San Marcos CISD

Travis Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Travis Elementary: Where ALL scholars, families, staff and community are growing together.

Vision

Our vision is to create:

Critical thinkers with the knowledge, skills and habits to thrive in any future path.

Emotionally intelligent learners who build a sense of purpose, develop empathy for others, cultivate strong relationships and show respect for all.

Collaborative learners who tackle complex challenges through collaboration, communication and self-direction.

Active citizens who explore, celebrate and improve their community.

Value Statement

We believe in a rigorous and relevant learning environment for all

We believe that learning is personalized by the scholars and teachers of Travis

We believe in developing and nurturing the whole child

We believe in an equitable learning environment that justly serves, affirms and protects all stakeholders

We believe in community partnerships and building strong relationships being at the core of what we do

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Priority Problem Statements

Problem Statement 1: Travis Elementary did not meet the district attendance goal of 95%.
Root Cause 1: Chronically absent boys are disconnected from the school based on our baseline data of 39% girls and boys are at 60%.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 31% of scholars achieved the Meets Grade Level standard on the math STAAR in 2026.
Root Cause 2: We don't teach the critical components of our math curriculum consistently - Fluency, Concept Development (utilizing manipulatives) and the exit ticket.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 66% of scholars achieved Does Not Meet grade level standard on the Science STAAR.
Root Cause 3: There's a lack of consistent science instruction in grades K-4. Due to our campus being a turn around campus, the focus has been on RLA and Math.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 52% of scholars scored a 0 on the ECR portion of STAAR.
Root Cause 4: Teachers do not consistently provide opportunities for scholars to write. There is a lack of explicit teaching of the RACER strategy. Not understanding the process..
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Cohesiveness is our priority dimension and we are at 46%.
Root Cause 5: Within grade level teams and departments there is a lack of trust in lifting all staff up.
Problem Statement 5 Areas: Perceptions

Goals

Revised/Approved: May 27, 2027

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, Travis Elementary will strengthen school wide instructional coherence as evidenced by progress towards average performance levels of 80% Approaches, 50% Meets, and 30% Masters on common district assessments in core curriculum.

High Priority

Evaluation Data Sources: District Common Assessments- one in Nov/Dec and one in March/April; Module and Unit Assessments; Champs Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted Observation & Feedback Cycles Use walkthrough data to identify which of the three components is most inconsistently delivered at each grade level. Then anchor ILT coaching cycles (Blanda, Macias) to that specific gap. Teachers get precise feedback, not "try more manipulatives" but "in the lesson I observed, concept development ended after 12 minutes, which was before scholars had a chance to work independently with the materials." **Strategy's Expected Result/Impact:** Increase the quality and consistency of Tier 1 math instruction and the achievement of our scholars. **Problem Statements:** Student Learning 2	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Walls Tied to Mid Module and Module assessments. Build a system where teachers chart exit ticket, mid module and end of module assessment results (not by name, by mastery trend) and bring that data to PLCs. When teachers see their own data consistently, they start protecting the time it takes to collect it. **Strategy's Expected Result/Impact:** Increase the quality and consistency of Tier 1 math instruction and the achievement of our scholars. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2, 3	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By spring 2027, Travis Elementary will decrease the percentage of scholars scoring a zero on the ECR portion of the STAAR ELAR Assessment from 52% to 40%, evidenced by daily writing opportunities across content areas, explicit and sustained RACER instruction, and consistent rubric calibration in PLCs. **Strategy's Expected Result/Impact:** Improved outcomes on ELAR STAAR in Grades 3-5. **Staff Responsible for Monitoring:** IC, Admin, ILT Team Leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 31% of scholars achieved the Meets Grade Level standard on the math STAAR in 2026. **Root Cause**: We don't teach the critical components of our math curriculum consistently - Fluency, Concept Development (utilizing manipulatives) and the exit ticket.
Problem Statement 3: 66% of scholars achieved Does Not Meet grade level standard on the Science STAAR. **Root Cause**: There's a lack of consistent science instruction in grades K-4. Due to our campus being a turn around campus, the focus has been on RLA and Math.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By spring 2027, Travis Elementary will increase the percentage of 5th grade scholars reaching Meets Grade Level on the STAAR Science Assessment from 22% to 30%, evidenced by consistent science instruction anchored in power standards, hands-on investigations, and a dedicated science planning cycle within the 5th grade PLC.

Evaluation Data Sources: District Common Assessments- one in Nov/Dec and one in March/April;
Module and Unit Assessments; Champs Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prioritize the Power Standards - Admin/IC and our 5th grade team will identify the highest-leverage TEKS, the science standards most heavily represented on STAAR at the Meets level and protect those above all else. We will build unit sequence around those power standards first, then layer in supporting TEKS as time allows. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Anchor Every Unit in a Hands-On Investigation. Anchor each unit in at least one investigation or lab experience that connects directly to a power standard. Build the scientific reasoning STAAR actually measures. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 66% of scholars achieved Does Not Meet grade level standard on the Science STAAR. **Root Cause**: There's a lack of consistent science instruction in grades K-4. Due to our campus being a turn around campus, the focus has been on RLA and Math.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By spring 2027, Travis Elementary will increase the percentage of scholars reaching Meets Grade Level on the STAAR Math Assessment from 34% to 40%, and increase the percentage of scholars reaching Masters from 11% to 20% as evidenced by consistent delivery of the three non-negotiable components of the math block: fluency, concept development with manipulatives, and the exit ticket, across every grade level. Additionally, the percentage of Emergent Bilingual scholars and scholars receiving Special Education services achieving the Meets Grade Level performance standard will increase by 5 percentage points over Spring 2026 results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted Observation & Feedback Cycles Use walkthrough data to identify which of the three components is most inconsistently delivered at each grade level. Then anchor ILT coaching cycles (Macias) to that specific gap. Teachers get precise feedback, not "try more manipulatives" but "in the lesson I observed, concept development ended after 12 minutes, which was before scholars had a chance to work independently with the materials. **Strategy's Expected Result/Impact:** Increase in Meets and Masters performance level on DCAs and STAAR. **Staff Responsible for Monitoring:** Admin, IC, ILT Team Leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By spring 2027, Travis Elementary will increase its campus attendance rate from 93% to 95% as measured by spring ADA, evidenced by targeted relationship-building for chronically absent boys, consistent family outreach at every grade level, and a tiered monthly attendance recognition system that makes the goal achievable for every scholar.

Evaluation Data Sources: Daily/weekly attendance dashboards disaggregated by grade level, gender, and student group to confirm outreach is reaching every grade
Truancy and attendance-tier tracking (Tier 1/2/3) tied to tiered recognition system
Individual attendance records for the targeted boys cohort, showing movement in their personal rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Target chronically absent boys with intentional relationship-building. Of all chronically absent scholars, 60% are boys. Work with School Counselor and Communities in Schools to identify chronically absent boys by grade level and establish small peer relationship groups, structured, consistent, and counselor-facilitated. Spaces where boys build identity as Travis Texans, develop relationships with peers and trusted adults, and feel like this campus is somewhere worth coming to. Connection is the attendance intervention. **Strategy's Expected Result/Impact:** Reduce the chronically absent male scholars. **Staff Responsible for Monitoring:** Attendance Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assign a dedicated attendance support person at every grade level. Assign one support person per grade level whose specific responsibility is to contact families when a scholar is absent. Not an automated call. A personal one. This person knows the scholars by name, knows the family context, and follows up. **Strategy's Expected Result/Impact:** Improved communication with families, Improved ADA rate. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Redefine what "Good Attendance" looks like for scholars and families.Currently, the only attendance milestone most scholars know about is perfect attendance, which feels out of reach for many of our chronically absent scholars before the year even gets going. Establish a tiered, monthly attendance recognition system: celebrate scholars who achieve 100% attendance, and separately recognize scholars who reach 97% or better with an "Nearly Perfect" award. This matters because it creates an achievable on-ramp. A scholar who missed three days in September can still earn something real in October. Recognition tied to monthly windows. This also gives scholars and families a fresh start every 30 days, so that families understand the year isn't lost because of a rough quarter. Pair the recognition with visibility, announcements, the Travis Newsletter, and a school display that keeps the goal in front of scholars all month. **Strategy's Expected Result/Impact:** Improved ADA for Travis. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By spring 2027, Travis Elementary will increase its OHI Cohesiveness rating from 46% to 70%, evidenced by grade-level teams and departments functioning at Stage 4, marked by mature closeness, mutual accountability, and a shared investment in the growth of every Texan on staff.

Evaluation Data Sources: Staff climate/culture surveys; Short pulse surveys after key collaborative cycles; Staff retention and attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build team identity through the six getting-organized strategies. Facilitate the six getting-organized strategies with 100% of grade-level teams and departments by October and revisit implementation during monthly PLC check-ins. The goal is for every team to move from compliance to genuine interdependence, where teachers aren't just sitting in the same room, they're actually building something together. **Strategy's Expected Result/Impact:** Improve the adult culture, team effectiveness, accountability, trust, and collective capacity. **Problem Statements:** Perceptions 1	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish systems and structures that make trust visible. Trust grows through consistent, repeated experiences of being seen, heard, and supported by the people you work alongside. Establish team agreements at the start of the year that each grade level writes, owns, and returns to. Build norms around how teams give each other feedback, how they share resources, and how they respond when a colleague is struggling. Honor those agreements publicly, reference them in ILT, in PLC check-ins, and in my own messaging as principal. When the structures are named and visible, trust has something to attach to. **Strategy's Expected Result/Impact:** Improve the adult culture, team effectiveness, accountability, trust, and collective capacity. **Problem Statements:** Perceptions 1	Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Cohesiveness is our priority dimension and we are at 46%. **Root Cause**: Within grade level teams and departments there is a lack of trust in lifting all staff up.

Title I Personnel

Name	Position	Program	FTE
Clarinda Kelley	Instructional Assistant	Title I	.5
Leticia Garcia	Class size reduction teacher	Title I	.4

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026