Perceptions 5				

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 5: Transparency with campus budget and fiscal accountability.   **Root Cause**: Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

Goal 6: We will monitor, project and plan for district facility needs.

Performance Objective 1: We will continue to implement a long term plan to address aging facilities.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Since passing last year's bond, we will continue to work to address facility needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implement a long term plan to address facility needs.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 10 - Perceptions 4				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 10: Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair. **Root Cause**: Age of building along with technology advances, safety mandates, and wear and tear.
Perceptions
Problem Statement 4: Travis Primary is a 67 year old facility which is causing issues with technology, security, and repair. **Root Cause**: Age of building along with technology advances, safety mandates, and wear and tear.

State Compensatory

Budget for Travis Primary

Total SCE Funds: $140,000.00
Total FTEs Funded by SCE: 1.5
Brief Description of SCE Services and/or Programs

Dyslexia supplementation, Literacy support, summer school and STAAR tutorials are supported with SCE funds.

Personnel for Travis Primary

Name	Position	FTE
Cathy Gray	Teacher	0.5
Mariana Hernandez	Literacy Support Bilingual	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards and any other actors as determined y the Local Educational Agency (LEA).

The Campus Needs Assessment was reviewed and revised on August 24, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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 school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title). the local educational agency to the extent feasible, tribes and tribal organizations, present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is available on the Sulphur Springs ISD website as well as the Travis campus web page.

It is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

3.1: Annually evaluate the schoolwide plan

An annual evaluation will be conducted at the end of the year. The data will be reviewed and shared with all stakeholders. Student data will be collected from scores that are obtained from the State of Texas Assessments of Academic Readiness (STAAR), Amplify m-Class, and NWEA MAP to determine the progress of our campus objectives and strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

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 school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Parent and Family Engagement Policy is distributed in the first six weeks each school year.

The Parent and Family Engagement Policy was distributed in English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. Travis Primary provides numerous opportunities for Parent and Family Engagement participation.

- Meet the Teacher/Welcome the Wildcats
- Campus Advisory Council
- Parent Committee Meeting
- Literacy Nights
- Math/Science Nights
- Fall & Spring Parent Conferences

Title I Personnel

Name	Position	Program	FTE
Ana Ramirez	Academic Specialist	Title I Schoolwide	1.0
Ashley Sanchez	Academic Paraprofessional	Title I Schoolwide	1.0
Jacqueline Espinoza	Academic Paraprofessional	Title I Schoolwide	1.0
Kim Slaughter	Math Interventionist	Title I Schoolwide	1.0
Kimberly Sartin	Academic Paraprofessional	Title I Schoolwide	1.0
Margarita Gonzalez	Academic Paraprofessional	Title I Schoolwide	1.0

Campus Advisory Committee

Committee Role	Name	Position
Parent	Denise Hurley	Parent
District-level Professional	Lisa Lantz	District Representative
Parent	Susan Mooney	Parent
Business Representative	Kelsey Cooper	Business Representative
Community Representative	Mindy Bell	Community Representative
Classroom Teacher	Abigail Stiltner	3rd Grade
Community Representative	Lisa Barclay	Community Representative
Classroom Teacher	Alejandra Santana	2nd Grade
Classroom Teacher	Emalee Bowley	1st Grade
Classroom Teacher	Blanca Aragon	1st Grade
Classroom Teacher	Kelly Robinson	2nd Grade
Non-classroom Professional	Grace Henderson	Counselor
Administrator	Ana Ramirez	Academic Specialist
Administrator	Michelle Wallace	Principal
Classroom Teacher	Maricela Resendiz	Kindergarten

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 General Fund</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>2</td><td>2</td><td>1</td><td>CIS</td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>PFE</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$32,500.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$32,500.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 24 State Comp Ed, Accelerated Ed</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>SCE Summer Remediation</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Salary</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$87,625.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$87,625.00</td></tr>
<tr><td colspan="6" align="center">211 Title I, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>SuccessEd</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Salary</td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td>Blackboard Connect</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$250,262.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$250,262.00</td></tr>
<tr><td colspan="6" align="center">288 Title IV, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$1,919.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$1,919.00</td></tr>
</table>

288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	$372,306.00
				Grand Total Spent	$0.00
				+/- Difference	$372,306.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. **Dropout Prevention**	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		High School Counselors	High School Office
9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION

• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  ○ Higher education admissions and financial aid, including sources of information
  ○ TEXAS grant program
  ○ Teach for Texas grant programs
  ○ The need to make informed curriculum choices for beyond high school
  ○ Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
12. Student Welfare: Crisis Intervention Programs & Training • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent for Elementary Education	Student Handbooks
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	44% (30% actual)	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	22%	47%	44%					9%	33%		42%	40%	47%
2021	25% (19%)	49% (22%)	48% (36%)					12% (0%)	35% (17%)		44% (18%)	42% (NA)	49% (NA)
2022	28%	51%	52%					15%	37%		46%	44%	51%
2023	31%	53%	56%					18%	39%		48%	46%	53%
2024	34%	55%	60%					21%	41%		50%	48%	55%

	All													
Stnd.	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
2019	39%	19%	45%	40%					6%	31%		40%	38%	45%

9/30/2019 Presented to the board in a workshop
10/7/2019 Reviewed Early Childhood Literacy Goals with Iron Team
10/21/2019 Shared with Board work done by Iron Team on ECL Goals

Early Childhood Literacy Progress Measure 1

EXAMPLE: The percent of PreK students that score on grade level or above in Cognitive Skills and Languange Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.

Yearly Target Goals

	2020			2021			2022		2023		2024	
	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
Cog												
Lang				47%	55%	65%	XX%	68%	XX%	71%	XX%	75%

Early Childhood Literacy Progress Measure 2

EXAMPLE: The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.

Yearly Target Goals

	2020	2021	2022	2023	2024
K	XX%	78%	83%	87%	90%
1st	XX%	67%	83%	87%	90%
2nd	XX%	67%	83%	87%	90%
3rd	XX%	76%	83%	87%	90%

Early Childhood Literacy Progress Measure 3

The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.

Yearly Target Goals

	2020	2021	2022	2023	2024
2nd		80% (80%)	83%	87%	90%
3rd	76%	80% (78%)	83%	87%	90%

On Grade Level Readers (non SPED)   +   SPED Students not on Grade level
_____

Total Studnets

227   +   28
_____

317

227 On Grade level
90 not on Grade level
28 of them SPED

Early Childhood Literacy Progress Measure 1

EXAMPLE: The percent of PreK students that score on grade level or above in Cognitive Skills and Languange Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.

Yearly Target Goals

	2020			2021			2022		2023		2024	
	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
Cog												
Lang				47%	55%	65%	XX%	68%	XX%	71%	XX%	75%

Early Childhood Literacy Progress Measure 2

EXAMPLE: The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.

Yearly Target Goals

	2020	2021	2022	2023	2024
K	XX%	78%	83%	87%	90%
1st	XX%	67%	83%	87%	90%
2nd	XX%	67%	83%	87%	90%
3rd	XX%	76%	83%	87%	90%

Early Childhood Literacy Progress Measure 3

The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.

Yearly Target Goals

	2020	2021	2022	2023	2024
2nd		80% (80%)	83%	87%	90%
3rd	76%	80% (78%)	83%	87%	90%

On Grade Level Readers (non SPED)	+	SPED Students not on Grade level		227 On Grade level
	Total Studnets			90 not on Grade level
				28 of them SPED
227	+	28		
	317			