

Calhoun County Independent School District

Travis Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Travis Middle School aims to develop students who:

Create, communicate effectively, and think critically

Lead by example and possess a lifelong love of learning

Adapt to challenges and are accountable for their academic success

Work persistently in a culturally rich and diverse environment

Strive for academic success and are self-disciplined

Vision

At Travis Middle School our vision is to prepare and motivate our students for a rapidly changing world by instilling critical thinking skills, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

School Motto

Learning Today, Leading Tomorrow!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following list depicts an overview of the priorities identified after reviewing multiple sources of data for the Comprehensive Needs Assessment :

Demographics

- Consistent program implementation of acceleration and enrichment opportunities during Fiddler Time
- Implementation of EB/ESL curriculum with fidelity and in-class support for EB/ESL students.
- Attendance Incentives

Student Achievement

- Campus-wide instructional expectations using Teach Like a Champion techniques
- Campus-wide consistency with the implementation of current resources and adopted campus initiatives
- Campus-wide adopted parent contact log system
- Unification of the social studies department due to a large number of new hires
- Targeted PD based on student performance
- Appropriate academic placement of students in classes and monitoring of academic progress
- Continuation of UIL A+ Academics

School Culture and Climate

- Modification of campus-wide behavior plan
- Increased visibility and use PBIS system through the use of the bank and Fiddler Buck reward system
- Increased positive parent contact from teachers and administration
- Modeling and practice of social skills and behaviors for all students
- Timely response to classroom discipline issues that disrupt learning

Staff Quality

- More PD to support student-teacher relationships
- More PD for instructional paraprofessionals (SPED and ESL)
- More EB/ESL support in classrooms for non-English speaking students

- More support and PD for new teachers related to district-used resources
- Continuous support and reflective processes through admin, and instructional specialist work with staff.

Curriculum & Instruction

- Professional Development on how to incorporate writing daily across all content areas
- Implementation of PE Curriculum and daily PE expectations
- Use of an improved data board to drive instructional decisions
- Grade and subject level meetings where teachers are trained to have students write across curriculums-Everybody Writes
- Planned data talks to discuss instructional decisions, alignment, and student needs
- Consistent daily procedures across all departments

Family & Community Involvement

- More parent participation in scheduled parent training and school events
- Regular communication to parents of upcoming events-TMS Fiddler Flash and weekly emails of Fiddler Friday Updates
- Increase parent recruitment and participation

School Context & Organization

- More enrichment opportunities for students built into the schedule
- Opportunities for GT students to complete TPSP projects
- Scheduled daily intervention in Math, ELAR, and Science based on student performance

Technology

- System in place to assist students with charging Chromebooks and monitoring appropriate usage
- Educational training for parents on students' appropriate use and grade book access
- Increased use of GoGuardian to monitor appropriate use.

Demographics

Demographics Summary

Travis Middle School is located in Calhoun County Independent School District in Port Lavaca, Texas. The community, of approximately 12,000, is located in the Golden Crescent of Texas along the Lavaca Bay. Port Lavaca is a rural community that is primarily supported by agriculture and the chemical industry. Port Lavaca, Texas is a diverse community and has three major languages represented including English, Spanish, and Karen. Travis Middle School is a public education, open enrollment campus that services students in grade levels 6-8 in the coastal community of Port Lavaca, Texas. The campus serves a population of 702 students by 48 teachers with a student-to-teacher ratio of 14.625. The student population by grade level is as follows:

Grade Level Count

6	244
7	239
8	218

Travis has a diverse student population. Our student body consists of 69.8% Hispanic, 24.2% White, 4.1% Asian, 1.4% African American, .28% 2 or more races. The following data represents Travis student counts by program:

Program	Percent
Bilingual/ESL	11.4%
Career and Technical Education	30.91%
Gifted and Talented	8.5%
Special Education	10.59%

The student population is 53% at-risk and 63.4% economically disadvantaged. Our campus monitors the achievement of these identified students and provides support in areas of need.

Demographics Strengths

- Travis Middle School is made up of a diverse student population that fosters integrated cultural experiences that encompasses all ethnicities.
- CCISD supports our economically disadvantaged and other at-risk students by providing support services such as meals, school supplies, and counseling.
- Teachers work together weekly as teams by grade level and content area to plan instruction and share best practices.
- The campus parent liaison and PTO are working with campus administrators and staff to establish strong partnerships to increase parent involvement.
- Mentors from local industries work with our students and support our school programs and provide support for at-risk students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economically-disadvantaged student population has academic gaps thus necessitating the need for student-centered lessons and other high-yield teaching strategies. **Root Cause:** Classroom instruction is teacher-centered and is not meeting the needs of all learners.

Student Learning

Student Learning Summary

Travis Middle School was rated a 61 for the 2021-2022 year and was labeled as Not Rated and identified for comprehensive support and improvement.

Travis's rating and label reflect the comparison of 2018-2019 to 2021-2022.

Students at Travis Middle School are continually monitored throughout the school year using unit assessments, benchmarks, and progress monitoring. Travis follows CCISD instructional calendars to ensure the curriculum is taught and meets students' needs. Our teachers work in collaboration with others to design assessments that allow for continuous self-assessment and improvement for our students. The use of student planners and data trackers are utilized in all grades.

The 2021-2022 and 2020-2021 STAAR scores are shown below. In the area of student achievement, Travis students improved in reading on Approaches, Meets, and Masters Grade Level. Each grade level in math had mixed results with no exceptional losses or gains. 8th-grade social studies saw a gain across each level. All subjects fell below 50% in the category of Meets Grade Level. Our focus will continue to be on increasing Approaches, Meets, and Masters grade levels to ensure student growth and preparation for the next grade level.

Student Achievement

Student Achievement Data STAAR	Approaches GL 2022	Meets GL 2022	Masters GL 2022	Approaches GL 2021	Meets GL 2021	Masters GL 2021
Reading						
6th Grade	60%	30%	17%	57%	21%	8%
7th Grade	70%	39%	21%	63%	35%	17%
8th Grade	75%	46%	29%	72%	43%	19%
Math						
6th Grade	67%	25%	7%	68%	21%	6%
7th Grade	37%	10%	0%	41%	7%	0%
8th Grade	67%	25%	3%	54%	27%	8%
Writing				60%	29%	5%

Science	76%	40%	18%	67%	40%	19%
Social Studies	42%	13%	7%	35%	8%	4%

Significant STAAR Results by Student Groups Based on Closing the Gaps Data

The yellow highlighted Travis STAAR Data in the chart below shows the one student group which **Did Meet** the Grade Level Standard as set by the State of Texas. The green highlighted Travis STAAR Data in the charts below shows the two student groups which missed the target by 1-3 points. All other areas Did Not Meet the Grade Level Standard.

Academic Achievement Status	All Students	Hispanic	White	Asian	Eco/Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Reading	39%	37%	41%	55%	32%	26%	16%	40%	31%
Target:	44%	37%	60%	74%	33%	29%	19%	46%	42%
Math	28%	24%	33%	45%	20%	21%	14%	28%	22%
Target:	46%	40%	59%	82%	36%	40%	23%	47%	45%

Growth Status	All Students	Hispanic	White	Asian	Eco/Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Reading	63%	64%	59%	74%	61%	55%	55%	63%	64%
Target:	66%	65%	69%	77%	64%	64%	59%	66%	67%
Math	28%	24%	33%	45%	20%	21%	14%	28%	22%
Target:	46%	40%	59%	82%	36%	40%	23%	47%	45%

Student Learning Strengths

- Intervention time is built into the Master Schedule and utilized during Summer School.
- RtI and MTSS are used to provide support for students.
- All students are provided a Chromebook for academic use.
- 6th through 8th grade Reading increased in the categories of approaches, meets, and masters when compared to 2021.
- The Hispanic population met the target for reading.
- STAAR data indicates that 8th-grade science was above the state average in Approaches Grade Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Classroom instruction is Teacher-Centered and not meeting the needs of all learners. **Root Cause:** Student population has academic gaps thus necessitating the need for Student-Centered lessons.

Problem Statement 2: The majority of students exhibit educational gaps. **Root Cause:** Disruption in the learning environment due to COVID-19 and failure to implement high-yield teaching strategies with fidelity.

School Processes & Programs

School Processes & Programs Summary

Travis Middle School works closely with district office personnel when making curricular decisions. Professional Learning Communities consisting of District and Campus Instructional Specialists, Campus Administrators, and teachers meet regularly to plan rigorous and relevant instruction. Teachers have flexibility in strategy selection but must be aligned with standards. Curricular-Based Assessments (CBAs), campus assessments, and MAP testing are used to monitor student growth and progress. Data meetings are held following CBAs and MAP tests to identify areas needing improvement.

Teachers participate in professional development opportunities and continually receive training to improve their technology skills and instructional practices. New Teachers participate in the Lead4ward First Year Teacher Academy and are additionally provided an on-campus mentor. New teachers are also supported at the district level with monthly professional development.

All students and teachers have access to Chromebooks in a 1:1 program. In addition, teachers have document cameras, LCD projectors, and Chromebase computers for classroom use. Google Classroom is utilized by all Travis content teachers for the dissemination and collection of electronic assignments. Online programs are utilized to assist with student mastery of content: Read180 & System44, Edgenuity, IStation, IXL, Stemsopes, Kesler Science, Brain Pop, Khan Academy, Gale Resources, CommonLit, Readworks, Discovery Education, Savaas, and Exploros. Teachers receive ongoing training for the integration of technology in their classroom instruction.

During 5th period Fiddler Time, students participate in an acceleration or enrichment class based on their individual needs including GT and UIL. Elective course offerings have been added to the master schedule to ensure students are prepared for academic success.

School Processes & Programs Strengths

- New teachers receive support from campus mentor teacher, Campus Instructional Specialist, as well as district New Teacher Program Coordinator.
- Time has been created in the master schedule for grade level content teams to meet, thus giving teachers the opportunity to meet and plan classroom instruction in a collaborative manner.
- Designated time has been created for core teachers to plan at the beginning of each nine weeks. There is also a designated two-hour planning time at the 6th-week mark that will allow teachers to reflect on students' grades and plan intervention as needed.
- All students and teachers have access to technology.
- Sixth-grade students are enrolled in MS Mindset which allows them to obtain the necessary skills to transition from elementary school including important character traits, as well as a Fiddler Apps class to aid in the acquisition of technology skills.

- Seventh-grade students are enrolled in Leadership to assist them in developing their leadership skills, as well as a semester speech class to assist with developing communication skills.
- Eighth-grade students are enrolled in Career Explorations which enables them to investigate college and career opportunities and determine which graduation path they will follow. Additionally, CTE courses, Principles of Construction and Principles of Human Services, are available for 7th and 8th-grade students.
- Teachers are participating in a book study, Teach Like a Champion, and participate in professional development centered around the strategies in the book.
- Intervention is built into the school day through the use of ELAR and Math Intervention Teachers in the form of both small group pull-out and in-class support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not utilize effective instructional practices based on the academic needs of their students. **Root Cause:** Teachers utilize instructional strategies they are most comfortable with and are adjusting slowly to using high-impact student-centered strategies.

Perceptions

Perceptions Summary

The culture and climate at TMS is increasing positively as a result of improved communication between Travis's leadership, staff and parents. Positive interactions have also improved by actively identifying positive actions by the students and rewarding them. Parents are more aware of campus happenings through the campus marquee, Travis Facebook, Travis website, Fiddler Flash (monthly newsletter), Travis Update (weekly email), and Remind posts. A challenge with parent/guardian participation is the language barrier. A bilingual parent liaison is working to bridge the gap between families and TMS. TMS referrals are on a decline compared to this time last year due to the implementation of a PBIS system and a campus-wide Behavioral Management System that identifies and addresses minor violations. Currently, Travis Middle School has approximately 94% attendance for the first nine weeks of the 2022-2023 school year.

Perceptions Strengths

- Our strengths come from concerted efforts to improve communication between school and home. School messenger, campus website, social media, and marquee are used to communicate important information with parents. A monthly newsletter is also sent home highlighting important dates, events, and messages from teachers, staff, and administration.
- Weekly student updates are presented campus-wide during Fiddler Time.
- Weekly updates are emailed out to the staff to review expectations and highlight activities and staff achievements.
- Our counseling staff is devoted to working with our students and families and helping them be successful in and out of the classroom.
- The administration meets biweekly with department heads to address campus and classroom concerns and plan for various needs.
- Our district and campus instructional specialists, as well as campus department heads, are utilized to support teacher growth.
- Our bilingual parent liaison helps us reach more students and parents throughout the district. The parent liaison also manages community mentors to support students as needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lack of effective relationships between students and teachers hinders student engagement and active participation in the classroom. **Root Cause:** Various disconnects exist because teachers do not understand the degree of challenges students face due to their environmental influences.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Travis Middle school will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.





Performance Objective 1: The % of students who score meets grade level or above on STAAR Reading 6-8 will increase by 5% each year.

Evaluation Data Sources: 2022 STAAR scores, 2021-2021 CBAs, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide universal screener for ELAR baseline and utilize Reading MAP assessment for academic measures to guide campus instructional decisions.</p> <p>Strategy's Expected Result/Impact: The results of the universal screeners will identify students' academic strengths and weaknesses and allow for targeted academic interventions.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Instructional Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement current state standards in coordination with the adopted ELAR textbook to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Students will develop skills needed to increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Specialist, and District Curriculum Specialists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Markerboard Activity Tables - 211 TITLE I - \$2,130.84, Data Charts - 211 TITLE I - \$220.18, Projector in Library for instruction - 211 TITLE I - \$1,349, ELA/RLA STAAR Redesign PD - 211 TITLE I - \$350</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate common assessments in order to modify instruction to assist students with mastery of standards and design individual targeted intervention.</p> <p>Strategy's Expected Result/Impact: Identification of learning gaps to assist students with mastery of content.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist, District Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Student Progress Trackers - 211 TITLE I - \$4,524.05, Math STAAR Tutorials (6,7,8) - ESSER I - \$6,178.16, RLA STAAR Tutorials (6,7,8) - ESSER I - \$13,000, Social Studies STAAR Tutorials - ESSER I - \$5,000, Data Charts - 211 TITLE I - \$220.18, ELA/RLA STAAR Redesign PD - 211 TITLE I - \$350, Instructional Materials for Classrooms - 211 TITLE I - \$1,466.96</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intervention targeting individual student deficits in Reading through Crab classes and Fiddler Time Intervention classes.</p> <p>Strategy's Expected Result/Impact: Targeting individual deficits will improve student achievement in reading and math on both local and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Campus Interventionist, Crab teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Markerboard Activity Tables - 211 TITLE I - \$2,130.84, Instructional Materials for Classrooms - 211 TITLE I - \$1,466.96</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Teach Like a Champion techniques to enhance student-centered learning and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student performance in all content areas and performance categories of Meets and Masters.</p> <p>Staff Responsible for Monitoring: District and Campus Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Data Charts - 211 TITLE I - \$220.18, Materials for Increased Teacher Mobility - 211 TITLE I - \$1,716.15</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will use instructional tools in class that engage at-risk students and show students understanding of TEKS.</p> <p>Strategy's Expected Result/Impact: Improved student engagement in lessons</p> <p>Staff Responsible for Monitoring: Campus administration and District Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Travis Middle school will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 2: The % of students who score meets grade level or above on EOC Algebra 1 and STAAR Math 6-8 will increase by 5% each year.

Evaluation Data Sources: 2022 STAAR scores, 2021-2021 CBAs, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Math MAP assessment for baseline academic measures to guide campus instructional decisions.</p> <p>Strategy's Expected Result/Impact: The results of the universal screeners will identify students' academic strengths and weaknesses and allow for targeted academic interventions.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement current state standards utilizing the Math textbook and/or supplemental resources to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Students will develop skills needed to increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Specialist, and District Curriculum Specialists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Markerboard Activity Tables - 211 TITLE I - \$2,130.84, Data Charts - 211 TITLE I - \$220.18, X-Y Grid Dry-Erase Boards - 211 TITLE I - \$605.40, Cling Graphs - 211 TITLE I - \$463.20</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate common assessments in order to modify instruction to assist students with mastery of standards and design individual targeted intervention.</p> <p>Strategy's Expected Result/Impact: Identification of learning gaps to assist students with mastery of content.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist, District Instructional Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Student Progress Trackers - 211 TITLE I - \$4,524.05, Data Charts - 211 TITLE I - \$220.18, Instructional Materials for Classroom - 211 TITLE I - \$1,466.96</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intervention targeting individual student deficits in Math through Crab classes and Fiddler Time Intervention classes.</p> <p>Strategy's Expected Result/Impact: Targeting individual deficits will improve student achievement in reading and math on both local and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Crab teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Markerboard Activity Tables - 211 TITLE I - \$2,130.84, X-Y Grid Dry-Erase Boards - 211 TITLE I - \$605.40, Instructional Materials for Classroom - 211 TITLE I - \$1,466.96</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Teach Like a Champion techniques to enhance student-centered learning and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student performance in all content areas and performance categories of Meets and Masters.</p> <p>Staff Responsible for Monitoring: District and Campus Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Data Charts - 211 TITLE I - \$220.18, Materials for Increased Teacher Mobility - 211 TITLE I - \$1,716.15</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will use instructional tools in class that engage at-risk students and show students understanding of TEKS.</p> <p>Strategy's Expected Result/Impact: Improved student engagement in lessons</p> <p>Staff Responsible for Monitoring: Campus administration and District Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: X-Y Grid Dry-Erase Boards - 211 TITLE I - \$605.40</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Travis Middle school will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 3: The % of students who score meets grade level or above on STAAR Science 8 will increase by 5% each year.

Evaluation Data Sources: 2022 STAAR scores, 2021-2021 CBAs, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement current state standards utilizing TEKS Resource System and its components as well as supplemental resources to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Students will develop skills needed to increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Specialist, and District Curriculum Specialists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Digital Microscopes - 211 TITLE I - \$2,150, World Maps and Geography Books - 211 TITLE I - \$525.66</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will disaggregate common assessments in order to modify instruction to assist students with mastery of standards and design individual targeted intervention.</p> <p>Strategy's Expected Result/Impact: Identification of learning gaps to assist students with mastery of content.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist, District Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Teach Like a Champion techniques to enhance student-centered learning and engagement. Strategy's Expected Result/Impact: Increase student performance in all content areas and performance categories of Meets and Masters. Staff Responsible for Monitoring: District and Campus Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use instructional tools in class that engage at-risk students and show students understanding of TEKS. Strategy's Expected Result/Impact: Improved student engagement in lessons Staff Responsible for Monitoring: Campus administration and District Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Digital Microscopes - 211 TITLE I - \$2,150, Cling Graphs - 211 TITLE I - \$463.20, World Maps and Geography Books - 211 TITLE I - \$525.66</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Science MAP assessment for academic measures to guide campus instructional decisions.</p> <p>Strategy's Expected Result/Impact: The results of the universal screeners will identify students' academic strengths and weaknesses and allow for targeted academic interventions.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Instructional Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Travis Middle school will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 4: The % of students who score meets grade level or above on STAAR Social Studies 8 will increase by 5% each year.

Evaluation Data Sources: 2022 STAAR scores, 2021-2021 CBAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement current state standards utilizing the History textbook and/or supplemental resources to ensure vertical and horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Students will develop skills needed to increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Specialist, and District Curriculum Specialists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will disaggregate common assessments in order to modify instruction to assist students with mastery of standards and design individual targeted intervention.</p> <p>Strategy's Expected Result/Impact: Identification of learning gaps to assist students with mastery of content.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist, District Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Math STAAR Tutorials (6,7,8) - ESSER I - \$6,178.16, RLA STAAR Tutorials (6,7,8) - ESSER I - \$13,000, Social Studies STAAR Tutorials (8) - ESSER I - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Teach Like a Champion techniques to enhance student-centered learning and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student performance in all content areas and performance categories of Meets and Masters.</p> <p>Staff Responsible for Monitoring: District and Campus Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use instructional tools in class that engage at-risk students and show students understanding of TEKS.</p> <p>Strategy's Expected Result/Impact: Improved student engagement in lessons</p> <p>Staff Responsible for Monitoring: Campus administration and District Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: World Maps and Geography Books - 211 TITLE I - \$525.66, Social Studies Success membership - 199 LOCAL - \$1,615</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Travis Middle school will execute a rigorous academic program that focuses on achievement for all students through an aligned and measured curriculum.

Performance Objective 5: The % of Bilingual Emergent and Special Education student populations that score meets grade level or above on STAAR will increase by 5% each year.

Evaluation Data Sources: 2022 STAAR scores, 2021-2021 CBAs





Strategy 1 Details	Reviews			
<p>Strategy 1: Address the needs of SPED and EB students through on-going professional development, increased teacher SPED and ESL support, and technology resources.</p> <p>Strategy's Expected Result/Impact: Increase SPED and EL students performance on local and state assessments.</p> <p>Staff Responsible for Monitoring: Administration and District Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use instructional tools in class that engage at-risk students and show students understanding of TEKS.</p> <p>Strategy's Expected Result/Impact: Improved student engagement in lessons</p> <p>Staff Responsible for Monitoring: Campus administration and District Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Teach Like a Champion techniques to enhance student-centered learning and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student performance in all content areas and performance categories of Meets and Masters.</p> <p>Staff Responsible for Monitoring: District and Campus Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Travis Middle school will support college, career, and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 1: CCISD will increase the % of graduates who are CCMR ready from 50% to 70% by August 2025.





Evaluation Data Sources: Student participation in courses offered.

Strategy 1 Details	Reviews			
<p>Strategy 1: Travis Middle School will provide CTE courses for students to gain training in college, post-high school career, and military.</p> <p>Strategy's Expected Result/Impact: Student readiness to begin high school pathway to college, career, and military readiness.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Student Planners for all students - 211 TITLE I - \$2,765.50</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Travis Middle School 8th grade students will take Careers in preparation for the transition to high school.</p> <p>Strategy's Expected Result/Impact: Student readiness to begin high school pathway to college, career, and military readiness.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Student Planners for all students - 211 TITLE I - \$2,765.50</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Travis Middle school will support college, career, and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

Performance Objective 2: Travis will consistently monitor student attendance to improve its 95% attendance rate and ensure increasing opportunities for student success.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Travis Middle School will implement a school wide PBIS system to decrease discipline referrals and increase attendance.</p> <p>Strategy's Expected Result/Impact: discipline and attendance data</p> <p>Funding Sources: Mobile Tardy Systems - ESSER I - \$3,698.68</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Travis Middle school will maintain a safe environment through enhanced safety measures and campus initiatives.

Performance Objective 1: Travis will strive to improve all practices associated with school safety measures including training, development, and refinement of current safety practices.

Evaluation Data Sources: Drills and training will take place throughout the academic year and will be documented and communicated to staff and students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct safety training, drills, and audits campus wide to ensure coordination with all operational plans.</p> <p>Strategy's Expected Result/Impact: Campus will participate in safety training, drills, audits and document activity.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Safety Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Mental Health/Safety PD - 255 TITLE II - \$25</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Travis will follow public health guidelines and incorporate as-needed social distancing, thermal scanners, face masks, hand sanitizer stations, and other safety measures will be in place to ensure the health and safety of students and staff.</p> <p>Strategy's Expected Result/Impact: Fewer cases of COVID-19 on campus will mean healthier students and staff and improved attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students with SEL, character education, and bullying prevention techniques and procedures.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Counselors, Campus Staff, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June


Title I:


2.6

- ESF Levers:

Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Travis Middle School will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development plan.

Performance Objective 1: Travis Middle School will design targeted professional development focused on administrator and teacher effectiveness in instructional settings.





Evaluation Data Sources: Sign in sheets and certificates earned for professional development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educational technologies such as Eduphoria, Aeries Gradebook and Google Suite will be available to all Travis Middle School teachers with appropriate training.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will use available educational technologies to inform students of academic progress, planning and tutorials.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Instructional Specialist, Campus Staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development sessions will be offered to teachers and staff to assist with the implementation of best practices in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of instructional best practices will lead to increased student engagement and achievement.</p> <p>Staff Responsible for Monitoring: District Instructional Specialist, Campus Instructional Specialist, Campus Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Travis Middle School will attract and retain quality staff through the measures outlined in the District of Innovation plan, salary incentives, potential teacher housing and a supportive professional development plan.

Performance Objective 2: Travis Middle School will actively recruit teachers and mentor new hires to ensure the retention of effective educators.





Evaluation Data Sources: Mentor feedback and retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist teachers in attaining certification to serve special populations including Special Ed, GT, and ESL certification, coursework, staff development, in order to assure all staff is highly qualified.</p> <p>Strategy's Expected Result/Impact: 100% of identified Teachers will obtain certification.</p> <p>Staff Responsible for Monitoring: Campus Principal and Campus Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Instructional Specialist and campus mentors will work with new teachers to ensure they are knowledgeable of campus procedures and successful classroom practices.</p> <p>Strategy's Expected Result/Impact: Teachers are better informed and satisfied in their job and retention of highly qualified teachers will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Mentor Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Travis Middle School will practice fiscal responsibility while meeting district and campus personnel needs and instructional requests.

Performance Objective 1: Travis Middle School will monitor budget requests and utilize federal, state, and district funds to support the instructional plan.





Evaluation Data Sources: Based on the yearly audit of finances and program budgets, Travis will meet the needs of the campus in accordance with all mandated regulations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Travis Middle School will exercise fiscal responsibility towards current resources, as well as additional resources that will be purchased. Expenditures will remain within the Travis Middle School budget or the district budget for above and beyond costs.</p> <p>Strategy's Expected Result/Impact: 100% of students will be provided with necessary tools in order to ensure student success.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Principal Secretary</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 LOCAL - 36-6412, - 224 IDEA - \$167,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Travis Middle School will practice fiscal responsibility while meeting district and campus personnel needs and instructional requests.

Performance Objective 2: Travis will coordinate federal, state, and district funds to enhance the safety program.

Evaluation Data Sources: Based on the yearly audit of finances and program budgets, Travis will meet the needs of the campus in accordance with all mandated regulations.

Strategy 1 Details	Reviews			
Strategy 1: School Messenger and social media will be utilized as needed to advise parents and community of safety issues as needed. Strategy's Expected Result/Impact: Increase communication regarding safety Staff Responsible for Monitoring: Administration, Campus Instructional Specialist	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Travis Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8.06

Brief Description of SCE Services and/or Programs

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Personnel for Travis Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Becker, Lorie	Teacher	0.13
Bull, Nancy	Teacher	0.285
Chrisco, Judy	Fellow	1
Crook, Kaye	Teacher	0.285
Crumrine(Stentz), Jane	Teacher	0.14
Farmer, Jennifer	Teacher	0.142
Foreman-McCauley, Stephanie	Teacher	0.922
Fritsch, Norma	Teacher	0.142
Gaither, Thomas	Teacher	0.134
Grant, Raymond	Teacher	0.141
Hill, Delila	Teacher	0.142
Koch, Jason	Teacher Intern	1
Lane, Dawn	Teacher	0.142
Lee, Stacy	Teacher	0.38
Metting, Priscilla	Teacher	0.138
Nessa, Amanda	Teacher	0.129
Osborn, Heather	Teacher	0.142
Quezadas Lima, Laura	Teacher's Aide	0.142
Rieger, Darlyn	Teacher	0.14

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Riley, Clinton	Teacher	0.1
Roden, Mara	Teacher's Aide	1
Sanders, Jodi	Teacher	0.142
Shilinga, Cory	Teacher	0.14
Smiga, Ryan	Teacher	0.14
Spradlin, Tamara	Teacher	0.1
Swope, Phillip	Specialist	0.489
Voss, Chantell	Teacher	0.131
Woodring, Sarah	Teacher	0.142

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Herren, Courtney	Counselor	30	
Ondreas, Brittney	Instructional Specialist	30	
Servantes, Francisco	Security Officer	30	
Sullivan, Jennifer	Parent Liason	30	

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Brittney Ondreas	Campus Instructional Specialist
Administrator	Ryan Abraham	Administrator
Classroom Teacher	Sarah Woodring	ELAR Teacher
Classroom Teacher	Briley Roberts	Science Teacher
Classroom Teacher	Joan Sassman	Math Teacher
Classroom Teacher	Jane Stentz	Special Education Teacher
Classroom Teacher	Bill Williams	Social Studies Teacher
Non-classroom Professional	Courtney Herren	Counselor
Classroom Teacher	Jason Koch	Electives Teacher
Classroom Teacher	Tyler Korff	CTE Teacher
Classroom Teacher	Jesse Alderete	Math Teacher
Paraprofessional	Mara Roden	Intervention
Non-classroom Professional	Caitlin Riley	Campus Instructional Specialist
Community Representative	Tracy Janak	Parent

Campus Funding Summary

199 LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Social Studies Success membership		\$1,615.00
5	1	1		36-6412	\$0.00
Sub-Total					\$1,615.00
211 TITLE I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Data Charts		\$220.18
1	1	2	ELA/RLA STAAR Redesign PD		\$350.00
1	1	2	Markerboard Activity Tables		\$2,130.84
1	1	2	Projector in Library for instruction		\$1,349.00
1	1	3	ELA/RLA STAAR Redesign PD		\$350.00
1	1	3	Data Charts		\$220.18
1	1	3	Student Progress Trackers		\$4,524.05
1	1	3	Instructional Materials for Classrooms		\$1,466.96
1	1	4	Instructional Materials for Classrooms		\$1,466.96
1	1	4	Markerboard Activity Tables		\$2,130.84
1	1	5	Data Charts		\$220.18
1	1	5	Materials for Increased Teacher Mobility		\$1,716.15
1	2	2	Cling Graphs		\$463.20
1	2	2	Data Charts		\$220.18
1	2	2	Markerboard Activity Tables		\$2,130.84
1	2	2	X-Y Grid Dry-Erase Boards		\$605.40
1	2	3	Instructional Materials for Classroom		\$1,466.96
1	2	3	Student Progress Trackers		\$4,524.05
1	2	3	Data Charts		\$220.18
1	2	4	Instructional Materials for Classroom		\$1,466.96
1	2	4	Markerboard Activity Tables		\$2,130.84
1	2	4	X-Y Grid Dry-Erase Boards		\$605.40

211 TITLE I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Data Charts		\$220.18
1	2	5	Materials for Increased Teacher Mobility		\$1,716.15
1	2	6	X-Y Grid Dry-Erase Boards		\$605.40
1	3	1	Digital Microscopes		\$2,150.00
1	3	1	World Maps and Geography Books		\$525.66
1	3	4	World Maps and Geography Books		\$525.66
1	3	4	Digital Microscopes		\$2,150.00
1	3	4	Cling Graphs		\$463.20
1	4	4	World Maps and Geography Books		\$525.66
2	1	1	Student Planners for all students		\$2,765.50
2	1	2	Student Planners for all students		\$2,765.50
Sub-Total					\$44,392.26
255 TITLE II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Mental Health/Safety PD		\$25.00
Sub-Total					\$25.00
224 IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$167,000.00
Sub-Total					\$167,000.00
ESSER I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	RLA STAAR Tutorials (6,7,8)		\$13,000.00
1	1	3	Math STAAR Tutorials (6,7,8)		\$6,178.16
1	1	3	Social Studies STAAR Tutorials		\$5,000.00
1	4	2	Math STAAR Tutorials (6,7,8)		\$6,178.16
1	4	2	RLA STAAR Tutorials (6,7,8)		\$13,000.00
1	4	2	Social Studies STAAR Tutorials (8)		\$5,000.00
2	2	1	Mobile Tardy Systems		\$3,698.68
Sub-Total					\$52,055.00

Addendums

Grades Served: 6 - 8
705 N NUECES ST
PORT LAVACA, TX, 77979

735 Students Enrolled
CALHOUN COUNTY ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

75 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

72 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

80 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

63 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Academic Achievement in Social Studies
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps

Travis Middle School Translation Plan

1) Travis Middle School will provide a bilingual parent liaison to assist parents with any issues or concerns. This person will be available daily to assist in communication and will provide written communication in both English and Spanish			
2) The district and campus website information are able to be translated into their home language. Google Translate can be used to assist in this task. Our Travis Facebook page can also be translated into any language the parent may need.			
3) School Messenger will be utilized to disseminate district and campus information in the language of choice selected by the stakeholder.			
4) Written communication with parents will be provided in English and Spanish. If a parent requests information in another language other than English or Spanish, the parent liaison will be utilized to assist in translating and education our parents in learning how to access campus information independently using Google Translate.			
5) Parent meetings will conducted with teachers and a translator in Spanish if needed. If another language is needed, Google translator will be used during the meeting to assist in communicating with the parents in the language of choice.			

Travis Middle School Grade Level Transition Plan for 6th-8th Graders

Goal 1: Provide emotional, academic, and social support for children by building relationships, addressing individual needs and creating a welcoming environment.

Strategies	Timeline
Provide a common planning time for teachers to meet with support personnel to discuss, develop and implement strategies for meeting the emotional and social needs of individual children.	Year long
Counselors discuss the next grade level's expectations, introduce teachers, answer questions, and talk to students about life as a _____ grader during pre-registration through Google Meet	February
Host annual Orientation, 5th grade tours, Electives Fair, and Parent Involvement Night as allowed by COVID 19 guidelines. Families and students are invited to tour the campus, their classroom, visit with administrators, counselors and other support staff. Teachers use this time to schedule conferences, as needed, with parents to address any specific needs of their children.	Year long

Goal 2: Achieve articulation and alignment of curriculum.

Strategies	Timeline
Time provided for teachers to collaboratively plan and develop units of study.	Year long
Counselors invite parents to 6th grade registration regarding curriculum, grading, standardized testing, courses and behavioral expectations as allowed by COVID-19.	February

Goal 3: Preparation and implementation of school-wide electronically based assignments and assessments.

Strategies	Timeline
6th grade students participate in the Middle School Mindset and Fiddler Apps class.	Year Long
6th, 7th and 8th grade students participate in 1:1 Chromebook program.	Year Long
Teacher trainings in classroom use of technology are provided through Staff Development.	Year Long

Goal 4: Ensure that grading systems and standardized testing align with cognitive, emotional, social and language needs.

Strategies	Timeline
Grade level teachers meet with administration and support personnel to discuss campus transition issues regarding the grading system and standardized assessments.	Year long
Develop procedures to address testing accommodations and classroom modifications for RTI, special education, 504, and limited english learners (EL).	Year long
Work with counselors to implement stress management strategies for students through the use of decision making skills, developing plans of actions, goal setting, problem solving, managing change, and managing transitions.	Year long

Travis Middle School Grade Level Transition Plan for 8th Grade to High School

Goal 1: Build collaboration between the middle school and the high school.

Strategies	Timeline
High school counselor visits with students in class about courses, electives, and credits.	Each Semester
High school counselor visits with each student to fill out course request sheet for 9th grade.	Each Semester
Students from high school courses come to the middle school and visit with students on their class, club, or organization as allowed by COVID-19.	Year Long
High school invites all potential students for the following year to an electives fair for information on options available to them as allowed by COVID-19	January
Students visit the high school for a tour and chance to meet key people and learn information needed for transitioning as allowed by COVID-19.	Each Semester
High school orientation is held before school begins so students can get schedules, find classrooms, meet teachers, and other staff members as appropriate. Also receives information on dress code, grading procedures, discipline expectations, and other rules/regulations expected of them as high school students.	August
Local businesses visit with 8th grade students about career opportunities to help them make informed decisions about their future and course track for high school.	Each Semester

Goal 2: Promote initiatives that ensure student success in school.

Strategies	Timeline
Keep communicating with parents, students, and schools.	Year Long
Ensure that curriculum standards are aligned to prepare 8th graders for the challenge of high school work and expectations.	Year Long
Ensure that parents receive guidance/advice to plan for high school. Communicate to parents what 9th graders are expected to know and be able to do to succeed in high school.	Year Long
Involve teachers, students, and families in continuous planning to support student's academic and social success in high school.	Year Long

Goal 3: Provide developmentally appropriate environment and skills needed for success.














Strategies	Timeline
Provide structures to support the students with any extra help they need to be successful in high school.	Year Long
Teach the students skills such as time management, organizational skills, goal setting, and social skills.	Year Long
Have the students meet the high school counselors that will be available to them for support and personalized attention in high school.	Each Semester
Have personnel available to talk with students when needed about issues affecting their success.	Year Long
Provide professional development that pertains to and assists personnel and parents with assisting the students in a variety of ways.	Year Long

2022-2023 Campus Site-Based Committee

Meeting Date: October 24, 2022

4:00 PM

Travis Middle School

Committee Role	Name	Position	Signature
Non-classroom Professional	Brittney Andrews Caitlin Riley	Campus Instructional Specialist	
Administrator	Ryan Abraham	Administrator	
Classroom Teacher	Sarah Woodring	ELAR Teacher	
Classroom Teacher	Briley Roberts	Science Teacher	
Classroom Teacher	Joan Sassman	Math Teacher	
Classroom Teacher	Jane Stentz	Special Education Teacher	
Classroom Teacher	Bill Williams	Social Studies Teacher	
Non-classroom Professional	Courtney Herren	Counselor	
Classroom Teacher	Jason Koch	Electives Teacher	
Classroom Teacher	Tyler Korff	CTE Teacher	
Classroom Teacher	Jesse Alderete	Math Teacher	
Paraprofessional	Mara Roden	Intervention	
Non-classroom Professional	Caitlin Riley	Campus Instructional Specialist	
Community Representative	Tracy Janak	Parent	



TRAVIS MIDDLE SCHOOL
Calhoun County Independent School District
2022 - 2023
Learning Today, Leading Tomorrow!



Successes and Current Initiatives

- Campus wide Behavior Management Plan encouraging students to “Make the Right Choice”:
 - Travis Bank System implemented to include a 9 week reward recognizing students’ success.
 - Introduction of Fiddler Bucks awarded to students to purchase various rewards.
 - Grade level meetings to review behavior expectations occur every 9 weeks or as needed.
 - The Behavior Management Plan is further supported by our Safety Specialist who also performs regular and frequent safety audits of the campus.
- Campus Instructional Specialists work to support and train teachers in various ways:
 - Workshop Wednesdays: Professional development opportunities for staff.
 - Improve instructional practices through continuous implementation and training in Teach Like A Champion techniques.
 - Weekly content grade level planning meetings are held with core content teachers.
- Planning time for core content teachers at the start of each grading period.
- Leadership opportunities are available for staff through various campus committees.
- Regular communication of campus updates and information occur through marquee, Facebook, campus website, monthly newsletter, and School Messenger.
- Intervention provided to target individual student deficits in reading and math through Crab classes, Fiddler Time, and with the help of an Interventionist.
- STAR Center practices and procedures established to provide support for special education students with emotional and behavioral challenges.

Opportunities for Improvement

- Parent and community involvement
- Failure rate
- STAAR performance
- Improved student motivation and lesson engagement

Need

- Additional planning and preparation time for teachers