Campus Improvement Plan
2023-2024

SAISD

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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 District and Campus Goals

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** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 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 _____ in August 2023, to ____ in August 2024.
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 _____ in August 2023, to ____ in August 2024.
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 _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus 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 _____ in August 2023, to ____ in August 2024.
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 _____ in August 2023, to ____ in August 2024.
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 _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" 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.

Comprehensive Needs Assessment – Demographics

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.		

Comprehensive Needs Assessment – Student Learning

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.		

Comprehensive Needs Assessment – Processes & Programs

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 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 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 classrooms with high-quality instructional materials and PD or coaching aligned to identified scholar needs.	Principal Assistant Principal	
		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	
		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 students 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.		
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	

2.1 - Campus Improvement Plan (CIP)
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Demographics

#	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/promotio nal 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 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. 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			

Plan for Improvement – Processes & Programs

			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					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

			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		
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 ___ 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.		

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

District Purchases

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	
Principal	**SAISD Board Approval Date**
Twila M. Guajardo	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Committee Members

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		