

Campus Improvement Plan

2023-2024



Travis Early College High School

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Five Year Board Goals	5
Comprehensive Needs Assessment	
CNA Processes	6
Demographics	7
Student Learning	8
Processes and Programs	9
Perceptions	10
Improvement Plan	
Demographics	11
Student Learning	12
Processes and Programs	14
Perceptions	15
Quarterly Review of Strategies	
Quarter 1 Strategy Formative Review	18
Quarter 2 Strategy Formative Review	19
Quarter 3 Strategy Formative Review	20
Quarter 4 Strategy Summative Review	21
Summative Review of Plan	22
Committees Members	23
Assurances and Plan Approval Information	24



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
- 4. Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 Friday, June 16, 2023	2022-2023 Debrief, Summative review of 22-23 CIP Goals & Performance Objectives, CNA Data Analysis for Demographics and Processes & Programs. After reviewing relevant data, the committee determined that focusing a problem statement on recruitment of economically disadvantaged scholars and declining scholar attendance were best aligned for the demographics category. The committee also decided to write problem statements for teacher collaborative time for instruction, recruitment and retention of highly qualified teachers, and the decrease in the number of scholars obtaining an AA by graduation.
Meeting #2 Wednesday, June 21, 2023	2022-2023 review of debrief from previous meeting, CNA Data analysis for scholar learning and perceptions. After reviewing relevant data, the committee determined that focusing on a problem statement related to decreasing Algebra I STAAR EOC scores, English I scores for meets and masters and TSIA scores for student learning. The committee also decided to write problem statements for perceptions around scholar safety due to vape/dab pen use and the increased need for scholar mental health support. There was no perception data available at the time of the meeting for the Insight Survey.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 2022-2023 CIP–

- While Travis’ scholar attendance is above average for the district, there has been a steady decrease of scholar attendance each year since the pandemic. We need to develop a system of targeted recognition and intervention related to scholar attendance.
- Travis ECHS does not meet the ECHS Blueprint criteria for designation in access because we continue to have more than 10% fewer ECD scholars enrolled in 9th grade compared to SAISD. We need to improve our recruitment efforts to specifically target economically disadvantaged scholars.
- Travis continues to have difficulty hiring and maintaining a highly qualified physics teacher. We will work with our Talent Partner to attract qualified candidates for this position.
- STAAR EOC Algebra I scores decreased for all performance areas and while there were not decreases in the meets or masters areas for English, Biology, and US History STAAR EOCs, our goal is to have 100% of our scholars achieve meets or masters for each EOC. TSIA college readiness proficiency has also decreased since the pandemic. Travis needs to provide PD to support Tier I instructional improvements, schedule more frequent classroom observations for coaching feedback for teachers, and provide resources and time in the schedule to ensure all scholars have access to intervention courses as needed.
- Travis scholars have needed more mental health support to navigate the stress and rigor associated with the early college high school model in order for them to successful complete an associate degree by high school graduation. Resources will be purchased to support campuswide implementation of SEL curriculum.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Scholar attendance rate	ADA rates by grade level; detailed absence excuse data	PS DE-1	Travis ECHS scholar attendance rate decreased from 95% in 2021-2022 to 94.24% in 2022-2023.
		RC DE-1	Travis ECHS does not have a well developed attendance recognition and intervention plan to support improved scholar attendance.
Scholar demographics	Enrollment numbers by grade level broken out by specific populations	PS DE-2	Travis ECHS campus demographics show the percent of ECD scholars both in 9th grade and as a whole is not within the 10% or less of the SAISD percent of ECD students.
		RC DE-2	Given the SAISD lottery process, Travis ECHS recruitment practices do not specifically target economically disadvantaged scholars from across Bexar county or within SAISD.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	We found for three consecutive years scholar daily attendance has decreased at Travis ECHS. Additionally, Travis recruitment efforts have yielded a lower percentage of economically disadvantaged scholars in the 9th grade than the target of less than 10% below SAISD average.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
STAAR EOC	2022 & 2023 STAAR EOC results	PS SL-1	Algebra I scores decreased in 2021-2023 from 92% to 81% approaches, from 36% to 30% meets, and 23% to 13% masters.
		RC SL-1	Travis teachers need targeted PD to ensure scholars are consistently engaged in individualized daily instruction, tutoring, and intervention opportunities. We are not individualizing instruction based on students' academic needs. (ESF 4.1)
		PS SL-2	English I scores remained the same at 81% meets, and only went up from 23% to 24% for masters
		RC SL-2	Travis teachers need targeted PD to ensure scholars are consistently engaged in individualized daily instruction, tutoring, and intervention opportunities. We are not individualizing instruction based on students' academic needs. (ESF 5.1)
TSIA	Current and historical cohort TSIA success rates for math and ELAR	PS SL-3	TSIA scores are trending downward with fewer scholars showing proficiency on both college readiness measures by graduation. TSIA scores for 2023 graduates decreased from 92% to 81% in math and from 97% to 90% in ELAR.
		RC SL-3	Travis was unable to ensure students were consistently engaged in individualized daily instruction and tutoring sessions that aligned with their specific areas of need on TSIA.
		PS SL-4	
		RC SL-4	
Data Determinations	We found that Algebra I scores decreased in all three performance categories, English I scores did not improve for meets or masters, and there has been a decrease in the number of scholars meeting TSIA requirements by graduation.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Recruitment and retainment of highly qualified teachers	Historical staffing information	PS PP-1	Recruitment and retention of highly qualified teachers that fit the needs of Travis' specific student needs is a challenge as evidenced by the open physics position for two years consistently.
		RC PP-1	Travis has not developed a systemic approach for recruitment of highly qualified teachers.
ECHS Outcomes based measures	Historical data related to OBMs and current graduation data	PS PP-2	The most recent graduation data reveals a decrease in the percent of scholars obtaining an associate of arts degree by high school graduation.
		RC PP-2	The use of AVID strategies for management of time, materials, and thoughts as well as scholar self-reflection have not been consistently embedded with integrity across the campus by all AVID teachers.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Staffing data shows a consistent vacancy for the physics position at Travis for two years. We also found the percentage of scholars graduating with an associate degree has decreased for three years in a row.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Scholar discipline	Current and historical discipline referral data	PS PE-1	There was an increase in the number of discipline removals from Travis as a result of scholar possession or being under the influence.
		RC PE-1	Scholars need support for navigating stress and mental health issues they encounter as early college high school students.
Parent engagement data	Sign in sheets for all 22-23 family engagement events; PTSA family membership rates	PS PE-2	Approximately 70% of Travis parents do not attend any of our PFE meetings, functions, etc.
		RC PE-2	Travis has not determined what the common interest(s) are for this group of parents that would attract them to these meetings.
Scholar mental health	Historical scholar survey data; anecdotal counselor, teacher, and administrator records	PS PE-3	Travis scholars do not have ample skills to handle stress and mental health issues they face in a rigorous academic program.
		RC PE-3	Travis has not developed or implemented a school wide social emotional learning curriculum.
		PS PE-4	
		RC PE-4	
Data Determinations	We found there was an increase in the number of scholars removed from campus for disciplinary reasons. Most event sign in sheets revealed fewer than 15 families in attendance. We anticipate Insight survey results from scholars to indicate the majority do not feel a sense of belonging.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	By the end of the year, the scholar attendance rate will be above 95%. Demographics 1	Travis will implement a proactive attendance recognition/incentive program for scholars using PBIS strategies.	Principal Assistant Principal	164 -Incentives for scholar attendance - \$2000
		Quarterly KPIs	By the end of Q1 Travis will create clear guidelines for attendance incentives, identify incentives to purchase, create & deploy PSAs and infographics and calendar dates for incentive giveaways for the entire year. Additionally, scholars meeting attendance goals will be recognized and the first round of attendance incentives will be given away. By the end of Q2 Scholars meeting attendance goals will be recognized and the second round of attendance incentives will be given away. By the end of Q3 Scholars meeting attendance goals will be recognized and the third round of attendance incentives will be given away. By the end of Q4 Scholars meeting attendance goals will be recognized and the last round of attendance incentives will be given away.		
DE-2	1,2,3	Recruitment for the 2024-2025 school year will show a minimum of 75% ECD for incoming 9th graders. Demographics 2	Travis will work with the Office of Enrollment to fully engage in and capitalize on the Choice Schools recruitment process.	Principal CAC Members	196 -TECHS swag items & marketing/promotional items
		Quarterly KPIs	By the end of Q1 Dates for SAISD School Choice activities will be calendared, the CAC will select two volunteers to establish connections with 6 middle schools and/or academies in SAISD to identify possible recruitment activities to target 8th grade families, order TECHS swag merchandise, and invite/schedule a minimum of 3 8th grade groups to visit Travis ECHS during recruitment. By the end of Q2 Travis will host a minimum of 3 campus visits for entire 8th grade classes from SAISD, will attend all SAISD Choice Schools recruitment events with a staff member and 2 scholars, and have TECHS representation at a minimum of two middle school/academy family events. By the end of Q3 School Mint will be monitored weekly to track the number of applications, offers, and acceptances for incoming 9th grade. TECHS representation will visit future Panthers at their home 8th grade campus to celebrate their selection of Travis. By the end of Q4 Staff members will make phone calls to all families who accept to welcome them and ensure they have all important information about becoming a Panther.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	2	By the end of the year there will be an 8% increase in students at the Approaches or Meets and a 15% increase in Masters on 2024 Algebra I STAAR EOC. Student Learning 1	Provide math and AVID classrooms with high-quality instructional materials and PD or coaching aligned to identified scholar needs.	Principal Assistant Principal	211-Calculators for classrooms-\$5,300
		Quarterly KPIs	By the end of Q1, an inventory of student engagement strategies currently implement will be assessed in 100% of classrooms. By the end of Q2, 100% of teachers will have been trained on engagement strategies and have completed one coaching cycle. By the end of Q3, 70% of teachers will implement teaching strategies focused on individualized student instruction with fidelity. By the end of Q4, there will be an 8% increase in approaches or meets and a 15% increase on masters on the 2024 Algebra I STAAR EOC.		
SL-2	1	By the end of year there will be a 5% increase in students at the Meets and Masters on 2024 English I STAAR EOC. Student Learning 2	Provide ELAR and AVID classrooms with high-quality instructional materials and PD or coaching aligned to identified scholar needs.	Principal Assistant Principal	164-Instructional Supplies-\$1708.00 211-Instructional Supplies-\$900.00
		Quarterly KPIs	By the end of Q1, an inventory of teaching practices will be assessed in 100% of classrooms along with a teacher survey. By the end of Q2, 100% of teachers will have been trained on teaching practices that focus on individualized student instruction, tutoring and intervention and 50% of teachers will implement teaching practices that focus on individualized student instruction and intervention. By the end of Q3, 70% of teachers will implement teaching practices that focus on individualized student instruction and intervention with fidelity. By the end of Q4, there will be an 5% increase in meets and masters on the 2024 English I STAAR EOC.		
SL-3	2,3	By the end of the year there will be a 15% increase in Math TSIA scores in each grade level. Student Learning 3	Ensure scholars needing support in showing math TSIA proficiency are instructed using aligned curriculum, high-quality instructional materials, and are tested when they show readiness.	Principal Assistant Principal Senior Coordinator of Operations AAT Coordinator	164-Instructional Supplies-\$1708.00 211-Instructional Supplies-\$900.00
		Quarterly KPIs	By the end of Q1, 100% of scholars will have attempted the math TSIA and 100% of scholars who did not meet college ready standard will complete a diagnostic exam to determine student's specific needs. By the end of Q2, 50% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the math TSIA. By the end of Q3, 100% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the math TSIA. By the end of Q4, there will be a 15% increase in Math TSIA scores.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,3	By the end of the year there will be a 10% increase in ELAR TSIA scores in each grade level. Student Learning 3	Ensure scholars needing support in showing ELAR TSIA proficiency are instructed using aligned curriculum, high-quality instructional materials, and are tested when they show readiness.	Principal Assistant Principal Senior Coordinator of Operations AAT Coordinator	
		Quarterly KPIs	By the end of Q1, 100% of scholars will have attempted the ELAR TSIA and 100% of scholars who did not meet college ready standard will complete a diagnostic exam to determine student’s specific needs. By the end of Q2, 50% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the ELAR TSIA. By the end of Q3, 100% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the ELAR TSIA. By the end of Q4, there will be a 10% increase in ELAR TSIA scores.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By May 30, 2024 all teaching positions for the 2024-2025 school year will be filled with highly qualified teachers. Processes and Programs 1	Travis administrators will work with their Talent Partner to identify and participate in opportunities to recruit highly qualified candidates for hard to staff positions including but not limited to attending in-district and out of district job fairs, developing relationships with local universities and alternative certification programs, etc.	Principal Assistant Principal	None
		Quarterly KPIs	By the end of Q1 The principal will attend HCM 101 training. If an opening exists, Travis administration will attend available job fairs. By the end of Q2 The administrator team will contact all local university education departments and alternative certification programs to establish a positive rapport. If an opening exists, Travis administration will attend available job fairs. By the end of Q3 If an opening exists, Travis administration will attend available job fairs. By the end of Q4 The principal will ensure that Travis specific job postings appear on the SAISD website for all open positions.		
PP-2	1,2,3	By the end of the year the percent of graduates earning an AA will increase by 10%. Processes and Programs 2	Grade level teacher teams will monitor and support scholar DC success by requiring scholars to report current grades each week and contact parents if they need support such as tutoring or additional work/study time to bring their grades up to passing.	Principal DC Coordinator	
		Quarterly KPIs	By the end of Q1 Grade level teams will contact parents for scholars failing any DC course for two weeks and will hold a parent conference with any scholar failing a DC course for 4 weeks. Scholars failing DC courses will be required to attend intervention support on Fridays. By the end of Q2 Based on a mid-year DC grade report and weekly grade checks during AVID, scholars failing a DC course will be withdrawn from the course at SAC. Scholars failing DC courses will be required to attend intervention support on Fridays. By the end of Q3 Grade level teams will contact parents for scholars failing any DC course for two weeks and will hold a parent conference with any scholar failing a DC course for 4 weeks. Scholars failing DC courses will be required to attend intervention support on Fridays. By the end of Q4 Based on a mid-year DC grade report and weekly grade checks during AVID, scholars failing a DC course will be withdrawn from the course at SAC. Scholars failing DC courses will be required to attend intervention support on Fridays.		
PP-3		By the end of the year the percent of graduates earning an AA will increase by 10%. Processes and Programs 2	Travis scholars will be exposed to a Texas university setting by visiting a college campus one time each school year in grades 9, 10, and 11.	Principal AVID Team Leaders CBA	
		Quarterly KPIs	By the end of Q1, two grade level field trips will be planned to a Texas university in the San Antonio, Austin, College Station area. By the end of Q2, two grade level field trips will be completed and one grade level field trip will be planned for the spring to a Texas university in the San Antonio, Austin, College Station area. By the end of Q3, the last grade level field trip will be completed		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year there will be a 25% decrease in the percent of scholars being removed from campus for discipline. Perceptions 1	Campuswide scholar expectations for safety and academic success will be implemented with fidelity by all staff members.	Principal Assistant Principal AVID Site Team CAC	
		Quarterly KPIs	By the end of Q1 campuswide expectations for scholar safety and academic success will be identified and communicated with all scholars, families, and staff members. Beginning the first week of school administrators will perform random safety checks in scholar bathrooms a minimum of 4 times each day. Campus discipline data will be shared with staff members at the end of the 1st grading period. By the end of Q2 a drug/alcohol awareness lesson will be taught to each grade level. Campus discipline data will be shared with staff members at the end of the 2nd grading period. By the end of Q3 a presentation on the dangers of substance use/abuse will be delivered to Travis ECHS parents/families. Campus discipline data will be shared with staff members at the end of the 2nd grading period. By the end of Q4 a survey on the impact of campus wide expectations for safety and academic success will be given to staff members and the results reported to the CAC, along with discipline data for the year.		
PE-2	1,2,3,4	By the end of the year, increase attendance at parent trainings by 10% as indicated by sign-ins and parental surveys. Perceptions 2	The campus will host family engagement events at times convenient for families and on topics of interest and use to support scholar academic success and social emotional wellbeing.	Principal CAC	
		Quarterly KPIs	By the end of Q1 all family engagement activities for the school year will be calendared. A minimum of two family engagement events will be hosted at Travis ECHS. By the end of Q2 A minimum of four family engagement events will be held at Travis ECHS. By the end of Q3 A minimum of six family engagement events will be held at Travis ECHS By the end of Q4 A minimum of eight family engagement events will be held at Travis ECHS		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	4	By the end of the year, student surveys will show a 15% increase in feelings of belonging and support. Perceptions 3	The identified 7 Mindsets weekly lesson will be taught by all teachers for 28 out of 36 weeks of the school year.	Principal Counselor AVID Team Leaders	
		Quarterly KPIs	By the end of Q1 staff training for the implementation of 7 Mindsets will be conducted and 80% of teachers will guide a minimum of 7 weekly lesson during AVID. By the end of Q2 80% of AVID teachers will guide a minimum of 14 weekly 7 Mindset lessons. By the end of Q3 80% of AVID teachers will guide a minimum of 21 weekly 7 Mindset lessons. By the end of Q4 80% of AVID teachers will guide a minimum of 28 weekly 7 Mindset lessons.		
PE-4	4	By the end of the year, student surveys will show a 15% increase in feelings of belonging and support. Perceptions 3	Resources to celebrate/recognize staff and scholar uniqueness and demonstration of kind acts will be given to throughout the school year.	Counseling Team AVID Teachers	
		Quarterly KPIs	By the end of Q1, motivation and morale booster items will be purchased and 25% of the items will be awarded to scholars and staff members that exemplify kindness toward themselves or others. By the end of Q2, 50% of the items will be awarded to scholars and staff members. By the end of Q3, 75% of the items will be awarded to scholars and staff members. By the end of Q4, 100% of the items will be awarded to scholars and staff members.		

2.2 – First Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	An inventory of student engagement strategies currently implement will be assessed in 100% of classrooms	GP	While conducting walkthroughs in 100% of classrooms, we have taken inventory of student engagement strategies that teachers use. Administrators have also debriefed with one another about engagement strategies and training which has occurred.
SL-2	An inventory of teaching practices will be assessed in 100% of classrooms along with a teacher survey	GP	We have visited every classroom for formalized walkthroughs with feedback provided; Dr. Martinez conducted classroom visits to review WICOR strategies on 10/18 & data gathered will guide future AVID instructional strategy PD sessions. Next AVID PD will be on 11/3
SL-3	100% of scholars will have attempted the math TSIA and 100% of scholars who did not meet college ready standard will complete a diagnostic exam to determine student's specific needs.	SP	99.7% of scholars have attempted the math TSIA and 99.7% of scholars have diagnostic scores and Learning Locator numbers.
SL-4	100% of scholars will have attempted the ELAR TSIA and 100% of scholars who did not meet college ready standard will complete a diagnostic exam to determine student's specific needs.	MT	100% of scholars have attempted the ELAR TSIA and 100% of scholars have diagnostic scores and Learning Locator numbers.
DE-1	Travis will create clear guidelines for attendance incentives, identify incentives to purchase, create & deploy PSAs and infographics and calendar dates for incentive giveaways for the entire year. Additionally, scholars meeting attendance goals will be recognized and the first round of attendance incentives will be given away.	MT	Attendance incentive guidelines with drawing dates was created. Infographics/PSAs were created and shared using the electronic bulletin boards. Giveaways for 1st, 2nd, and 3rd three weeks were awarded and pictures taken of winners.
DE-2	Dates for SAISD School Choice activities will be calendared, the CAC will select two volunteers to establish connections with 6 middles schools and/or academies in SAISD to identify possible recruitment activities to target 8th grade families, order TECHS swag merchandise, and invite/schedule a minimum of 3 8th grade groups to visit Travis ECHS during recruitment.	GP	Mr Roberson reached out to 23 middle schools/academie, established connections with 5 middle schools/academies and has set up times to visit to recruit students at 2 campuses (Hotwells and Bohnam) for 11/3/2023. He is in the process of coordinating for 8th graders to visit Travis. December 1, 2023 will be the opening for School Choice Applications

2.2 – First Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	The principal will attend HCM 101 training. If an opening exists, Travis administration will attend available job fairs	GP	Principal attended the job fairs to fill vacant physics position. Next steps will be to attend Long Term Substitute job fairs.
PP-2	Grade level teams will contact parents for scholars failing any DC course for two weeks and will hold a parent conference with any scholar failing a DC course for 4 weeks. Scholars failing DC courses will be required to attend intervention support on Fridays.	GP	AVID teachers have contacted parents of students failing two or more courses. All three grade-levels are updating SAC gradebook. AVID teachers are also utilizing scholar earned release passports as another form of checking to see which scholars are failing courses and needing to attend intervention on Fridays.
PP-3	Two grade level field trips will be planned to a Texas university in the San Antonio, Austin, College Station area.	MT	Two college field trips were planned and conducted during the 1st nine weeks: 9th grade at Texas State and 11th grade at Texas A&M.
PE-1	Campuswide expectations for scholar safety and academic success will be identified and communicated with all scholars, families, and staff members. Beginning the first week of school administrators will perform random safety checks in scholar bathrooms a minimum of 4 times each day. Campus discipline data will be shared with staff members at the end of the 1st grading period.	SP	Campuswide expectations were communicated to scholars at grade-level meetings. The same presentation was shared with families using the parent Smore. Administrators were conducting safety checks diligently at the beginning of semester. Administrators and hall monitors will resume safety checks. Campus discipline data has not been shared but will be shared at Nov 3 faculty meeting. Hall passes have been utilized for scholars each week.
PE-2	All family engagement activities for the school year will be calendared. A minimum of two family engagement events will be hosted at Travis ECHS.	MT	Two family engagement events have been held, Meet the Teacher and Ice Cream Social. Next steps will be to adjust the number of family engagement activities based on our calendar.
PE-3	Staff training for the implementation of 7 Mindsets will be conducted and 80% of teachers will guide a minimum of 7 weekly lesson during AVID.	MT	All teachers attended 7 Mindsets Implementation training. 7 Mindset Monday lessons have been delivered. All teachers have guided 7 Mindset Monday lessons.
PE-4	Motivation and morale booster items will be purchased and 25% of the items will be awarded to scholars and staff members that exemplify kindness toward themselves or others.	GP	Items have ordered, items need to be given out to scholars.

2.2 – Second Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of Q2, 100% of teachers will have been trained on engagement strategies and have completed one coaching cycle.	DI	Dr. Martinez has presented on 11/3 to our staff on engagement strategies in the classroom. Teacher chose from instructional strategies presented to implement into their AVID and in teaching their classes. Due to work on other goals, coaching cycles were not implemented.
SL-2	By the end of Q2, 100% of teachers will have been trained on teaching practices that focus on individualized student instruction, tutoring and intervention and 50% of teachers will implement teaching practices that focus on individualized student instruction and intervention.	GP	Dr. Martinez has presented on 11/3 (include dates) to our staff on AVID strategies in the classroom. Teacher chose from instructional strategies presented to implement into their AVID and in teaching their classes.
SL-3	By the end of Q2, 50% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the math TSIA.	GP	We have been utilizing the earned release Fridays to retest juniors and seniors and some sophomores. As of Q2, we have 69% of juniors and seniors who have passed the Math TSI.
SL-4	By the end of Q2, 50% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the ELAR TSIA.	GP	We have been utilizing the earned release Fridays to retest juniors and seniors and some sophomores. As of Q2, we have 87.5% of juniors and seniors who have passed the English TSI.
DE-1	By the end of Q2 Scholars meeting attendance goals will be recognized and the second round of attendance incentives will be given away.	MT	Giveaways for 3rd, 4th, 5th three weeks were awarded and pictures taken of winners.
DE-2	By the end of Q2 Travis will host a minimum of 3 campus visits for entire 8th grade classes from SAISD, will attend all SAISD Choice Schools recruitment events with a staff member and 2 scholars, and have TECHS representation at a minimum of two middle school/academy family events.	GP	Campus visits for presentations to 8th graders held @ Harris and Hawthorne and 3 homeschool families toured Travis campus in November. Travis staff also attend the SAISD DC Community Night on 11/8/23. Mini fairs have begun and as of 01_10_24 there are 95 applicants for next school year–1 in 12th, 2 in 11th, 5 for 10th, and 87 for 9th

2.2 – Second Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of Q2 The administrator team will contact all local university education departments and alternative certification programs to establish a positive rapport. If an opening exists, Travis administration will attend available job fairs	DI	Travis ECHS is fully staffed!
PP-2	By the end of Q2 Based on a mid-year DC grade report and weekly grade checks during AVID, scholars failing a DC course will be withdrawn from the course at SAC.	GP	Midterm grades
PP-3	By the end of Q2, two grade level field trips will be completed and one grade level field trip will be planned for the spring to a Texas university in the San Antonio, Austin, College Station area.	MT	Two college field trips were held during Q1 & Q2 (9th grade at Texas State and 11th grade at Texas A&M) and the 10th grade field trip to UTSA is scheduled for January 19th.
PE-1	By the end of Q2 a drug/alcohol awareness lesson will be taught to each grade level. Campus discipline data will be shared with staff members at the end of the 2nd grading period.	SP	Lesson was held during Red Ribbon Week-October 25th. Zero drug/alcohol possession cases this year.
PE-2	By the end of Q2 A minimum of four family engagement events will be held at Travis ECHS.	MT	In addition to the two events held during Q1, Meet the Teacher and Ice Cream Social, Travis held Fall Fest (10/19) and Financial Aid Night (11/15)
PE-3	By the end of Q2 80% of AVID teachers will guide a minimum of 14 weekly 7 Mindset lessons.	MT	12 Mindset lessons (4 lessons each for Mindsets 1-3) were completed by the end of Q2.
PE-4	By the end of Q2, 50% of the items will be awarded to scholars and staff members	SP	Items received and all scholars and staff members received kindness motivators

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of Q3, 70% of teachers will implement teaching strategies focused on individualized student instruction with fidelity.	DI	Dr. Martinez has presented on 11/3 to our staff on engagement strategies in the classroom. Teacher chose from instructional strategies presented to implement into their AVID and in teaching their classes. Due to work on other goals, coaching cycles were not implemented.
SL-2	By the end of Q3, 70% of teachers will implement teaching practices that focus on individualized student instruction and intervention with fidelity.	GP	Dr. Martinez has presented on 11/3 (include dates) to our staff on AVID strategies in the classroom. Teacher chose from instructional strategies presented to implement into their AVID and in teaching their classes.
SL-3	By the end of Q3, 100% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the math TSIA.	GP	We have been utilizing the earned release Fridays to retest juniors and seniors and some sophomores. As of Q3, we have 70.4% of juniors and seniors who have passed the Math TSI.
SL-4	By the end of Q3, 100% of scholars will have shown proficiency on an area identified on the diagnostic and have retested the ELAR TSIA.	GP	Sophomores have been utilizing the earned release Fridays to increase their percentage to 57% passing ELAR TSIA. We have had juniors and seniors also attending on Fridays for ELAR TSIA. Currently we have 67% of all scholars passing English TSIA. We also have an upcoming May assessment for 9th graders.
DE-1	By the end of Q3 Scholars meeting attendance goals will be recognized and the third round of attendance incentives will be given away.	SP	Attendance incentives have been given following the schedule
DE-2	By the end of Q3 AVELA will be monitored weekly to track the number of applications, offers, and acceptances for incoming 9th grade. TECHS representation will visit future Panthers at their home 8th grade campus to celebrate their selection of Travis.	SP	Contact with all applicants with an offer or who are waitlisted in addition to all accepted applicants has been made. AVELA is monitored a minimum of twice each school day—multiple efforts for outreach include email, personal phone calls, text messages, and in person meetings.

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of Q3 If an opening exists, Travis administration will attend available job fairs.	DI	Travis is fully staffed.
PP-2	By the end of Q3 Grade level teams will contact parents for scholars failing any DC course for two weeks and will hold a parent conference with any scholar failing a DC course for 4 weeks. Scholars failing DC courses will be required to attend intervention support on Fridays.	GP	Grade level teams continue to contact scholar families by AVID teacher when scholars are struggling academically. We required a spring conference for all scholars failing. Scholars failing are continuing to be required to attend on Earned Release Fridays.
PP-3	By the end of Q3, the last grade level field trip will be completed	NP	The 10th grade UTSA field trip was scheduled during the January school closures and will be rescheduled for May 2024.
PE-1	By the end of Q3 a presentation on the dangers of substance use/abuse will be delivered to Travis ECHS parents/families. Campus discipline data will be shared with staff members at the end of the 2nd grading period.	NP	This did not happen as it fell off the radar. Discussion from committee determined...
PE-2	By the end of Q3 A minimum of six family engagement events will be held at Travis ECHS	MT	In addition to the events held in Q1 & Q2, the Travis Freshmen SAC New Student Orientation (1/10) and AVID Showcase (2/29) were held.
PE-3	By the end of Q3 80% of AVID teachers will guide a minimum of 21 weekly 7 Mindset lessons.	MT	AVID teachers have completed 21 weekly 7 mindset lessons as of March 18th.
PE-4	By the end of Q3, 75% of the items will be awarded to scholars and staff members.	SP	75% of items have been given/awarded to scholars and staff members

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role		Name	Role
Victoria Touchette	Parent			
Jessica Gutierrez-Garcia	Parent			
Clarissa Esparza	Parent			
Tina Lopez	Parent			
Priscilla Marchan	Parent			
Eddie Torres	Community Member			
Kristen Varela	Parent			
Rosa Dockal	Teacher			
Noel Sandoval	Teacher			
Shelly Lingo	Non-teaching Professional			
Troy Touchette	Parent			
Twila Guajardo	Principal			
Julio Castillejo	Assistant Principal			

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Travis Early College High School	15907- 022
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	SAISD Board Approval Date
Twila M. Guajardo	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Front Office
Languages Available	English
URL to Online Version	https://schools.saisd.net/upload/template/0229/docs/2023-2024TravisECHSCIP.pdf

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Front Office
Languages Available	
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version		

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

