

Sulphur Springs Independent School District

Travis Primary

2022-2023 Campus Improvement Plan



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 student'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 community partnerships are essential.

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Comprehensive Needs Assessment

Revised/Approved: September 28, 2022

Demographics

Demographics Summary

Travis Primary is a Kindergarten through third grade Title I campus in the Sulphur Springs ISD which serves 270 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. There are a total of 16 two-way DLE classrooms serving both 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	1.11%	Economically Disadvantaged	75.7%
Hispanic	72.22%	English Language Learners	60.74%
White	23.70%	At-Risk	68.15%
American Indian	0.0%	Gifted and Talented	4.44%
Asian	0.0%	Special Education	5.56%
Pacific Islander	0.0%		
Two or More Races	2.96%		

Travis Primary's staff consists of 24 highly qualified, certified teachers that includes our Literacy Support Specialist, Math Interventionaist, PE teacher, Music teacher and Counselor. Six 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 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

	2015- 2017	2017- 2018	2018- 2019	2019- 2020	2020 - 2021	2022 - 2023
All Students	98.8%	96.2%	96.8%	97.4%	96.7%	95.4%

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 15% of 3rd grade Economically Disadvantaged students scored Meets on the 2021-2022 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): 17% of 3rd grade Hispanic students scored Meets or Masters on the 2021-2022 Math STAAR test. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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 MCLASS and Reading A-Z in reading. Limited English Proficient (LEP) students are also 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 Primary utilizes Reading A-Z to assign reading levels for all students. This system is utilized district wide from K-4 to align student reading levels and support success for all students. Our beginning of year data indicates 53% of our total student population is reading below grade level. This is down from 65% at the beginning of last year and 74% at the beginning of previous year.

Reading A-Z English Levels:

2018-2019	BelowLevel	On Level	Above Level	2019-2020	Below Level	On Level	Above Level	2020-2021	Below Level	On Level	Above Level	2021-2022	Below Level	On Level	Above Level
Kindergarten				Kindergarten				Kindergarten				Kindergarten			
BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	36%	28%	36%	EOY	48%	26%	26%	EOY	17%	33%	50%	EOY	13%	33%	55%
Grade 1				Grade 1				Grade 1				Grade 1			
BOY	80%	12%	7%	BOY	55%	6%	39%	BOY	42%	23%	35%	BOY	26%	18%	56%
MOY	84%	2%	14%	MOY	39%	9%	52%	MOY	66%	4%	30%	MOY	55%	7%	38%
EOY	81%	0%	19%	EOY	55%	9%	36%	EOY	55%	4%	41%	EOY	58%	10%	33%
Grade 2				Grade 2				Grade 2				Grade 2			
BOY	60%	30%	10%	BOY	87%	0%	1%	BOY	43%	11%	46%	BOY	70%	15%	15%
MOY	68%	11%	21%	MOY	77%	13%	10%	MOY	19%	31%	50%	MOY	35%	10%	55%
EOY	50%	16%	34%	EOY	95%	0%	5%	EOY	12%	20%	68%	EOY	28%	17%	56%
Grade 3				Grade 3				Grade 3				Grade 3			
BOY	79%	10%	11%	BOY	42%	8%	50%	BOY	84%	8%	8%	BOY	18%	18%	64%
MOY	56%	6%	38%	MOY	41%	5%	54%	MOY	80%	10%	10%	MOY	14%	7%	79%
EOY	41%	14%	45%	EOY	49%	4%	47%	EOY	53%	7%	40%	EOY	3%	23%	70%

Reading A-Z Spanish Levels:

2018-2019	BelowLevel	On Level	Above Level	2019-2020	Below Level	On Level	Above Level	2020-2021	Below Level	On Level	Above Level	2021-2022	Below Level	On Level	Above Level
Kindergarten				Kindergarten				Kindergarten				Kindergarten			

2018-2019	Below Level	On Level	Above Level	2019-2020	Below Level	On Level	Above Level	2020-2021	Below Level	On Level	Above Level	2021-2022	Below Level	On Level	Above Level
BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	78%	13%	9%	EOY	55%	37%	8%	EOY	56%	22%	22%	EOY	33%	27%	40%
Grade 1				Grade 1				Grade 1				Grade 1			
BOY	73%	18%	10%	BOY	78%	9%	13%	BOY	51%	27%	22%	BOY	64%	13%	23%
MOY	68%	12%	20%	MOY	70%	12%	18%	MOY	58%	19%	23%	MOY	74%	9%	17%
EOY	62%	3%	35%	EOY	89%	7%	4%	EOY	53%	8%	39%	EOY	67%	6%	27%
Grade 2				Grade 2				Grade 2				Grade 2			
BOY	61%	37%	2%	BOY	56%	10%	34%	BOY	80%	8%	12%	BOY	57%	6%	37%
MOY	63%	25%	12%	MOY	73%	15%	12%	MOY	90%	8%	2%	MOY	53%	22%	25%
EOY	66%	24%	10%	EOY	93%	5%	2%	EOY	67%	23%	10%	EOY	64%	12%	24%
Grade 3				Grade 3				Grade 3				Grade 3			
BOY	88%	12%	0%	BOY	58%	25%	17%	BOY	83%	7%	10%	BOY	67%	23%	10%
MOY	68%	17%	15%	MOY	55%	13%	32%	MOY	71%	11%	18%	MOY	52%	0%	48%
EOY	53%	21%	26%	EOY	63%	12%	25%	EOY	68%	6%	26%	EOY	47%	13%	40%

Travis utilizes mCLASS for English and 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. Our goals are to minimize the percentage of students who score Intensive or Strategic and increase the percentage of students who score Benchmark on mCLASS in Spanish.

mCLASS (% of students by reporting category for each grade level in English)	2021-2022		2022-2023		2021-2022		2022-2023	
	Kindergarten	1st grade	2nd grade	3rd grade	Kindergarten	1st grade	2nd grade	3rd grade
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
% students Above Benchmark	18%	24%	21%	34%	20%	11%	23%	46%
% students At Benchmark	23%	30%	28%	24%	30%	39%	35%	28%
% students Below Benchmark	23%	24%	25.5%	15%	15%	22%	19%	13%
% students Well Below Benchmark	36%	22%	25.5%	27%	35%	28%	23%	13%
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
% students Above Benchmark	16%		18%		27%		5%	
% students At Benchmark	27%		38%		27%		54%	

2021-2022	Kindergarten		1st grade		2nd grade		3rd grade	
% students Below Benchmark	23%		26%		15%		23%	
% students Well Below Benchmark	25%		18%		31%		18%	

CLASS: 2021-2022	Kindergarten		1st grade		2nd grade		3rd grade	
Students by report category for each grade level in Spanish	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
% students Benchmark	56%	34%	37%	45%	55%	50%	27%	13%
% students Strategic	10%	31%	33%	26%	18%	20%	15%	27%
% students Intensive	34%	35%	30%	29%	27%	30%	58%	60%
2022-2023	Kindergarten		1st grade		2nd grade		3rd grade	
Students by report category for each grade level in Spanish	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
% students Above Benchmark	33%		11%		19%		30%	
% students Benchmark	52%		43%		47%		39%	
% students Strategic	9%		7%		6%		19%	
% students Intensive	6%		39%		28%		13%	

Travis Primary utilizes district developed checkpoints to assess student progress in math in first and second grade. Travis utilizes unit tests to assess student progress in math in third grade. Checkpoints and unit tests assess mastery of the content taught during a set 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 checkpoints.

Math Curriculum Checkpoints, Unit Tests & Readiness Assessment:

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 1						
Checkpoint 1	89%	81%	76%	73%	75%	
Checkpoint 2	94%	73%	65%	65%	79%	
Checkpoint 3	88%	85%	76%	67%	84%	
End of Year	91%	59%	NA	53%	73%	
Grade 2						
Checkpoint 1	75%	72%	58%	57%	59%	
Checkpoint 2	93%	91%	63%	70%	73%	
Checkpoint 3	88%	78%	70%	69%	72%	
End of Year	70%	66%	NA	55%	65%	
Grade 3						
Unit 1	48%	49%	63%	22%	60%	
Unit 2	59%	46%	63%	20%	49%	
Unit 3	58%	61%	73%	22%	40%	
Unit 4	56%	62%	67%	21%	71%	
Unit 5	56%	70%	NA	37%	63%	
Unit 6	NA	NA	NA	17%	85%	
Grade 3						

Computational Fluency BOY Meets	NA	NA	NA	NA	25%	
Computational Fluency EOY Meets	NA	NA	NA	NA	38%	

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.

STAAR

2017-2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	33%	67%	30%	19%
3 rd Reading Spanish	24%	76%	46%	20%
3 rd Math	41%	59%	27%	9%
2018-2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	38%	62%	30%	15%
3 rd Reading Spanish	29%	71%	44%	17%
3 rd Math	38%	62%	30%	8%
2019-2020 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	Not available	Not available	Not available	Not available
3 rd Reading Spanish	Not available	Not available	Not available	Not available
3 rd Math	Not available	Not available	Not available	Not available
2020-2021 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	61%	39%	15%	6%

3rd Reading Spanish	51%	49%	17%	9%
3rd Math	66%	34%	9%	1%
2021-2022 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3rd Reading	7%	93%	76%	48%
3rd Reading Spanish	50%	50%	37%	13%
3rd Math	41%	59%	13%	7%

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

Texas English Language Proficiency Assessment System (TELPAS)

Problem Statement 1 (Prioritized): 24% of Hispanic students scored Meets on the 2022 STAAR Reading test and 0% scored Masters. **Root Cause:** Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited and does not provide all supports English teachers are able to access.

Problem Statement 2 (Prioritized): On 2022-2023 STAAR, 32% of 3rd grade students scored Meets or Masters Grade level 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.

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 are serving on committees to write a district wide curriculum. Teachers utilize data to drive the instruction and planning based on the deficits in checkpoint scores and reading levels. 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. Travis teachers previously received training in Gomez & Gomez to provide an effective process for teaching reading and math. 100% of Travis staff has attended Capturing Kids' Hearts training to increase our overall academic and behavioral success, and build relational capacity between staff and students. All ELAR teachers have participated in a reading boot camp to reinforce our targeted and individualized 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 monthly 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 documents are not as developed in Spanish as they are in English to provide TEKS clarification and support for instruction.

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

Problem Statement 3 (Prioritized): Students not working as partners effectively and completing peer assignments or interacting well with others. **Root Cause:** Students have inability to regulate emotions and solve problems with best outcome.

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 Twitter, Remind notifications, Blackboard Connect and school marquee.

Travis Primary is a Capturing Kids' Hears National Showcase School award winner three years running and implements the CKH 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 from The Oaks Bed and Breakfast, Jordan's Place Pediatrics, CBJ Printing, Watson Realtors, Hampton Inn, State Farm and Town & Country Cleaners. 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 participate in the implementation of Capturing Kids' Hearts and 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 daily 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. Numeric grades are no longer given and students do not have a lot of take home 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): 77% of parents feel parent input about student learning needs is respected and valued. **Root Cause:** Parent participation has still been affected by closed campuses during the Covid 19 Pandemic.

Priority Problem Statements

Problem Statement 1: Only 15% of 3rd grade Economically Disadvantaged students scored Meets on the 2021-2022 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

Problem Statement 3: 24% of Hispanic students scored Meets on the 2022 STAAR Reading test and 0% scored Masters.

Root Cause 3: Students are not making adequate yearly progress in reading and reading curriculum for Spanish is limited and does not provide all supports English teachers are able to access.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: Instruction is not reaching the level of rigor required to fully cover TEKS.

Root Cause 7: Curriculum support documents are not as developed in Spanish as they are in English to provide TEKS clarification and support for instruction.

Problem Statement 7 Areas: School Processes & Programs

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. Numeric grades are no longer given and students do not have a lot of take home work.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: 17% of 3rd grade Hispanic students scored Meets or Masters on the 2021-2022 Math STAAR test.

Root Cause 2: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 2 Areas: Demographics

Problem Statement 4: On 2022-2023 STAAR, 32% of 3rd grade students scored Meets or Masters Grade level 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: Student Learning

Problem Statement 8: Lack of full understanding of Gomez and Gomez model and how to implement.

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

Problem Statement 8 Areas: School Processes & Programs

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: Perceptions

Problem Statement 10: Students not working as partners effectively and completing peer assignments or interacting well with others.

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

Problem Statement 10 Areas: 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: Perceptions

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: Perceptions

Problem Statement 12: 77% of parents feel parent input about student learning needs is respected and valued.

Root Cause 12: Parent participation has still been affected by closed campuses during the Covid 19 Pandemic.

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: Students will be encouraged and challenged to meet their full potential.

Performance Objective 1: 80% of all students will read on grade level according to district goals by end of year testing.

Evaluation Data Sources: A-Z Benchmark passages

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) All ELAR and SLAR teachers will continue to implement developmentally appropriate programs which support the TEKS through the use of phonemic awareness/oral language activities, DIBELS/IDEL, Amplify, Benchmark, Fountas & Pinnell, Reading A-Z , "Writing Road to Reading", IXL, and Education Galaxy.</p> <p>Strategy's Expected Result/Impact: Teachers will increase rigor in the classroom and will provide quality reading instruction and practice. The expected impact will be for 80% of students to be reading on grade level by May 2022.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Teacher ELAR Classroom teachers</p> <p>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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Amplify - 211 Title I, Part A - \$9,000, Reading A-Z - 211 Title I, Part A - \$3,000, Education Galaxy - 211 Title I, Part A - \$3,700, CoGat - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Campus instructional leaders and teacher leaders will deepen their understanding of and ability to address, through clear roles and responsibilities, the specific academic needs of all student groups.</p> <p>Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by:</p> <ul style="list-style-type: none"> (1) teacher implementation of Gomez & Gomez (2) the increased use of Reading A-Z. (3) the use of data assessment from the Universal Reading screener (4) teacher implementation of IXL computer program as an intervention to meet student needs. (5) the use of DIBELS/IDEL data and Amplify/IDEL interventions. (6) use of master scheduling for optimum classroom instruction time (7) instruction enhanced through 1:1 iPad initiative <p>Staff Responsible for Monitoring: Classroom teachers Principal Academic Specialist Literacy Support teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: IXL - 211 Title I, Part A - \$6,300</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 2: With a focus on rigor in the classroom, at least 70% of all student groups will score at least satisfactory on district level assessments.

Evaluation Data Sources: District based assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provide supplementary services and resources including but not limited to IXL, Brain Pop Jr., Seesaw, Reflex Math, Reading A-Z, Motivation Math, MClass DIBELS/IDEL Interventions, Education Galaxy, and CogAT to increase the academic achievement of special student populations in all core content areas by EOY.</p> <p>Strategy's Expected Result/Impact: Student subpopulations will increase their academic achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Brain Pop - 211 Title I, Part A - \$1,700, SCE Summer Remediation - 199 PIC 30 State Comp Ed, Title IA, Schoolwide - \$5,000, SuccessEd - 211 Title I, Part A - \$300, Reflex Math - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting allowing intervention to be achieved for all students.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 3: With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all student demographic groups on the 2022 STAAR.





Evaluation Data Sources: 2022 STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and support staff will ensure that quality instruction is maintained in the classroom as well as intervention time.</p> <p>Strategy's Expected Result/Impact: Teachers will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Teachers Interventionists</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$97,942, Salary - 211 Title I, Part A - \$274,371</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 4: Genius Hour: All students will experience innovative thinking through problem solving activities in genius hour.





Evaluation Data Sources: Samples of lessons, student participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Genius Hour to allow all students to experience innovative thinking through problem solving activities.</p> <p>Strategy's Expected Result/Impact: Critical thinking will increase; students will try new things</p> <p>Staff Responsible for Monitoring: Teachers Principal Academic Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: During the 2021-2022 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			
<p>Strategy 1: Ongoing use of safety support systems including but not limited to: Campus Safety Officer Safety Drills Raptor System Security Cameras Two Way Radios Emergency Preparedness Plan</p> <p>Strategy's Expected Result/Impact: To ensure 100% safe and secure campus for all students and staff members.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer Principal Academic Specialist Nurse</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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			
<p>Strategy 1: Continued implementation of Capturing Kids' Hearts (CKH) schoolwide as well as campus behavior incentives for all grade levels K-3.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and increase in overall safe and secure campus climate and increase time spent on academics by decreasing disciplinary issues.</p> <p>Staff Responsible for Monitoring: CKH Process Champions Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted support for SEL (Social Emotional Learning) campus wide including all stakeholders utilizing CKH, Trauma Informed School Training and other social emotional skill processes.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor CIS Personnel (Communities in Schools) Teachers Principal</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$16,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Provide excellent facilities 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 Strategy's Expected Result/Impact: Determine the needs of campus for facility upgrades.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 1: Increase use of high-yield instructional practices per Fundamental Five processes and Gomez & Gomez model by 10%.





Evaluation Data Sources: Strive Appraisal System, Gomez & Gomez Walk Throughs, ILT Walk Throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components and Gomez & Gomez DLE model.</p> <p>Strategy's Expected Result/Impact: Increase in overall student academic performance across all content areas</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist ILT (Instructional Leadership Team)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff members will be trained to effectively and efficiently use the Gomez & Gomez model to reach students of all levels and have an understanding of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Region 8 Contract - 270 RLIS - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 2: Increase teacher retention rate by 10% by providing leaders of learning training.





Evaluation Data Sources: TAPR Report, Principal, Academic Specialist

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of supports through District Of Innovation, New Teacher Academy, and SSISD Mentor Program</p> <p>Strategy's Expected Result/Impact: Decreased turnover rate by continuing to provide support to newly hired and retained staff members.</p> <p>Staff Responsible for Monitoring: Principal, Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in overall participation and positive interactions with all stakeholders and better understanding of services provided to students daily.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Counselor</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE - 211 Title I, Part A - \$1,700</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Keep parents and stakeholders informed of student progress and school events and activities.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Teachers</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Blackboard Connect - 211 Title I, Part A - \$350</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

Performance Objective 2: Students will be provided opportunities to pursue their passion in partnership with families and community.

Evaluation Data Sources: Volunteer sign-in logs

Strategy 1 Details	Reviews			
Strategy 1: Implement a CAT Club for 3rd grade with family and community volunteers. Strategy's Expected Result/Impact: Provide students opportunities to pursue personal passions and provide more opportunity for family and community involvement at the campus level.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Travis Primary

Total SCE Funds: \$140,000.00

Total FTEs Funded by SCE: 3

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kimberly Jones	Academic Paraprofessional	1
Maria Mejia	Teacher	1
Mariana Hernandez	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Walker	Academic Paraprofessional	Title I Schoolwide	1.0
Ana Ramirez	Academic Specialist	Title I Schoolwide	1.0
Ashley Sanchez	Academic Paraprofessional	Title I Schoolwide	1.0
Carolyn Rowe	Teacher	Title I Schoolwide	1.0
Kim Slaughter	Teacher	Title I Schoolwide	1.0
Lourdes Garcia	Academic Paraprofessional	Title I Schoolwide	1.0
Margarita Gonzalez	Academic Paraprofessional	Title I Schoolwide	1.0

Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salary		\$97,942.00
2	2	2	CIS		\$16,500.00
Sub-Total					\$114,442.00
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Summer Remediation		\$5,000.00
Sub-Total					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Amplify		\$9,000.00
1	1	1	Reading A-Z		\$3,000.00
1	1	1	Education Galaxy		\$3,700.00
1	1	1	CoGat		\$2,000.00
1	1	2	IXL		\$6,300.00
1	2	1	Brain Pop		\$1,700.00
1	2	1	SuccessEd		\$300.00
1	2	1	Reflex Math		\$3,000.00
1	3	1	Salary		\$274,371.00
4	1	1	PFE		\$1,700.00
4	1	2	Blackboard Connect		\$350.00
Sub-Total					\$305,421.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contract		\$6,000.00
Sub-Total					\$6,000.00

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ 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 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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
<p>11. Sexual Abuse and Maltreatment of Children</p>	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	
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p>14. Texas Behavior Support Initiative (TBSI)</p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • 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														
Std.	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 Language 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		
Cog	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
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 Language 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		
Cog	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
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