

# Sulphur Springs Independent School District

## Travis Primary

### 2019-2020 Campus Improvement Plan



# Mission Statement

Sulphur Springs ISD Mission Statement (Why do we exist?) The mission of the Sulphur Springs Independent School District is to provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

## Vision

Sulphur Springs ISD Vision Statement (What kind of school do we hope to become?) Educating All Students to Their Fullest Potential

## Core Beliefs

Travis Primary Core Belief Statement (What do we believe as a school?) Extra Effort Equals Excellence.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Students will be encouraged and challenged to meet their full potential.	21
Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.	27
Goal 3: Students will be taught by highly qualified and exceptionally trained staff.	29
Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.	32
State Compensatory	34
Budget for Travis Primary:	34
Personnel for Travis Primary:	35
Title I Schoolwide Elements	36
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	36
1.1: Comprehensive Needs Assessment	36
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	36
2.1: Campus Improvement Plan developed with appropriate stakeholders	36
2.2: Regular monitoring and revision	36
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	37
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	37
3.1: Develop and distribute Parent and Family Engagement Policy	38
3.2: Offer flexible number of parent involvement meetings	38
Title I Personnel	39
Campus Advisory Committee	40
Campus Funding Summary	41



# Comprehensive Needs Assessment

Revised/Approved: October 02, 2019

## Demographics

### Demographics Summary

Travis Primary is a Kindergarten through third grade Title I campus in the Sulphur Springs ISD which serves 334 students and is located in Hopkins County, Texas. The campus has a total classroom count of 19 and is the designated Dual Language Enrichment campus for the district serving all bilingual students in one-way and two-way programs. There are a total of 8 general education classrooms, 2 second grade and 4 third grade. There are a total of 12 DLE classrooms, 4 two-way kindergarten classes, 4 two-way first grade, 2 second grade one-way, and 2 third grade one-way classes. There is one self-contained special education class serving third grade students. 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	3.9%	Economically Disadvantaged	81.04%
Hispanic	63.2%	English Language Learners	57.2%
White	28.1%	At-Risk	91%
American Indian	0.6%	Gifted and Talented	0.3%
Asian	0.3%	Special Education	5.4%
Pacific Islander	0.3%		
Two or More Races	2.7%		

Travis Primary's staff consists of 28 highly qualified, certified teachers that includes our Literacy Support Specialists, PE teacher, Music teacher and Counselor. Six paraprofessionals provide instructional support and intervention for our students. Travis shares traveling staff members with three other campuses including two Dyslexia teachers and a Special Education teacher who all provide instruction to our students during WIN (What I Need) time. Our office personnel consists of our campus 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

	<b>2014 - 2015</b>	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>
<b>All Students</b>	96.9%	96.9%	98.8%	96.2%	96.8%

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. The attendance rate at Travis Primary, at 96.8%, is above the state and district rates.
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:** Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading STAAR test. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

**Problem Statement 2:** 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and Math STAAR test. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

# Student Academic Achievement

## Student Academic Achievement 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 TPRI (Texas Primary Reading Inventory) 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 74% of our total student population is reading below grade level.

### Reading A-Z English Levels:

2017-2018	Below Level	On Level	Above Level	2018-2019	Below Level	On Level	Above Level	2019-2020	Below Level	On Level	Above Level
<b>Kindergarten</b>				<b>Kindergarten</b>				<b>Kindergarten</b>			
BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	NA	NA	NA	EOY	36%	28%	36%	EOY			
<b>Grade 1</b>				<b>Grade 1</b>				<b>Grade 1</b>			
BOY	85%	4%	11%	BOY	80%	12%	7%	BOY	55%	6%	39%
MOY	86%	4%	10%	MOY	84%	2%	14%	MOY			
EOY	57%	14%	29%	EOY	81%	0%	19%	EOY			
<b>Grade 2</b>				<b>Grade 2</b>				<b>Grade 2</b>			
BOY	65%	12%	23%	BOY	60%	30%	10%	BOY	87%	0%	13%
MOY	69%	20%	11%	MOY	68%	11%	21%	MOY			
EOY	67%	10%	23%	EOY	50%	16%	34%	EOY			
<b>Grade 3</b>				<b>Grade 3</b>				<b>Grade 3</b>			
BOY	NA	NA	NA	BOY	79%	10%	11%	BOY	42%	8%	50%
MOY	NA	NA	NA	MOY	56%	6%	38%	MOY			
EOY	NA	NA	NA	EOY	41%	14%	45%	EOY			

**Reading A-Z Spanish Levels:**

2017-2018	Below Level	On Level	Above Level	2018-2019	Below Level	On Level	Above Level	2019-2020	Below Level	On Level	Above Level
<b>Kindergarten</b>				<b>Kindergarten</b>				<b>Kindergarten</b>			
BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	NA	NA	NA	EOY	78%	13%	9%	EOY			
<b>Grade 1</b>				<b>Grade 1</b>				<b>Grade 1</b>			
BOY	77%	7%	16%	BOY	73%	18%	10%	BOY	78%	9%	13%
MOY	82%	7%	11%	MOY	68%	12%	20%	MOY			
EOY	40%	27%	33%	EOY	62%	3%	35%	EOY			
<b>Grade 2</b>				<b>Grade 2</b>				<b>Grade 2</b>			
BOY	88%	10%	2%	BOY	61%	37%	2%	BOY	56%	10%	34%
MOY	81%	17%	2%	MOY	63%	25%	12%	MOY			
EOY	46%	40%	14%	EOY	66%	24%	10%	EOY			
<b>Grade 3</b>				<b>Grade 3</b>				<b>Grade 3</b>			
BOY	NA	NA	NA	BOY	88%	12%	0%	BOY	58%	25%	17%
MOY	NA	NA	NA	MOY	68%	17%	15%	MOY			
EOY	NA	NA	NA	EOY	53%	21%	26%	EOY			

Travis utilizes TPRI to assess the many components of reading to help determine what areas Kindergarten and 1st grade students are in need of intervention and which students are in need of enrichment services. Our goals are to minimize the percentage of students on Tier 3 (significantly below grade level) and to increase the percentage of students on Tier 1 (on grade level).

**TPRI:**

2019-2020	Tier 1	Tier 2	Tier 3
<b>Kindergarten</b>			
BOY			
MOY			
EOY			
<b>Grade 1</b>			
BOY			



2019-2020	Tier 1	Tier 2	Tier 3
MOY			
EOY			

**Tejas Lee Spanish:**

2016-2017	Tier 1	Tier 2	Tier 3
<b>Kindergarten</b>			
BOY			
MOY			
EOY			
<b>Grade 1</b>			
BOY			
MOY			
EOY			

Travis Primary utilizes district developed checkpoints to assess student progress in math. Checkpoints 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:**

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Grade 1</b>				
Checkpoint 1	77%	89%	81%	
Checkpoint 2	85%	94%	73%	
Checkpoint 3	91%	88%	85%	
End of Year	84%	91%	59%	
<b>Grade 2</b>				
Checkpoint 1	80%	75%	72%	
Checkpoint 2	85%	93%	91%	
Checkpoint 3	95%	88%	78%	
End of Year	80%	70%	66%	
<b>Grade 3</b>				

Checkpoint 1	NA	NA	NA	
Checkpoint 2	NA	NA	NA	
Checkpoint 3	NA	NA	NA	
End of Year	NA	NA	NA	

## STAAR

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

Travis utilizes the Texas English Language Proficiency Assessment System (TELPAS) to measure English language acquisition of all LEP students. LEP 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)

**Yearly Progress in TELPAS Composite Rating:**

	Progressed One Proficiency Level		Progressed Two Proficiency Levels		Progressed Three Proficiency Levels		Progressed At Least One Proficiency Level	
<b>FIRST GRADE</b>								
2016: Matched Students (47)	17	35%	2	4%	0	0%	19	40%
2017: Matched Students (51)	16	33%	1	2%	0	0%	17	35%
2018: Matched Students (NA)	NA	NA	NA	NA	NA	NA	NA	NA
2019: Matched Students (46)	14	30%	0	0%	0	0%	14	30%
<b>SECOND GRADE</b>								
2016: Matched Students (48)	26	55%	16	34%	1	2%	43	93%
2017: Matched Students (48)	32	63%	10	20%	1	2%	43	84%
2018: Matched Students (NA)	NA	NA	NA	NA	NA	NA	NA	NA
2019: Matched Students (46)	22	48%	1	2%	0	0%	23	23%
<b>THIRD GRADE</b>								
2016: Matched Students (NA)	NA	NA	NA	NA	NA	NA	NA	NA
2017: Matched Students (NA)	NA	NA	NA	NA	NA	NA	NA	NA
2018: Matched Students (NA)	NA	NA	NA	NA	NA	NA	NA	NA
2019: Matched Students (44)	18	41%	1	2%	0	0%	19	43%

**Student Academic Achievement Strengths**

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

1. Third grade students went from 16% reading on or above level BOY to 53% reading on or above level EOY.
2. By third grade, 43% of our LEP students gained at least one proficiency level on TELPAS.
3. Students track their own reading level progress and set personal goals.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level. **Root Cause:** Students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 2:** On 2018-2019 STAAR, 50% of 3rd grade students scored Meets or Masters Grade level in Reading and 38% of 3rd grade students scored Meets or Masters Grade level in Math. **Root Cause:** First year of restructure and 67% of reading and math teachers were new to campus and new to subject area.

# 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 Daily 5 to provide an effective process for teaching reading. 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. All Math teachers have participated in Math Workshop training to implement guided math, learning stations and reflection into our daily math 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:** Lack of strong teacher leaders in all grade levels. **Root Cause:** Teacher lack of confidence to lead and leadership skills necessary to lead.

**Problem Statement 2:** Lack of fidelity on implementation of Capturing Kids' Hearts. **Root Cause:** Teachers not utilizing all components of Capturing Kids' Hearts.

# Perceptions

## Perceptions Summary

The vision of Sulphur Springs ISD is *Educating All Students to their Potential*. 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: Extra Effort Equals Excellence.

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.

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 and Jordan's Place Pediatrics. 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 92% of staff and 89% of parents agree that teachers and staff believe all students can learn.
2. Campus surveys indicate that 96% of staff and 83% of parents agree that Travis offers opportunities for parents to be involved.
3. Campus surveys indicate that 92% of staff and 94% 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:** 88% 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.

**Problem Statement 2:** 80% 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:** 87% of staff members feel emergency procedures are clearly communicated and understood. **Root Cause:** Breakdown in communication of procedures and explaining exit routes and drill expectations.



# Priority Problem Statements

**Problem Statement 1:** Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading 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 2:** 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and 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 3:** 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level.

**Root Cause 3:** Students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** On 2018-2019 STAAR, 50% of 3rd grade students scored Meets or Masters Grade level in Reading and 38% of 3rd grade students scored Meets or Masters Grade level in Math.

**Root Cause 4:** First year of restructure and 67% of reading and math teachers were new to campus and new to subject area.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** 88% 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.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 80% 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 8:** Lack of strong teacher leaders in all grade levels.

**Root Cause 8:** Teacher lack of confidence to lead and leadership skills necessary to lead.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Lack of fidelity on implementation of Capturing Kids' Hearts.

**Root Cause 9:** Teachers not utilizing all components of Capturing Kids' Hearts.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 87% of staff members feel emergency procedures are clearly communicated and understood.

**Root Cause 10:** Breakdown in communication of procedures and explaining exit routes and drill expectations.

**Problem Statement 10 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- 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 Source(s) 1:** A-Z Benchmark passages

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction            1) 1) All ELAR teachers will continue to implement developmentally appropriate programs which support the TEKS through the use of phonemic awareness/oral language activities, TPRI, Fountas &amp; Pinnell, Reading A-Z and Spalding "Writing Road to Reading", IXL, and Education Galaxy.</p>	2.4, 2.5, 2.6	Principal Academic Specialist Literacy Support Teacher ELAR Classroom teachers	Teachers will increase rigor in the classroom and will provide quality reading instruction and practice. The expected impact will be for 80% of first and second grade students to be reading on grade level by May 2018.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2  <b>Funding Sources:</b> 211 Title I, Part A - 11000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Connect high school to career and college  Improve low-performing schools  <b>ESF Levers</b>  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>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>	2.4, 2.5, 2.6	Classroom teachers Principal Academic Specialist Literacy Support teacher	Increase in student's academic achievement as demonstrated by: (1) teacher implementation of Daily 5 (2) the increased use of Reading A-Z books and passages and MyOn for 3rd graders. (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 TPRI data and TPRI interventions.				
<p><b>Problem Statements:</b> Demographics 1, 2</p>							
							

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 1:</b> Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading STAAR test. <b>Root Cause 1:</b> Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).</p>
<p><b>Problem Statement 2:</b> 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and Math STAAR test. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level. <b>Root Cause 1:</b> Students are not making adequate yearly progress to close the gaps in reading.</p>
<p><b>Problem Statement 2:</b> On 2018-2019 STAAR, 50% of 3rd grade students scored Meets or Masters Grade level in Reading and 38% of 3rd grade students scored Meets or Masters Grade level in Math. <b>Root Cause 2:</b> First year of restructure and 67% of reading and math teachers were new to campus and new to subject area.</p>

**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 Source(s) 2:** District based assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction</p> <p>1) 1) Provide supplementary services and resources including but not limited to IXL, Brain Pop Jr., Spalding, MyOn, Reading A-Z, Motivation Math, TPRI Interventions, Education Galaxy, and CogAT to increase the academic achievement of special student populations in all core content areas by EOY.</p>	2.4, 2.5, 2.6	Principal Academic Specialist	Students will show an increase of at least 5% on district level assessments.				
<p><b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1  <b>Funding Sources:</b> 211 Title I, Part A - 7300.00, 199 PIC 30 State Comp Ed, Title IA, Schoolwide - 5000.00</p>							
							

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading STAAR test. <b>Root Cause 1:</b> Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).</p>

### Demographics

**Problem Statement 2:** 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and Math STAAR test. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

### Student Academic Achievement

**Problem Statement 1:** 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level. **Root Cause 1:** Students are not making adequate yearly progress to close the gaps in reading.



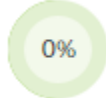



**Goal 1:** Students will be encouraged and challenged to meet their full potential.

**Performance Objective 3:** With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all groups on the 2020 STAAR.

**Evaluation Data Source(s) 3:** 2020 STAAR results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 1) Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need through the use of Kilgo method of data analysis.	2.4, 2.6	Principal Academic Specialist Teachers Team Leads	Teachers will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR.				
				<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 263 Title III, LEP - 23500.00			
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 2) Provide academic interventions during WIN (What I Need) to increase academic achievement in the core content areas based on the needs/levels of students.	2.5	Principal Academic Specialist Teachers Interventionists	Students will exhibit progress and growth in reading levels, checkpoints, and STAAR.				
				<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading STAAR test. **Root Cause 1:** Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

**Problem Statement 2:** 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and Math STAAR test. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

## Student Academic Achievement

**Problem Statement 1:** 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level. **Root Cause 1:** Students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 2:** On 2018-2019 STAAR, 50% of 3rd grade students scored Meets or Masters Grade level in Reading and 38% of 3rd grade students scored Meets or Masters Grade level in Math. **Root Cause 2:** First year of restructure and 67% of reading and math teachers were new to campus and new to subject area.

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

**Performance Objective 1:** During the 2019-2020 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 Source(s) 1:** Emergency Preparedness Manual Logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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		Campus Safety Officer Principal Academic Specialist	To ensure 100% safe and secure campus for all students and staff members.				
<b>Problem Statements:</b> Perceptions 3							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 3:</b> 87% of staff members feel emergency procedures are clearly communicated and understood. <b>Root Cause 3:</b> Breakdown in communication of procedures and explaining exit routes and drill expectations.

**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 academic, social and mental health needs by 5%.

**Evaluation Data Source(s) 2:** Counseling logs, Office Referral Data in AWARE, Behavior Interventionist Anecdotal Notes

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Review, reinforce, and consistently implement the components of Capturing Kids Hearts with all staff.	2.4, 2.5, 2.6	CKH Champions	Decrease in office referrals and increase in overall safe and secure campus climate and increase time spent on academics by decreasing disciplinary issues.				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 211 Title I, Part A - 2000.00							

**Performance Objective 2 Problem Statements:**


<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Lack of fidelity on implementation of Capturing Kids' Hearts. <b>Root Cause 2:</b> Teachers not utilizing all components of Capturing Kids' Hearts.

### 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 by 10%.

**Evaluation Data Source(s) 1:** Strive Appraisal System

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 3: Positive School Culture 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.	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in overall student academic performance across all content areas				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2							
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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.	2.4, 2.5, 2.6	Principal	Staff members will be trained to effectively and efficiently use the campus designed instructional delivery method to reach students of all levels and have an understanding of grade level curriculum.				
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1							
							

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Only 34% of 3rd grade Economically Disadvantaged students scored Meets on the 2018-2019 Reading STAAR test. **Root Cause 1:** Teachers need strategies for creating lessons at the same level of rigor as the standards (TEKS).

**Problem Statement 2:** 0% of 3rd grade Special Education students scored Meets or Masters on the 2018-2019 Reading and Math STAAR test. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

### Student Academic Achievement

**Problem Statement 1:** 54% of English speaking students are reading below grade level and 65 % of Limited English Proficient (LEP) students are reading below grade level. **Root Cause 1:** Students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 2:** On 2018-2019 STAAR, 50% of 3rd grade students scored Meets or Masters Grade level in Reading and 38% of 3rd grade students scored Meets or Masters Grade level in Math. **Root Cause 2:** First year of restructure and 67% of reading and math teachers were new to campus and new to subject area.

### School Processes & Programs

**Problem Statement 1:** Lack of strong teacher leaders in all grade levels. **Root Cause 1:** Teacher lack of confidence to lead and leadership skills necessary to lead.

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

**Performance Objective 2:** Increase teacher retention rate by 10%.

**Evaluation Data Source(s) 2:** TAPR Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of the following supports: District of Innovation, New Teacher Academy and Mentor Program		Principal	Decreased turnover rate				
<b>Problem Statements:</b> School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Lack of strong teacher leaders in all grade levels. <b>Root Cause 1:</b> Teacher lack of confidence to lead and leadership skills necessary to lead.

## 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 Source(s) 1:** Travis Primary Parent and Staff Surveys

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Campus will continue providing multiple opportunities for parents and community members to participate in campus events and activities and conference regarding academic progress and opportunities for intervention and assistance.	3.1, 3.2	Principal Academic Specialist Counselor	Increase in overall participation and positive interactions with all stakeholders and better understanding of services provided to students daily.				
				<b>Problem Statements:</b> Perceptions 1, 2			
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Campus will communicate regularly with parents and stakeholders to keep them informed of academic progress and campus events and activities.	3.1, 3.2	Principal Academic Specialist Teachers	Keep parents and stakeholders informed of student progress and school events and activities.				
				<b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> 211 Title I, Part A - 2000.00			

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 88% of parents feel staff give timely and appropriate feedback on student work. <b>Root Cause 1:</b> Breakdown in communication regarding observations of daily classroom progress by staff.



## Perceptions

**Problem Statement 2:** 80% of parents feel students are able to get extra help from teachers when needed. **Root Cause 2:** Breakdown in communication regarding daily opportunities for support provided to students.

# State Compensatory

## Budget for Travis Primary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
61XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$148,000.00
	<b>6100 Subtotal:</b>	<b>\$148,000.00</b>

## Personnel for Travis Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolyn Rowe	Teacher	SCE	1.0
Maria Mejia	Teacher	SCE	1.0
Mariana Hernandez	Teacher	SCE	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **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, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Travis Primary CNA was reviewed and revised on May 2019 and October 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **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, paraprofessionals 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.

The following individuals assisted with the review of the CIP: Ana Ramirez, Lisa Lantz, Jody McNally, Claudia Rivera, Sarah Phillips, Yadira Preciado, Kim Moore, Sulema Martinez, Morgan Nutt, Michael Boles, Mallory Horne, Denise Hurley, Ana Aguilar, Michelle Wallace

### **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.

The Travis Primary CNA was reviewed and revised on May 2019 and October 2019.

## **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 Travis Primary CIP is available on the SSISD website as well as the Travis Primary campus website.

The Travis Primary CIP is distributed in English.

## **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 disadvantaged 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.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: 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 Travis Primary Parent and Family Engagement Policy was distributed on August 2019.

The Travis Primary Parent and Family Engagement Policy was distributed in English.

### **3.2: 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.

The Travis Primary campus Parent and Family Engagement meeting was held at Travis Primary on August 27, 2019 at 6:00 p.m. for Kindergarten & 1<sup>st</sup> grade and 6:15 p.m. for 2<sup>nd</sup> & 3<sup>rd</sup> grade. Travis Primary Family Literacy Night was held on October 15, 2018 at 6:00 p.m.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Ramirez	Academic Specialist	Title I Schoolwide	1.0
Carolina Mejia	Academic Paraprofessional	Title I Schoolwide	1.0
Karina Perez	Academic Paraprofessional	Title I Schoolwide	1.0
Kimberly Jones	Academic Paraprofessional	Title I Schoolwide	1.0
Maria Sosa	Academic Paraprofessional	Title I Schoolwide	1.0
Monica Hernandez	Academic Paraprofessional	Title I Schoolwide	1.0
Sarafina Clayton	Teacher	Title I Schoolwide	1.0

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Michelle Wallace	Principal
Classroom Teacher	Alejandra Santana	Kindergarten DLE
Administrator	Ana Ramirez	Academic Specialist
Non-classroom Professional	Lisa Lantz	Counselor
Classroom Teacher	Kim Ewalt	2nd Grade
Classroom Teacher	Claudia Rivera	1st Grade DLE
Classroom Teacher	Sarah Phillips	1st Grade
Classroom Teacher	Yadira Preciado	2nd Grade DLE
Classroom Teacher	Cyndi Taylor	3rd Grade
Classroom Teacher	Sulema Martinez	3rd Grade DLE
Classroom Teacher	Morgan Nutt	3rd Grade
Community Representative	Denise Hurley	Community Representative
Business Representative	Mallory Horne	Business Representative
Parent	Allison Miesse	Parent
District-level Professional	Ana Aguilar	District Representative



# Campus Funding Summary

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
<b>Sub-Total</b>					<b>\$5,000.00</b>
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TPRI		\$2,000.00
1	1	1	Reading A-Z		\$3,000.00
1	1	1	Education Galaxy		\$4,000.00
1	1	1	CoGat		\$2,000.00
1	2	1	IXL		\$3,000.00
1	2	1	Brain Pop		\$1,000.00
1	2	1	SuccessEd		\$300.00
1	2	1	Reflex Math		\$3,000.00
2	2	1	Capturing Kids' Hearts Training		\$2,000.00
4	1	2	Parent and Family Engagement Funding		\$2,000.00
<b>Sub-Total</b>					<b>\$22,300.00</b>
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	BE/ESL Staff and Resources		\$23,500.00
<b>Sub-Total</b>					<b>\$23,500.00</b>
<b>Grand Total</b>					<b>\$50,800.00</b>

# 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
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	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
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
<b>5. Dropout Prevention</b>	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		High School Counselors	High School Office
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b>	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"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:               <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p><b>11. Sexual Abuse and Maltreatment of Children</b></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><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<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><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<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><b>14. Texas Behavior Support Initiative (TBSI)</b></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"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>			
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria