

**El Paso Independent School District
Travis Elementary School
2019-2020 Campus Improvement Plan**



Mission Statement

Travis Elementary School serves a diverse multicultural learning community committed to preparing students academically and socially through blended learning to be college and career ready.

Vision

Travis Elementary is dedicated to creating a safe learning community where each and every student is actively engaged using 21st Century Skills. We strive to be compassionate and responsible citizens with a focus on academic growth and excellence.

Value Statement

Strategic Priorities

- Active Learning
- Blended Learning
- Response to Intervention
- Community Partnership

Principles:

1. Focus on Travis vision.
2. Reflect core beliefs, including students coming first in all actions and decision-making.
3. Build upon the established Strategic Priorities.
4. Ensure all stakeholders are committed and actively involved.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Elementary is a diverse campus made up of a local community as well as a military population. The campus population is predominately Hispanic with 89.31% Economically Disadvantaged students. Travis serves a high number of students who are coded AT-Risk. The campus has seen the number of students coded At-Risk drop in the past three years to the current 61.64%. The student population does not remain consistent with high mobility rates of 40% – 43% within the local community with a dwindling military community. Student attendance was at a three year high this past year until the flu outbreak in January. The campus attendance rate is higher than the district and state rate. Travis continues to use positive incentives to maintain and promote student attendance. Travis will continue to follow up with students with excessive absences and implement appropriate action plans such as the 45 day plan to address absenteeism.

This year there was an increase in student numbers due to the closing of nearby Burnet ES. Parents of the area have been given the choice to attend any of the schools nearby with transportation from the district. Also the boundary of the area has increased six blocks to the south and two blocks to the east of Travis ES. The demographic from the new area communities is at risk, economically disadvantaged, ELL.

Travis has continually and will continue to recruit and hire only Highly-Qualified Teachers and Paraprofessionals to assist and teach students. Travis will continue to hire Certified Teachers to lead intervention groups for struggling students. Our campus will continue to support teachers through Professional Learning Communities, offered professional development through Region 19 and EPISD, and Instructional Coach leadership. Walk-through documentation will help tailor professional development opportunities and drive campus PLC's.

Demographics Strengths

Travis student demographic has remained consistent for the past several years. The student population is predominately Hispanic, however, other ethnic groups are represented as well. Travis also serves a Military population of students. The faculty and staff represent a variety of ethnic groups. The attendance rate for Travis over the past three years has been higher than the district and state rate. Within the past two years Travis has been one of seven elementary schools that have consistently been higher in attendance than last year.

Professional Development will be based on student needs and strengths. Build teacher's capacity by providing appropriate staff development. Professional Learning Communities are regularly held weekly for 45 to 90 minutes in order to collaborate, analyze data, create action plans, and share best practices to better drive instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus is comprised of 92% economically disadvantaged students. **Root Cause:** : High rate of mobility 40%-42%.

Problem Statement 2: New student populations to Travis do not understand the culture their first year. **Root Cause:** Lack of SEL practice in prior schools.

Problem Statement 3: Students have limited background knowledge of life experiences and use of technology. **Root Cause:** Parents travel from one low income area to another.

Problem Statement 4: The local community as well as the military population has a high rate of mobility. **Root Cause:** The area is predominantly low income housing and military personnel getting reassignments or deployed.

Student Academic Achievement

Student Academic Achievement Summary

Travis ES is a Title I campus. Results from the 2019 state assessment were as follows: Reading, Approaches 66%; Meets 32%; Masters 13%. Math, Approaches 66%; Meets 34%; Masters 14%. Writing, Approaches 62%; Meets 30%; Masters 2%. Science, Approaches 38%; Meets 11%; Masters 2%.

Among 5th grade students last year, 2018, there was a total of 13 students showing 1 years growth measure. This year, 2019, there were 27 students showing 1 or more years growth, 11 of which were two years growth in Reading and 7 in Math out of 45 total students.

Students are assisted in all core areas by funding of Literacy/Bilingual Leader, Math/Science Leader, and DRD Teacher on a full-time basis. Materials in these core areas are purchased to include Lexia for tier 3 students which focuses on their academic success. Over the past three years. The Fifth grade has consistently scored well in the areas of Reading and Math. The Science scores for Fifth grade dropped 34% in Approaches and 22% in Meets. The Economically Disadvantaged subgroup for each grade level has fluctuated slightly over time. The Economically Disadvantaged subgroup and "all students" subgroup does not show a significant gap. Over the past 3 years, or E.L.L. population shows that it has become stagnant, they remain below our "all students" subgroup by an average of 10-percent. We monitor all students' growth through campus assessments, district benchmarks, I-stations testing and progress monitoring, D.R.A, EDL, Lexia, monthly sight word testing, and fluency tests. The campus currently has Tornado Learning Time (TLT) four days a week for 45 minutes to target small group intervention in each subject by student expectation (SE) to aid mastery in all subjects. Teachers provide afterschool tutoring for tier 2 and tier 3 students as needed.

Student Academic Achievement Strengths

Among 5th grade students last year, 2018, there was a total of 13 students showing 1 years growth measure. This year, 2019, there were 27 students showing 1 or more years growth, 11 of which were two years growth in Reading and 7 in Math out of 45 total students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Low passing rates on STAAR assessment. **Root Cause:** Lack of Student Emotional Support in the classroom.

Problem Statement 2: STAAR Comprehensive Reading results in Approaches is at 67%. **Root Cause:** Lack of Rigor in the classroom during the first teach.

Problem Statement 3: STAAR Comprehensive Science results in Approaches is 40%. **Root Cause:** Lack of Student Emotional Support in the classroom.

Problem Statement 4: STAAR Comprehensive Writing results in Approaches is 67%. Root Cause: Lack of students' background knowledge and life experiences.

School Processes & Programs

School Processes & Programs Summary

Travis will continue to reach out to the community through sponsored activities and school sponsored classes. Communication will continue to be sent in both English and Spanish. Instructional Parent Nights are offered to assist parents in understanding state-assessments and how best to help their child succeed. Travis will host educational and fun Family Nights. Travis Teachers and the Parental Engagement Liaison have conducted the following events during or after school:

Strong Fathers program Fright Night (Halloween) Boss Chicken Night
Winter Concert Literacy Night Diabetes Health Class
GED Class (throughout the year) STEM Night Science Fair
Math Night Fast Feet Friday (monthly) Veteran's Day Program Celebration
A Day with Mom (Valentines Day) Terrific Kid (every 9 weeks) Thanksgiving Luncheon
Parents- Teacher Conferences Mother's Day Luncheon Family Fundraiser Nights with School Partners

Travis has two Instructional Coaches that help teachers with the understanding, development and implementation of curriculum in all core subjects. The teachers collaborate weekly and have learned to use the Professional Learning Communities to plan effectively. They know that well-structured lesson plans will help in the delivery of instruction, first teach. Teachers also use informal and formal assessments to adjust instruction. Interventions are directly aligned to student needs.

Teachers use Schoology and the TEKS Resource Site (TRS) to access district approved curriculum. We will continue to provide rigorous instruction. Focus on Critical Thinking Skills, Support instruction in alignment with STAAR by: purchasing material and supplies, provide staff development, continue to monitor student products, analyze assessments data to drive instruction and staff development opportunities.

District personnel along with program vendors have given staff development of their programs throughout the year. Various computer programs are used for intervention before, during and after school. They are:

1. Lexia, SmartyAnt, KidBiz
2. Student IPads, Thinkpads, Classroom computers are increased yearly with all classrooms owning a set of computers and I-Pads.
3. District TIS + Company Vendors held PLC's (Staff development) to assure proper implementation of programs.

School Processes & Programs Strengths

Travis has two Instructional Coaches that help teachers with the understanding, development and implementation of curriculum in all core subjects. The

teachers collaborate weekly and have learned to use the Professional Learning Communities to plan effectively. They know that well-structured lesson plans will help in the delivery of instruction, first teach. Teachers also use informal and formal assessments to adjust instruction. Interventions are directly aligned to student needs.

Parents are offered GED and Parenting classes through the Parental Engagement Liaison. Instructional Parent Nights have great turnout and will be offered throughout the year. Their purpose is to provide information to parents regarding State Assessments and offer insight on how to help their children succeed. School messages will be sent out in both English and Spanish to ensure parents are made aware of any and all school activities.

Teachers use the data provided on Eduphoria regarding student achievement to drive instruction, create intervention groups, and appropriate action plans. Lessons are aligned to the Standards Based Curriculum to ensure delivery of the SE's. Campus Professional Learning Communities are used for collaboration, shared planning, and creation of action plans based on student performance in all content areas. Lessons are designed in conjunction with the instructional leadership team to ensure student engagement and rigor. Instructional leaders share best practices for each content area.

Scheduled PLC: Math, Reading, Science (rotating schedule)

Data Disaggregation, and Individual Data Conferences

Ongoing staff development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers not preparing rigorous lessons for a quality first teach **Root Cause:** Lack of guidance and quality lesson plans

Problem Statement 2: Teachers not knowing the misconceptions of student expectations **Root Cause:** Teachers lack of knowledge in unpacking the standards

Problem Statement 3: Unfocused PLCs for teachers building capacity for growth **Root Cause:** Lack of clear roles and responsibilities in the Instructional leadership Team

Perceptions

Perceptions Summary

The school climate at Travis remains positive by both students and staff. Travis will continue to implement PBIS/SEL and the Travis 3 R's (Respect, Responsibility, and Readiness) to ensure clear and positive guidelines regarding student behavior. Financial resources will continue to be allocated toward student needs and academic achievement. The Campus Improvement Team will strive to communicate with the staff regarding school operation decisions, budgeting, and our school's mission and vision statements. Staff will continually be made aware of work place hazards and trained on safety in the work place to reduce the number of work place accidents.

Perceptions Strengths

Overall, students feel safe, well-respected, and comfortable at school. Students at Travis felt teachers do a good job delivering instruction. The teachers at Travis felt the climate for student learning was good, and there was a clear purpose and shared focus for student achievement. Travis financial resources are prioritized to meet the needs of the students whether through technology, professional development, instructional tutors, or general supplies. Travis has made progress over the last two years in cultivating a positive work and learning environment for students and staff.

Problem Statements Identifying Perceptions Needs

- Problem Statement 1:** Students have little to no knowledge and experience of computer technology **Root Cause:** No technology in the home or with little need to access
- Problem Statement 2:** Campus is not effective in making an authentic home to school connection in order to engage parents **Root Cause:** Lack of effective communication between school and home
- Problem Statement 3:** Parents lack of understanding how to support and help educate their children **Root Cause:** Limited access to formal training classes

Priority Problem Statements

Problem Statement 1: Teachers not preparing rigorous lessons for a quality first teach

Root Cause 1: Lack of guidance and quality lesson plans

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Unfocused PLCs for teachers building capacity for growth

Root Cause 2: Lack of clear roles and responsibilities in the Instructional leadership Team

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Teachers not knowing the misconceptions of student expectations

Root Cause 3: Teachers lack of knowledge in unpacking the standards

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: STAAR Comprehensive Reading results in Approaches is at 67%.

Root Cause 4: Lack of Rigor in the classroom during the first teach.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Students have limited background knowledge of life experiences and use of technology.

Root Cause 5: Parents travel from one low income area to another.

Problem Statement 5 Areas: Demographics

Problem Statement 6: New student populations to Travis do not understand the culture their first year.
Root Cause 6: Lack of SEL practice in prior schools.
Problem Statement 6 Areas: Demographics

Problem Statement 7: STAAR Comprehensive Writing results in Approaches is 67%.
Root Cause 7: Lack of students' background knowledge and life experiences.
Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: STAAR Comprehensive Science results in Approaches is 40%.
Root Cause 8: Lack of Student Emotional Support in the classroom.
Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Campus is not effective in making an authentic home to school connection in order to engage parents
Root Cause 9: Lack of effective communication between school and home
Problem Statement 9 Areas: Perceptions

Problem Statement 10: Parents lack of understanding how to support and help educate their children
Root Cause 10: Limited access to formal training classes
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Students have little to no knowledge and experience of computer technology
Root Cause 11: No technology in the home or with little need to access
Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports: Board Goals 1-3





Performance Objective 1: Increase Domain 1, academic achievement in STAAR tested content areas from 64% to 73% in Approaches, 33% to 44% in Meets, and 11% to 26% in Masters.

Evaluation Data Source(s) 1: Unit tests as well as Mock STAAR assessments and End of year STAAR assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>1) Support Instructional Paraprofessionals to assist students K-5</p>	2.4, 2.5, 2.6	Administration	Increased student engagement and performance				
Funding Sources: 185 SCE (Campus) - 26576.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>2) Fund a qualified Instructional Paraprofessional for push in classroom and Science lab set up for all students</p>	2.4, 2.5, 2.6	Administration	Increase student performance in Science and Math				
<p>Funding Sources: 211 ESEA Title I (Campus) - 26323.00</p>							
<p>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 5: Effective Instruction</p> <p>3) Fund a highly qualified Bilingual Literacy teacher to access District Curriculum in Reading for all students and build capacity for growth of all teachers.</p>	2.4, 2.5, 2.6	Administration	Increase student performance in Reading				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 3 Funding Sources: 211 ESEA Title I (Campus) - 71023.00</p>							
<p>4) Continue to support Calendar Math K-1, Target Math K-5 programs in the classroom for all students.</p>	2.4, 2.5, 2.6	Administration	Increase student performance				
<p>5) Provide DRD services to all students identified as Dyslexic through Reading and decoding strategies provided by District.</p>	2.4, 2.5, 2.6	Administration DRD Teacher	Provide DRD services				
<p>Funding Sources: 199 General Fund - 0.00</p>							
<p>6) Continue to reinforce the use of Johnny Can Spell K-2 for phonics and writing.</p>	2.4, 2.5, 2.6	Administration	Increase reading proficiency and penmanship				
<p>Comprehensive Support Strategy Purchase student assessments for BOY to MOY including printing in house and at district media center.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches ALL	Increase student performance on classroom work and assessments				
<p>Funding Sources: 199 General Fund - 4000.00</p>							
<p>TEA Priorities Improve low-performing schools</p> <p>8) Provide field trips for all students to enhance student experiences in schema to enhance learning and background knowledge</p>	2.4	Administration					
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 199 General Fund - 3000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Provide additional tutoring during school for tier 2 and 3 students using part time tutors	2.4, 2.5, 2.6	Administration	Increase student performance in Math and Reading skills Funding Sources: 211 ESEA Title I (Campus) - 0.00	Nov	Feb	Apr
 = Accomplished				 = No Progress		
 = Continue/Modify				 = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: STAAR Comprehensive Reading results in Approaches is at 67%. Root Cause 2: Lack of Rigor in the classroom during the first teach.
Problem Statement 4: STAAR Comprehensive Writing results in Approaches is 67%. Root Cause 4: Lack of students' background knowledge and life experiences.
School Processes & Programs
Problem Statement 1: Teachers not preparing rigorous lessons for a quality first teach Root Cause 1: Lack of guidance and quality lesson plans
Problem Statement 3: Unfocused PLCs for teachers building capacity for growth Root Cause 3: Lack of clear roles and responsibilities in the Instructional leadership Team

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.





Directly Supports:
Board Goals 1-3

Performance Objective 2: Develop campus instructional leaders with clear roles and responsibilities.

Evaluation Data Source(s) 2: Calendars for all systems in place from walkthroughs, attendance sign in sheets, agendas, professional development calendars and PLC calendars.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	Summative
				Nov	Feb	Apr
						June
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 1) Synchronize all calendars to include leadership calendars, master schedule, walkthrough calendars, science schedules, library and computer lab schedules.</p>	2.5	Instructional Leadership Team	Create transparency for Campus and district personnel to view			
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 2) Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team	Increased quality of the first teach			
Problem Statements: School Processes & Programs 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 3) Campus Instructional leaders meet on a weekly basis to focus on student progress and formative assessments	2.4, 2.5, 2.6	Administration, Instructional leadership team	Narrowing down the student expectations that teachers need to support student success.			June
Problem Statements: School Processes & Programs 3  = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Unfocused PLCs for teachers building capacity for growth Root Cause 3: Lack of clear roles and responsibilities in the Instructional leadership Team

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Objective driven daily lesson plans with formative assessments.

Evaluation Data Source(s) 3: Lesson plans uploaded onto schoology through the year with reviews and feedback by the instructional leadership team with use of lesson plan template.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	Summative
				Nov	Feb	Apr
						June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 5: Effective Instruction</p> <p>1) Instructional leaders review lesson plans weekly on Mondays and provide feedback in real time to ensure that lesson plans are more specific and focused and follow up to ensure teacher growth using the coaching model.</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team	Increase Rigor in the classroom to increase Meets and Masters Percentage by 10%			
<p>Problem Statements: School Processes & Programs 1, 3</p>						
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 5: Effective Instruction</p> <p>2) Leverage data from all formative assessments including District Benchmarks, Mock STAAR, unit tests, 1 stations reading and 1 Ready math assessments to target instruction and reassess performance gaps.</p>	2.4, 2.5, 2.6	Campus ALL, Administration, Literacy Teacher, Teacher Collaborative team	Increase student performance on classwork and assessments.			
<p>Problem Statements: School Processes & Programs 2</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>3)) Through the use of different data points teachers use PLC meetings to zero in on the lesson expectation and will be able to create plans that focus on student weaknesses and misconceptions.</p>	2.4, 2.5, 2.6	Campus Teachers, Administration, ALL	Increase in student performance; decrease in students needing RTI			
<p>Problem Statements: School Processes & Programs 2</p>						
<p>100% = Accomplished</p> <p>→ = Continue/Modify</p> <p>0% = No Progress</p> <p>X = Discontinue</p>						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers not preparing rigorous lessons for a quality first teach Root Cause 1: Lack of guidance and quality lesson plans
Problem Statement 2: Teachers not knowing the misconceptions of student expectations Root Cause 2: Teachers lack of knowledge in unpacking the standards
Problem Statement 3: Unfocused PLCs for teachers building capacity for growth Root Cause 3: Lack of clear roles and responsibilities in the Instructional leadership Team

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Use of Data Driven Instruction to ensure student progress toward measurable goals and increased student success.

Evaluation Data Source(s) 4: Visible student growth on all assessments administered.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	
				Nov	Feb	Apr
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>1) Focusing our PLCs to ensure teachers are using the Data Driven Instruction will help increase the quality of the first teach and also help students succeed on assessments.</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team	Increase student engagement; increase active learning lessons			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>2) Review disaggregated data to track and monitor the progress of all students</p>	2.4, 2.5, 2.6	Instructional leadership team	Student growth on all assessments administered			
Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>3) Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies and adjustments to instructional delivery</p>	2.4, 2.5, 2.6	Instructional leadership teams	Improved first teach as monitored through walkthroughs			
<p>Problem Statements: School Processes & Programs 1, 2, 3</p>						
<p>100% = Accomplished 0% = No Progress = Discontinue</p>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
School Processes & Programs
Problem Statement 2: STAAR Comprehensive Reading results in Approaches is at 67%. Root Cause 2: Lack of Rigor in the classroom during the first teach.
Problem Statement 1: Teachers not preparing rigorous lessons for a quality first teach Root Cause 1: Lack of guidance and quality lesson plans
Problem Statement 2: Teachers not knowing the misconceptions of student expectations Root Cause 2: Teachers lack of knowledge in unpacking the standards
Problem Statement 3: Unfocused PLCs for teachers building capacity for growth Root Cause 3: Lack of clear roles and responsibilities in the Instructional leadership Team

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.




Directly Supports:
Board Goals 1-3

Performance Objective 5: Special Education - Increase one year's worth of growth for K-5th grade students on I-Ready math, I-Stations reading; increase performance on state assessments for 3-5th grade students.

Evaluation Data Source(s) 5: I-Stations Reports, I-Ready Math reports; State Assessment Data, Campus and District Assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews				
				Formative		Summative		
				Nov	Feb	Apr	June	
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Schedule Special Ed instructional paraprofessional in the classroom for support facilitation for all day inclusion as directed in students IEP.	2.4, 2.5, 2.6	SpEd Teacher Special Ed Instructional Para Administration ALL	Increase performance on assessments.					
Comprehensive Support Strategy 2) Continue to provide RTI during and after the instructional school day including the use of I stations after school.	2.4, 2.5, 2.6	SpEd Teacher Instructional Coaches ALL	Increase performance on assessments.					

 = Accomplished
  = Continue/Modify
 0%  = No Progress
 = Discontinuc

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: Increase academic performance of At Risk students

Evaluation Data Source(s) 6: Unit Assessments, Benchmarks and STAAR Assessment.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	
Comprehensive Support Strategy 1) Provide after school tutoring and RTI during school through intervention block for at risk students	2.4, 2.5, 2.6	Administration Teachers Instructional Coaches ALL	Increase classroom and assessment performance				
	2.4, 2.5, 2.6	Administration Computer Lab	Increase reading proficiency				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 3) Provide needed materials for all students to enhance and support learning in the classroom.	Funding Sources: 211 ESEA Title I (Campus) - 0.00						
	2.4, 2.5, 2.6	Administration	Increase student performance				
Funding Sources: 211 ESEA Title I (Campus) - 14040.00, 199 General Fund - 6012.00							
				 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 7: Increase campus attendance from 95.2% to 97%.

Evaluation Data Source(s) 7: TEAMS Attendance Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews				
				Formative			Summative	
				Nov	Feb	Apr	June	June
1) Recognize grade levels with best attendance for the month; students earn a free dress day.	2.4, 2.5	Administration PEIMS Clerk	Increase attendance					
2) Continue to recognize students with perfect and excellent attendance with trophies and medals at the end of the school year.	2.4, 2.5	Administration School Counselor	Increase attendance					
3) Continue to provide 45 day attendance action plans to intervene with students with high absences.	2.4, 2.5	Administration PEIMS Clerk	Increase attendance					
4) Continue to communicate with parents through meetings and phone calls for students with 3 or more absences,	2.4, 2.5	PEIMS Clerk Administration	Increase attendance					
5) Continue to provide a traveling trophy for the class with the highest attendance weekly.	2.4, 2.5	PEIMS Clerk Administration	Increase attendance					



100% - Accomplished 0% - No Progress = Discontinue

Goal 1: Active Learning




El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 8: Dual Language/ESL students - Promote biliteracy by Increasing proficiency in both languages.

Evaluation Data Source(s) 8: I-Stations, I Ready data, District and Campus Assessments

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews					
				Formative			Summative		
				Nov	Feb	Apr	June	June	
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Provide tutoring and RTI during school through intervention block.	2.4, 2.5, 2.6	Administration Teachers Instructional Coaches ALL	Increase in student academic performance						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Utilize DRA/EDL, I stations and I Ready Math programs as progress monitoring tools	2.4, 2.5, 2.6	Administration Teachers Instructional Coaches ALL	Increase proficiency in both English and Spanish						
Comprehensive Support Strategy 3) Provide and monitor Accelerated reader program	2.4, 2.5, 2.6	Librarian Administration	Increase reading proficiency						
 = Accomplished				 = No Progress				 = Discontinue	

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 9: Migrant Student - Continue to provide services available to migrant students

Evaluation Data Source(s) 9: PEIMS coding report

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Provide Library instruction to enhance student achievement.	2.4, 2.5, 2.6	Librarian	Increase reading proficiency				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction	2.4, 2.5, 2.6	Administration	Increase student performance and engagement				
Problem Statements: Demographics 3 Funding Sources: 185 SCE (Campus) - 24006.00, 211 ESEA Title I (Campus) - 21400.00, 199 General Fund - 0.00							
2) Provide computer and I-pad and other technology in the classroom	2.6	Administration School Counselor development.	Increase in student academic and social development.				
3) Continue to use school counselor to provide and refer students to appropriate services.	Problem Statements: Demographics 2 - Student Academic Achievement 3						
 = Accomplished				 = No Progress			
 = Continue/Modify				 = Discontinue			

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 2: New student populations to Travis do not understand the culture their first year. **Root Cause 2:** Lack of SEL practice in prior schools.

Problem Statement 3: Students have limited background knowledge of life experiences and use of technology. **Root Cause 3:** Parents travel from one low income area to another.

Student Academic Achievement

Problem Statement 3: STAAR Comprehensive Science results in Approaches is 40%. **Root Cause 3:** Lack of Student Emotional Support in the classroom.

Goal 1: Active Learning



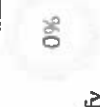

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 10: Gifted and Talented - Increase number of Gifted and Talented students scoring Master Level on STAAR

Evaluation Data Source(s) 10: State Assessment Data

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide differentiated instruction using best practices in order to challenge higher level learners.	2.4, 2.5, 2.6	Administration Teachers	Increase in classroom and assessment performance				
2) Challenge Gifted and Talented students in grades 3-5 using project based learning for a completed end of year project.	2.4, 2.5, 2.6	Administration Teachers	Increase in classroom and assessment performance				
3) Provide best practices by unpacking the standards to increase quality of the first teach.							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Great Community Schools





El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Hire, support and retain qualified teachers and Instructional Paraprofessionals in pre-Kinder thru Fifth grades.

Evaluation Data Source(s) 1: TEAMS report; SBEC report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Provide staff development through PLC's to all staff teachers to enhance best practices in the classroom.	2.4, 2.5, 2.6	Administration Instructional Coachs ALL	Increased student performance; decrease in the number of students requiring RTI				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers	2.4, 2.5, 2.6	Administration	Increased student performance				
2) Provide substitutes for extended learning community lesson planning and data analysis each 6-9 week period.							
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers							
3) Provide substitutes for teachers when testing in EDL/DRA							
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers							
4) Assign a mentor teacher to all first year teachers for support.							
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							
Funding Sources: 199 General Fund - 1000.00, 185 SCE (Campus) - 0.00							
T-TESS Rating of proficient							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
	 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue			

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development - Increase and continue teacher participation in staff development in areas of academics and non-academics as needed.

Strategies must reflect campus professional development plan.

Evaluation Data Source(s) 2: Sign-In Sheets; PDS Entry

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Promote and provide staff development to teachers and Instructional Personnel through the district and Region 19, as needed.	2.4, 2.5, 2.6	Administration	Increase use of best practice strategies in classrooms				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Provide professional development in all academic areas, regarding new curriculum (TRS system) and performance standards.	2.4, 2.5, 2.6	Administration Instructional Coaches ALL	Increased performance on campus and district assessments				
3) Train all employees on the Crisis Management Plan, PAR, Child Abuse, Sexual Harassment, and all other mandated training.	2.4, 2.5, 2.6	Administration Counselor Nurse	Increase awareness of emergency procedures.				


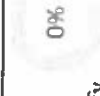


Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture - Maintain a positive school climate

Evaluation Data Source(s) 3: Discipline referrals

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews					
				Formative			Summative		
				Nov	Feb	Apr	June	June	
1) Provide incentives for Accelerated Reader and PBIS programs	2.4, 2.5, 2.6	Librarian School Counselor Administration	Increase reading levels; decrease student behavior reports						
2) Continue Travis Terrific Kids program recognition every 9 weeks for students who show progress	2.5	Teachers School Counselor	Improved school climate						
ESF Levers Lever 5: Effective Instruction	2.4, 2.5	ALL	Increase in technology use; improved school climate						
3) Implement new technology (ie. Virtual Reality goggles, I-pods and other) to motivate students in academics and as a reward system.	Problem Statements: Demographics 3 Funding Sources: 211 ESEA Title I (Campus) - 0.00								
4) Provide training on Student Code of Conduct, campus rules, guidelines and expectations, behavioral support plan, and TBSI.	2.4, 2.5, 2.6	Administration	Maintain safe and positive environment.						
5) Provide Nursing Center with needed general supplies and materials to provide medical services to all students	2.6								
Funding Sources: 199 General Fund - 600.00									
 = Accomplished				 = No Progress				 = Discontinue	
 = Continue/Modify									

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 3: Students have limited background knowledge of life experiences and use of technology. Root Cause 3: Parents travel from one low income area to another.	

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.





Performance Objective 1: Budget Management - Maintain a balanced budget and allocate funds appropriately

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Source(s) 1: External Funding

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 1) Purchase reading materials for the library to enhance learning	2.4, 2.5, 2.6	ALL Administration Librarian	Increase reading books use and increased student performance				
	Funding Sources: 185 SCE (Campus) - 5000.00						
2) Procure technology for administration to provide accurate and prompt response for student, personnel records and attendance information.	2.4, 2.5, 2.6	Administration	Improve efficiency of record keeping				
	Funding Sources: 199 General Fund - 6000.00						
3) Provide needed instructional supplies and materials for the students and classroom as needed.	2.4, 2.5, 2.6	Administration	Improve academic performance of students; use of Active Learning Framework				
	Funding Sources: 199 General Fund - 0.00, 185 SCE (Campus) - 23641.87						
4) Purchase needed supplies for administration office to provide accurate records in attendance, LPAC and all records on campus including copiers.	2.4	Administration	Efficient record keeping				
	Funding Sources: 199 General Fund - 2000.00						
5) Procure and provide needed text materials for the classroom for student use to enhance and support instruction.	2.4, 2.5, 2.6	Administration	Increase student performance				
	Funding Sources: 199 General Fund - 0.00						
6) Continue to hold regular CIT meetings to discuss allocation of funds	2.4, 2.5, 2.6	Administration	Maintenance of school budget				
	Funding Sources: 199 General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
	 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue			

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.





Performance Objective 1: Family Engagement- Increase parental involvement

Strategies should reflect campus family and community engagement process/framework/activities

Evaluation Data Source(s) 1: Sign-In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Offer English, technology, Parent Portal, and GED classes for parents and members of the community.	3.1, 3.2	Parental Engagement Liaison	Increase community involvement				
2) Conduct an annual parent meeting to share Campus Improvement Plan, Parent Compact and Parent Involvement Policy, Title I part A components, and school-wide plan.	3.1, 3.2	Parental Engagement Liaison	Increase community involvement				
3) Provide Parent Compact to parents.	3.1, 3.2	Parental Engagement Liaison	Increase community involvement				
4) Informational classes and reading materials will be provided to help parents understand the state's curriculum, assessments, and programs offered to students.	3.1, 3.2	Parental Engagement Liaison	Increase parental involvement				
5) Continue to provide Volunteers in Public School Programs to provide support.	3.1, 3.2	Parental Engagement Liaison	Increase in school support				
6) Provide general supplies, miscellaneous items, materials, and training for all parents.	3.1, 3.2	Parental Engagement Liaison	Increase parental participation				
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Information will be distributed to parents to notify of qualifications of teachers and paraprofessionals in English and Spanish.	3.1, 3.2	Parental Engagement Liaison					
8) Continue to provide academic nights to involve the community.	3.1, 3.2	Parental Engagement Liaison Instructional Coaches ALL	Increase community involvement				
ESF Levers Lever 3: Positive School Culture 9) Conduct coffee with the principal as well as strong fathers meetings to share campus goals and news as well as a Community meeting to share our Targeted Improvement Plan for rating a "D" on the state accountability scoring system.	3.2	Administration	Increase and inform parents in the community.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Purchase student assessments for BOY to MOY including printing in house and at district media center.
1	1	9	Provide additional tutoring during school for tier 2 and 3 students using part time tutors
1	5	1	Schedule Special Ed instructional paraprofessional in the classroom for support facilitation for all day inclusion as directed in students IEP.
1	5	2	Continue to provide RTI during and after the instructional school day including the use of 1 stations after school.
1	6	1	Provide after school tutoring and RTI during school through intervention block for at risk students
1	6	2	Provide on line program in reading for Response to Intervention-Intstations Program
1	6	3	Provide needed materials for all students to enhance and support learning in the classroom.
1	8	1	Provide tutoring and RTI during school through intervention block.
1	8	2	Utilize DRA/EDL, 1 stations and I Ready Math programs as progress monitoring tools
1	8	3	Provide and monitor Accelerated reader program
1	9	1	Provide Library instruction to enhance student achievement.
1	9	2	Provide computer and I-pad and other technology in the classroom
1	9	3	Continue to use school counselor to provide and refer students to appropriate services.

State Compensatory

Budget for Travis Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6129.143.30.000.143	6129 Salaries or Wages for Support Personnel	\$52,202.00
	6100 Subtotal:	\$52,202.00

Personnel for Travis Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dora Pineda	Paraprofessional Pre-K	State Compensatory Education 185	1
Zoila Teresa Martinez	Instructional Paraprofessional	State Compensatory Education 185	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A needs assessment was conducted in the Spring of 2018 to identify the needs of the campus. CIT members met along with their grade level to answer the questions in the CNA. CIT met regularly the month of April to identify what initiatives would better meet the needs of the students and to identify the 10 Schoolwide components. Some of the weaknesses identified included the following:

Math, Science, Special Education

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. Sec. 1114(b)(1-5)

Leadership Team along with members of the Campus Improvement Committee and other members of the community met during the month of May to build the Improvement plan for 2018-19 school year.

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. Sec. 1114(b)(3)

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

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

The Campus Improvement Plan is available to all parents and community via the website for TravisES.

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. Sec. 1114(b)(4)

2.4: Opportunities for all children to meet State standards

Regular interventions during class lesson time and daily through Tornado Learning Time for 45 minutes will ensure that all students meet State standards. Review of data is performed weekly through Teacher PLC’s with Administration to review the progress of each student.

Travis Elementary School 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

TRAVIS Elementary School 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.

Travis will implement schoolwide reform strategies through the use of instructional best practices of the Active Learning Framework, Features of Effective Instruction, Direct and explicit instruction and vocabulary with the support of Academic Instructional coaches on campus. Travis will align instruction from

PK-5 with the use of bi-weekly 90 minute PLC's and Grade Level Chair representatives. The PLC's will meet bi-weekly to monitor and convey instructional practices using progress monitoring in Lexia and Ren 360. Administrators will conduct daily walkthroughs to monitor the implementation of "Best Practices."

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

Travis Elementary 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

After school tutoring will be provided to struggling students along with enrichment activities during tier II and III instruction. The Campus Improvement Team will work with all teachers to ensure that federal, state and local services are integrated and adhered to in daily activities. Daily interventions will also take place four times a week for all students for 45 minutes with other teachers outside of the regular homeroom for a different perspective on the student expectation.

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.

Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Travis Elementary school and local education agency shall:

Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement

Provide materials and training to help parents work with their child, such as literacy and technology training

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities

3.2: Offer flexible number of parent involvement meetings

Travis Elementary 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. (Note: Services must be in accordance with District policy.)

Parent Involvement meetings are held monthly after school and during school hours. Meetings to engage parents and students in meaningful academic activities to help the students in core subjects of Reading, Math and Science.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Franco	Elementary Bilingual Teacher	Title I	1
Mary Mendoza	Instructional Paraprofessional	Title I	1

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Literacy/Bilingual Leader	Angela Franco	Literacy Teacher
Non-classroom Professional	Cesar Romero	Active Learning Leader
Classroom Teacher	Veronica Perez-Torres	Kinder Teacher
Classroom Teacher	Cynthia Campos	2nd Grade Teacher
Classroom Teacher	Yvonne Abeyta	5th Grade Teacher
Non-classroom Professional	Noemi Betancourt	Certified Personnel
Classroom Teacher	Irene Montoya	#rd Grade Teacher
Classroom Teacher	Cynthia Turner	4th Grade Teacher
Classroom Teacher	Veronica Perez	Special Education Teacher
Administrator	Yelena Kapilevich	Administrator

Campus Improvement Team

Committee Role	Name	Position
Literacy/Bilingual Leader	Angela Franco	
Administrator	Armando Llanos	
Non-classroom Professional	Cesar Romero	
Science/Math Leader	Vanessa Attel	
Classroom Teacher	Valerie Galindo	Kinder Teacher
Classroom Teacher	Priscilla Phillips	1st grade teacher
Classroom Teacher	Elizabeth Prestwood	3rd grade teacher
Classroom Teacher	Tammy okuma	4th grade teacher
Classroom Teacher	Yvonne Abeyta	5th grade
Non-classroom Professional	Joey Gamez	counselor
Paraprofessional	Teresa Martinez	Instructional Paraprofessional

Campus Funding Summary

199 General Fund						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5		11.6117	\$0.00	
1	1	7		6339.11	\$4,000.00	
1	1	8		11.6499	\$3,000.00	
1	6	3		6399.11	\$6,012.00	
1	9	2		11.6395	\$0.00	
2	1	3	teachers	11.6112	\$1,000.00	
2	3	5		33.6399	\$600.00	
3	1	2		23.6395	\$6,000.00	
3	1	3		11.6399	\$0.00	
3	1	4		23.6399	\$2,000.00	
3	1	5		11.6339	\$0.00	
				Sub-Total	\$22,612.00	
				Budgeted Fund Source Amount	\$22,612.00	
				+/- Difference	\$0	
185 SCE (Campus)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	instructional para	6129.11	\$26,576.00	
1	9	2	Technology for student use	11.6395	\$24,006.00	
2	1	3		11.6112	\$0.00	
3	1	1		12.6329	\$5,000.00	
3	1	3	Supplies	185.11.6399	\$23,641.87	

185 SCE (Campus)			
Goal	Objective	Strategy	Resources Needed
			Account Code
			Sub-Total
			Budgeted Fund Source Amount
			+/- Difference
			Amount
			\$79,223.87
			\$55,582.00
			\$-23,641.87
211 ESEA Title I (Campus)			
Goal	Objective	Strategy	Resources Needed
			Account Code
			Amount
1	1	2	6129.11
			\$26,323.00
1	1	3	11.6119
			\$71,023.00
1	1	9	11.6117
			\$0.00
1	6	2	11.6299
			\$0.00
1	6	3	11.6399
			\$14,040.00
1	9	2	11.6395
			\$21,400.00
2	1	2	11.6112
			\$2,000.00
2	3	3	11.6395
			\$0.00
4	1	6	61.6499
			\$2,000.00
4	1	6	61.6399
			\$0.00
			Sub-Total
			\$136,786.00
			Budgeted Fund Source Amount
			\$136,786.00
			+/- Difference
			\$0
			Grand Total
			\$238,621.87