Greenville Independent School District

Travis Intermediate School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: November 19, 2024

Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

We educate today...you succeed tomorrow!

Value Statement

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *·We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.*

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining

these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Intermediate is a fifth and sixth grade campus in Greenville ISD which serves 799 students. This is about 60 more students that last year. As a result of the student growth we now have 16 fifth grade teachers.

Approximately 50.44 of the student population are females and 49.56 are males. The ethic make up is as follows- 48% Hispanic, 17% white, and 29% African American. The remaining population is made up of two or more races, Pacific Islander, and Asian.

Travis serves a diverse population of students. The campus is also home to the district fifth grade bilingual program. Approximately 18.77% are students receiving Special Education services, with 4.38 of those students requiring a self-contained SPED classroom. In addition we have almost thirteen percent of our students on a 504 plan, and almost twelve percent of our students are Dyslexic. Our gifted and talented program serves 72 students which is 9.01% of Travis' total population.

Travis is a title I school with 89% of enrolled students are considered economically disadvantaged with 69% identified as At Risk.

Travis staff includes 1 Principal, 1 Associate Principal, 1 Assistant Principal, 1 Instructional Coach, 1 Student Engagement Officer,1 GISD Police Officer, 2 counselors, 1 social worker (provided through Communities in Schools), and 1 registered nurse, 27 general education classroom teachers, 4 Bilingual/dual language teachers, 8 Electives/Specials teachers, 6 specialists including TAG, Diagnostician, speech, dyslexia, 3 Inclusion teachers, 5 self-contained SPED classroom teachers, 2 permanent substitutes teachers, and 16 instructional and clerical paraprofessionals.

Economically Disadvantaged	711	88.99%
Section 504 Students	103	12.89%
Emergent Bilingual	221	27.66%
ESL	159	19.90%
Students with Dyslexia	95	12%
Speech	74	9.26%
Gifted and Talented	72	9.01%
SPED Students	150	19%
SPED Students (Self-Contained)	35	4.38%
At-Risk	508	69%

Travis enrolled approximately 30 more students than the previous year. Fifth grade classes are nearing capacity but not there yet.

Demographics Strengths

- Travis has a diverse student population along with a diverse teaching staff.
- Travis families are growing each year in support of the campus and activities.
- Travis houses a full-time Gifted and Talented teacher that serves students daily.
- Travis offers a variety of student Electives for sixth grade students, like Choir, Student Leadership, Theatre, STEM, Robotics, and Band.
- Extended day activities through the Texas ACE Program

Problem Statements Identifying Demographics Needs

Problem Statement 1: Travis Intermediate has a high Special Education student population. 27% of Special Education students achieved approaches or better on all tests for the 2023-2024 STAAR. **Root Cause:** Travis serves Life Choice, Life Skills, FAC, Structured Teach, and Deaf Education students.

Problem Statement 2: 37 % of African-American students achieved approaches or better on all test for the 2023-2024 STAAR. **Root Cause:** Academic gaps exist.

Student Achievement

Student Achievement Summary

Travis Intermediate is projected to receive a "D" for state accountability. This is a slight improvement from an "F" from the last issued accountability rating.

"Preliminary" Accountability Rating Summary		
	Scaled Score	Rating
Overall	60	D

"Preliminary" Accountability Rating Summary	
Student Achievement	**56**
STAAR Performance	**56**
School Progress	**60**
Academic Growth	**57**
Relative Performance	**60**
Closing the Gap	**61**

Travis has the following percentages on STAAR 2024

Math -Not Met	Total Students (5th)	Total Students Not Met	Percent Not Met (5th)	Total Students (6th)	Total Students Not Met	Percent Not Met (6th)
All Students	332	250	75%	381	299	78%

Math -Not Met						
Hispanic	166	142	86%	191	158	83%
African American	52	45	87%	54	50	93%
White	97	55	57%	110	75	68%
Math- Approaches						
	Total Students (5th)	Total Students Approaches	Percent Approaches (5th)	Total Students (6th)	Total Students Approaches	Percent Approaches (6th)
All Students	332	167	50%	381	187	49%
Hispanic	166	74	45%	191	86	45%
African American	52	19	37%	54	20	37%
White	97	62	64%	110	64	58%
Math- Meets						
	Total Students (5th)	Total Students Met	Percent Met (5th)	Total Students (6th)	Total Students Met	Percent Met (6th)
All Students	332	82	25%	381	82	22%
Hispanic	166	24	14%	191	33	17%
African American	52	7	13%	54	4	7%
White	97	42	43%	110	35	32%
Math- Masters						
	Total Students (5th)	Total Students Masters	Percent Masters (5th)	Total Students (6th)	Total Students Masters	Percent Masters (6th)
All Students	332	32	10%	381	19	5%
Hispanic	166	5	3%	191	9	5%
African American	52	2	4%	54	2	4%
White	97	21	22%	110	8	7%
Reading- Not Met						
	Total Students (5th)	Total Students Not Met	Percent Not Met (5th)	Total Students (6th)	Total Students Not Met	Percent Not Met (6th)

Math -Not Met						
All Students	329	233	71%	381	266	70%
Hispanic	165	128	78%	191	145	76%
African American	52	45	87%	54	44	81%
White	95	50	53%	110	63	57%
Reading- Approaches						
	Total Students (5th)	Total Students Approaches	Percent Approaches (5th)	Total Students (6th)	Total Students Approaches	Percent Approaches (6th)
All Students	329	182	55%	381	199	52%
Hispanic	165	83	50%	191	90	47%
African American	52	21	40%	54	23	43%
White	95	65	68%	110	69	63%
Reading- Meets						
	Total Students (5th)	Total Students Met	Percent Met (5th)	Total Students (6th)	Total Students Met	Percent Met (6th)
All Students	329	96	29%	381	115	30%
Hispanic	165	37	22%	191	46	24%
African American	52	7	13%	54	10	19%
White	95	45	47%	110	47	43%
Reading- Masters						
	Total Students (5th)	Total Students Masters	Percent Masters (5th)	Total Students (6th)	Total Students Masters	Percent Masters (6th)
All Students	329	37	11%	381	29	8%
Hispanic	165	8	5%	191	8	4%
African American	52	2	4%	54	4	7%
White	95	23	24%	110	15	14%
Science- Not Met						

Math -Not Met						
	Total Students (5th)	Total Students Not Met	Percent Not Met (5th)			
All Students	328	286	87%			
Hispanic	165	157	95%			
African American	52	49	94%			
White	94	69	73%			
Science- Approaches						
	Total Students (5th)	Total Students Approaches	Percent Approaches (5th)			
All Students	328	91	28%			
Hispanic	165	27	16%			
African American	52	7	13%			
White	94	47	50%			
Science- Met						
	Total Students (5th)	Total Students Met	Percent Met (5th)			
All Students	328	42	13%			
Hispanic	165	8	5%			
African American	52	3	6%			
White	94	25	27%			
Science-Masters						
	Total Students (5th)	Total Students Masters	Percent Masters (5th)			
All Students	328	22	7%			
Hispanic	165	4	2%			
African American	52	1	2%			
White	94	15	16%			

To address areas of concern the campus has implement Foundations in Teaching curriculum in 5th grade Science and trained teachers on the use of DMAC and EdSpire to disaggregate data.

<u>Action Plan</u>

- Restructuring/Prioritizing Intervention
- FIT curriculum and consultants for 5th grade Science
- Focusing on the use of HQIM
- ESF/LAFA Components
- Data Focused
- Creation of Campus Instructional Leadership Team

Student Achievement Strengths

- Partnership with Foundations in Teaching Science (FIT Science)
- When students in fifth and sixth are not showing growth, student progress is discussed within professional learning communities throughout the year to identify strategies and resources for the classroom or intervention.
- Students needing additional intervention in academics are supported through the campus MTSS (Multi-tiered support system) process.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 31% of all students met approaches or better on the 5th grade Science STAAR test. Only 15% of all students met meets or better.   **Root Cause:** Inconsistent use of HQIMs in Science.

Problem Statement 2 (Prioritized): All students are performing below the state's "meets" objective in reading at 31%.   **Root Cause:** Low performance in reading due to lack of targeted tier 1 and tier 2 instruction due to inexperienced staff.

Problem Statement 3: All students are performing below the state's "meets" objective in Math at 25%.   **Root Cause:** Low performance in math due to lack of planning with fidelity to ensure alignment to TEKS.

Problem Statement 4: 44% of Hispanic students achieved approaches or better on all tests.

School Culture and Climate

School Culture and Climate Summary

Travis Intermediate teachers and staff believe that all students can and will learn in an environment where they feel safe and a sense of belonging. Relationships are at the center of all we do and we commit to connecting with students prior to needing to correct students. Our school, Travis Intermediate is built on a foundation of equity, fostered through learning, inspiring relationships, ongoing accountability, and never ending pride.

Our school is a place where students are continually inspired to achieve. Our culture communicates the belief that effort creates ability. We instill in our students the idea that success is determined by their effort and perseverance. By transforming mistakes (academic and behavior) into opportunities for learning, we convey that learning from mistakes is a catalyst for improvement.

School Culture and Climate Strengths

- Travis teacher leaders and staff serve on campus and district-level leadership committees.
- Travis teachers also commit to no matter what you come with, we will give you as much quality instruction as needed to reach academic standards that will not be compromised......if you work hard, we will provide you the learning opportunities and support you need in order to meet the standards that will prepare you to be college and workforce ready.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers need specific strategies to meet the needs of students with challenging behaviors in the classroom including engagement techniques for all students.
Root Cause: Lack of training for staff in de-escalation techniques and how to engage all learners in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Travis staff includes 1 Principal, 1 Associate Principal, 1 Assistant Principal, 1 Instructional Coach, 1 Student Engagement Officer,1 GISD Police Officer, 2 counselors, 1 social worker (provided through Communities in Schools), and 1 registered nurse, 27 general education classroom teachers, 4 Bilingual/dual language teachers, 8 Electives/Specials teachers, 6 specialists including TAG, Diagnostician, speech, dyslexia, 3 Inclusion teachers, 5 self-contained SPED classroom teachers, 2 permanent substitutes teachers, and 16 instructional and clerical paraprofessionals.

Campus administration seeks to support teachers through the PLC process, providing clear and well defined expectations, and responding to classroom discipline needs.

Not all Special Education positions were hired at the beginning of the year.

Staff Quality, Recruitment, and Retention Strengths

- Teachers have twelve Fridays dedicated to plan engaging lessons for students.
- Travis has an Instructional Coach to support campus teachers and campus needs.
- Two permanent substitute teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Twenty teachers are in alternative certification programs.   **Root Cause:** Entering into education through alternative certification programs.

Problem Statement 2: Not all Special Education positions were hired at the beginning of the year.   **Root Cause:** Lack of SPED certified teachers available.

Problem Statement 3: Recruitment of certified staff has been a challenge.   **Root Cause:** Competitive salary base or stipend. Turnover rate has caused the need to hire uncertified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers will take part in weekly PLC meetings. We know the power of data rich conversations and conversations that support student achievement. All teachers are required to attend weekly PLC's that are supported by campus administrators and an instructional coach. PLC's are where Travis rolls out best practice strategies which will support specific teacher needs. Travis PLC's are structured around the Effective School Framework, specifically Lesson Alignment and Formative Assessment (LAFA) components which are designed to build teacher and student capacity. We feel a lot of progress has been made in this area for the 2024-2025 school year.

Nine-week assessments have been put into place with training in DMAC and EdSpire to help teachers and administration analyze the data from these assessments.

To help address some instructional concerns the District provided new curricular supports through Foundations in Teaching for 5th grade Science. Only 31% of the all student group met approaches or better on the 2023-2024 Science STAAR.

Teachers have been trained on use of and implementation of the district curriculum to ensure that all students have an equitable access to fully aligned curricula. District content coordinators are on campus four days a week and schedule support times with our teachers.

All students performing below grade level on STAAR assessments will be receiving 15 to 30 hours of intervention this school year in both reading and math.

There has been inconsistencies in using the district approved curriculum and materials leading to varied results.

Curriculum, Instruction, and Assessment Strengths

- Partnership with Foundations in Teaching Science (FIT Science)
- Think Up Math and Galaxy Education
- Nine-Week Assessments
- PLC's are designed to meet the specific needs of Travis teachers.
- All Travis teachers have access to high quality instructional materials. (HQIM)
- During planning Fridays teachers will plan two to three weeks in advance and are able to discuss their plans in detail with their grade level team and district content coordinators. Teachers review Data and discuss to ways to improve instructional delivery. Teachers openly discuss suggestions and recommendations on instructional practices and grouping of students.
- Content coordinators plan with teachers as needed and support in helping teachers with hard to teach concepts.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Rigor and instruction in the classroom do not meet the expectations of STAAR.   **Root Cause:** Teachers not understanding the complexity of the TEKS.

Problem Statement 2: Teacher's lesson plans often do not align with what is executed in the classroom.   **Root Cause:** Understanding and utilizing district provided resources and high quality instructional materials.

Parent and Community Engagement

Parent and Community Engagement Summary

Travis Intermediate serves all the fifth and sixth grade students in Greenville ISD. This is the first time a future graduating class comes together as one, and those lifelong relationships are beginning to form.

Travis continues to work to engage parents and recognizes family engagement contributes to student achievement, decreased disciplinary issues, and an overall improved school environment. We regularly communicate with parents and are always seeking ways to increase our outreach.

Parent and Community Engagement Strengths

- Travis Intermediate maintains a Facebook page to keep families informed.
- Travis has created a calendar of family engagement opportunities and shared those events online through District calendar and through campus newsletters.
- Events throughout the year include: Coffee with the principal, pizza with the principals, hosting First Responders Appreciation Luncheon, band performances, choir concerts, Thanksgiving lunches, book fairs, and a winter dance.
- There are local organizations and businesses that are willing to partner with Travis whenever we seek out a partnership.
- We have a motivated PTA leadership board which supports the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Overall parent involvement is low at many of our events including Coffee with the Principal. Communication is not reaching all parents. **Root Cause:** Communication is not reaching all parents.

School Context and Organization

School Context and Organization Summary

Travis master schedules are built to include intervention times which are used to fill in educational deficits. For fifth grade students, intervention is provided through WIN time, and for our sixth grade students needing intervention, theses students have a built in B-Day class.

Travis Intermediate provides students with high quality instructional materials and lessons provided by our GISD Content Coordinators. Lesson plans are monitored weekly, and have specific expectations to be included in these plans.

Travis Intermediate will continue to develop a robust PLC structure which is focused on student learning. During our PLC's, teachers wil develop a deeper understanding of quality Tier 1 instruction, understanding student performace through data analysis, and how to respond to the data. This year the campus will focus on increasing teacher leadership with the creation of our CILT, which will meet regularly to discuss student data. Professional develpoment is provided through our PLC work and throughout the school year, based on teacher need. Professional develpoment is also provided for our administrative team, such as ESF, and a partnership with the National Institute of Excellence in Teaching. (NIET)

Travis is also home to unique such populations such as the Regions Elementary Deaf Education Program, Elementary Life Choice, and Structured Teach/FAC.

School Context and Organization Strengths

- Intentional PLC's
- Content Coordinators to provide district curriculum, and support for teachers in need.
- Campus Instructional Coach to work with Travis teachers.
- Master schedule with dedicated Intervention times.
- Travis continues to strive for academic excellence in all areas and is participating in the Effective Schools Framework grant for the 2024-2025 school year.
- Support is provided by district administration.
- Diverse programs which meet the needs of all learners.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus support structures for teachers are not fully aligned. Better coordination from Instructional Coach, Content Coordinators, and Principal is needed. **Root Cause:** Roles not clearly defined.

Technology

Technology Summary

Travis Intermediate has Chromebooks for all students at a 1:1 ratio. All teachers are provided with HP laptops. Classrooms have some form of interactive boards and document camera. Teachers have engaging lessons centered around this technology. Instructional technology support is available through the GISD Technology Department to assist teachers when needed.

Technology Strengths

- Availability of devices
- IT support
- Upgraded Wifi
- Google Classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not utilize all of the technological resources available fully.   **Root Cause:** Training on use of smart/white boards. Many teachers are new to the profession.

Problem Statement 2: Students visiting inappropriate sites on the internet.

Priority Problem Statements

Problem Statement 1: All students are performing below the state's "meets" objective in reading at 31%.
Root Cause 1: Low performance in reading due to lack of targeted tier 1 and tier 2 instruction due to inexperienced staff.
Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Travis Intermediate will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: Travis Intermediate will achieve a "C" or better in state accountability(70% approaches, 35% meets, 15% masters).

> **Evaluation Data Sources:** STAAR results
> Student Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Daily use of high-quality instructional materials aligned to instructional planning calendars and assessments. This will be monitored through lesson plans, classroom walkthroughs, and PLCs. (HMH, FIT, Serravallo)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student engagement and achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Deputy Superintendent of Administration				

Strategy 2 Details	Reviews			
Strategy 2: Implement the Foundations in Teaching (FIT) curriculum for 5th grade Science and support with a consultant.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in Science	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Creation of a Campus Instructional Leadership Team (CILT) with principals, lead teachers, counselor, and instructional coach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better understanding of campus instructional needs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Train all staff how to use and create data reports with DMAC and Edspire.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better understanding of campus instructional needs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Implement Nine-Week assessments and use data to drive instructional decisions including intervention groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Deputy Superintendent of Administration				

Strategy 6 Details	Reviews			
Strategy 6: Use DMAC and EdSpire to analyze student achievement data from nine-week assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data driven decisions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				

Strategy 7 Details	Reviews			
Strategy 7: The instructional leadership team will monitor lesson plans for alignment and rigor. Teachers will create and submit lesson plans on each planning Friday for the upcoming weeks. Lesson plans will be further discussed during PLCs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals				

Strategy 8 Details	Reviews			
Strategy 8: Develop and implement a walkthrough calendar and feedback tracking system to insure all teachers receive coaching feedback.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness. **Staff Responsible for Monitoring:** Principal				

Strategy 9 Details	Reviews			
Strategy 9: Campus principal will receive coaching to deliver teacher feedback based on classroom walkthroughs from the Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, and Region 10 ESC.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness **Staff Responsible for Monitoring:** Principal Deputy Superintendent of Administration				

Strategy 10 Details		Reviews			
Strategy 10: Restructure and prioritize intervention groups based of of data from nine-weeks assessments.		Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal		N/A			
Strategy 11 Details		Reviews			
Strategy 11: Adhere to PLC protocols to review student data that inform instructional decisions. Travis admin team will attend and participate in all PLCs to support teachers with coaching and disaggregating and analyzing assessment data.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal					

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

Goal 1: Travis Intermediate will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 2: Implement the use of high quality instructional materials in all math and reading lessons.

    Evaluation Data Sources: Lesson Plan Audits
Walk-throughs
RBIS checklist

Strategy 1 Details		Reviews			
Strategy 1: Monitor use of resources such as the district provided curriculum, HMH, Galaxy Education, Go Math, and Think Up Math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Review use of high quality instructional materials during PLCs.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		**Nov**	**Jan**	**Mar**	**June**
		N/A			

Strategy 3 Details		Reviews			
Strategy 3: Provide teachers professional learning opportunities to incorporated and use the district curriculum and other high quality instructional materials.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		N/A			

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

Goal 1: Travis Intermediate will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: 35% of all students will achieve meets or better on all tests by June, 2025.

    Evaluation Data Sources: STAAR Results

Goal 1: Travis Intermediate will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 4: The percentage of students achieving meets or better on the Reading STAAR will be 35% by June, 2025.

    Evaluation Data Sources: STAAR Results

Strategy 1 Details			Reviews			
Strategy 1: Use district resources, such HMH, FIT, and Education Galaxy to help students in reading instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal						

Strategy 2 Details			Reviews			
Strategy 2: Reading Academy completion for new teachers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher effectiveness.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals						

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

Goal 1: Travis Intermediate will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 5: The percentage of students achieving meets or better will be 35% for math and reading by June, 2025.

    Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning opportunities to enrich teachers' tool box with strategies for both guided reading and guided math.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Jan**	**Mar**	**June**
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Ensure implementation of guided math consistently.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve instructional practices and engagement strategies.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				

Strategy 3 Details	Reviews			
Strategy 3: Ensure implementation of guided reading consistently.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A			

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

Goal 2: Travis Intermediate will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Travis will create a positive climate and culture by reducing classroom behavior infractions through clear expectations.

    Evaluation Data Sources: Skyward and OnPoint

Strategy 1 Details				Reviews			

Strategy 1: Review campus playbook that defines clear campus expectations and review throughout the year based on behavior data.
     Strategy's Expected Result/Impact: Decreased discipline
     Staff Responsible for Monitoring: Principal
 Associate Principal/Assistant Principal
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Review behavior data each six-weeks to identify trends and training opportunities. **Staff Responsible for Monitoring:** Principal Assistant Principal				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
				N/A			

Strategy 3 Details				Reviews			
Strategy 3: Train students on behavior expectation in commons areas as well as classrooms. **Staff Responsible for Monitoring:** Principal				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
				N/A			

Strategy 4 Details				Reviews			

Strategy 4: Conduct classroom walkthroughs to monitor student behavior and overall classroom management including the implementation of the campus playbook and behavior management plan.
     Strategy's Expected Result/Impact: Increased engagement
     Staff Responsible for Monitoring: Principal
 Assistant Principal
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 5 Details				Reviews			

Strategy 5: Review bullying protocols with all staff including definitions and reporting.
     Strategy's Expected Result/Impact: Decreased bullying
     Staff Responsible for Monitoring: Principal
 Assistant Principal
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	**Reviews**			
Strategy 6: Continue to use of Character Strong character education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced discipline **Staff Responsible for Monitoring:** Principal Counselor	**Nov**	**Jan**	**Mar**	**June**

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

Goal 2: Travis Intermediate will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: 100% of teachers will be proficient with executing the threshold of learning readiness, cell phone expectations, and first/last five minutes in the classroom. (Travis Playbook Expectations) by June, 2025.

Evaluation Data Sources: Teacher Walk-through Data

Strategy 1 Details	Reviews			
Strategy 1: Travis Intermediate will revise campus playbook to inform staff and students of clear expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Conduct culture walkthroughs to show evidence of campus wide expectations.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	**Nov**	**Jan**	**Mar**	**June**

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

Goal 3: Travis Intermediate will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.

Performance Objective 1: Celebrate seasonal events, special days, etc. to provide fun and energy for the school community.

Evaluation Data Sources: Staff and Student Surveys, Classroom Observations, Staff Retention Rates

Strategy 1 Details	Reviews			
Strategy 1: Recognize the hard work and dedication of teachers and staff members by announcing a Teacher of the Month and Support Staff Member of the Month selected based on campus shout-outs and nominations from fellow staff members.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers are influenced to become reflective educators that monitor and adjust to meet the needs of our students and campus. Staff members feel appreciated as valued members of the team. A sense of loyalty among staff members will be built.
    Staff Responsible for Monitoring: Leadership Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Organize and set up both teacher workrooms to create a space that is both useful and inviting for teachers and staff members to help build a sense of community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will form deeper connections with those outside of their departments and grade levels. Staff will experience a greater sense of belonging and will be influenced to build and support the Travis community.
    Staff Responsible for Monitoring: All Faculty and Staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 3 Details		Reviews			
Strategy 3: Organize pot lucks, appreciation meals, or social gatherings once a month to encourage teachers and staff members to take the time to connect and strengthen professional relationships.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased positive relationships and team building. Increase sense of community on campus.
    Staff Responsible for Monitoring: PTA, Administrators, and Leadership Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

Strategy 4 Details		Reviews			
Strategy 4: Showcase staff shout-outs and motivational messages in common areas such as on staff bulletin boards, in school newsletters, and in teacher workrooms.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased teacher reflection and motivation for growth. Increased sense of value and impact.
    Staff Responsible for Monitoring: Leadership Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

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

Goal 3: Travis Intermediate will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.

Performance Objective 2: Celebrate student and teacher excellence.

    Evaluation Data Sources: Student and staff survey

Strategy 1 Details	Reviews			
Strategy 1: Enforce Mandt through the implementation of our school mission, vision, and keys of success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased sense of ownership and community.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Stakeholders **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Recognizing the hard work and leadership skills of students who demonstrate our key values by nominating a Student of the Month based on teacher and staff nominations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student self efficacy.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Offering student incentives for reaching behavior goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive relationships and sense of leadership among students. Decrease in office referrals. Improved classroom culture.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: PLC groups will gather data to determine challenges associated with negative student interactions and set an aim to bring about improvement.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase positive interactions amongst the student population. Decrease office referrals. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Every month the campus will hold a celebration to honor the student of the month, teacher of the month, and support staff member of the month. Each honoree will receive a t-shirt.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

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

Goal 3: Travis Intermediate will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.

Performance Objective 3: Provide meaningful and relevant professional learning opportunities to staff.

    Evaluation Data Sources: Weekly professional learning meetings

Strategy 1 Details			Reviews			

Strategy 1: PLC time, Wednesday PD sessions, Data Digs/Data Meetings, and Coaching Sessions will be used to provide teachers with strategies to improve student learning.
     Strategy's Expected Result/Impact: Improved student achievement and higher TTESS ratings.
     Staff Responsible for Monitoring: Principal
			Formative			**Summative**

			Nov	Jan	Mar	June

Strategy 2 Details			Reviews			

Strategy 2: Conduct classroom walkthroughs and provide teacher coaching/feedback using ESF processes.
     Strategy's Expected Result/Impact: Increased teacher effectiveness
     Staff Responsible for Monitoring: Principal
 Associate Principal/Assistant Principal
			Formative			**Summative**

			Nov	Jan	Mar	June

Strategy 3 Details			Reviews			
Strategy 3: Develop and implement a walkthrough calendar and feedback tracking system to insure all teachers receive coaching feedback.. **Staff Responsible for Monitoring:** Principal Assistant Principal			**Formative**			**Summative**
			Nov	Jan	Mar	June
			N/A			

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

Goal 4: Travis Intermediate will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district.

Performance Objective 1: Travis will achieve a yearly attendance average of at least 94% by June, 2025.

   Evaluation Data Sources: Attendance data

Strategy 1 Details		Reviews			
Strategy 1: Positive phone calls home to parents to celebrate successes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student sense of accomplishment at school		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Teachers		N/A			

Strategy 2 Details		Reviews			
Strategy 2: Conduct truancy prevention measure meeting with parents of students experiencing chronic absenteeism.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Student Engagement Officers		N/A			

Strategy 3 Details		Reviews			
Strategy 3: Conduct home visits for students experiencing chronic absenteeism.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Student Engagement Officer		**Nov**	**Jan**	**Mar**	**June**
		N/A			

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

Goal 4: Travis Intermediate will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district.

Performance Objective 2: 100% of expenditures will be aligned with campus and district goals.

    Evaluation Data Sources: Campus budget and expenditures

Strategy 1 Details			Reviews			
Strategy 1: Travis will complete a monthly budget variance report to identify budget trends.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal			**Nov**	**Jan**	**Mar**	**June**
			N/A			
Strategy 2 Details			**Reviews**			
Strategy 2: The campus budget will be reviewed weekly to ensure expenditures align with campus and district goals on both local and federal purchases.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Efficient use of school resources.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal						

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

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Travis Intermediate will increase communication with parents and the community through the use of existing and new methods.

Evaluation Data Sources: Communications

Strategy 1 Details	Reviews			
Strategy 1: Travis Intermediate will utilize Blackboard Messenger to communicate with parents regarding big events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental awareness.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 2 Details	Reviews			
Strategy 2: Travis Intermediate will conduct a parent, student, and teacher survey to evaluate overall school environment and responsiveness.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Travis Intermediate will communicate in a variety of ways including social media and weekly newsletters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental awareness.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

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