



Campus Improvement Plan

2024 - 2025



Travis Early College High School

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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

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1</p>	<p>Thursday, June 20, 2024 Travis Early College High School will carry all objectives forward for the 24-25 school year. In the first meeting, the CAC reviewed gaps in CNA data by examining problem statements and identifying root causes. Each item was discussed, and decisions were made regarding which datasets to review at the next meeting. Improvements noted for the campus included attendance incentives, reduced disciplinary actions, earned release Fridays, increased family engagement, and student social-emotional learning (SEL) lessons.</p> <p>Areas that still require attention for the campus include recruitment efforts, attainment of associate of arts degrees, support and development for teachers regarding SEL curriculum, continued enhancement of family engagement, and strategies to improve attendance.</p>
<p>Meeting #2</p>	<p>Thursday, June 27, 2024 Travis Early College High School will carry all objectives forward for the 24-25 school year and increase percentages in areas where growth was met. The committee continued the review of debrief from previous meeting. 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. There was no perception data available at the time of the meeting for the Insight Survey.</p>

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	x	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)			
Student Learning							
STAAR/EOC Results	x	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores	x	IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)	x	TSI Scores	
Processes and Programs							
Observational Data		Sign-Ins / Minutes	x	Calendar of Events	x	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	x	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			
Perceptions							
Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	x	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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)

Comprehensive Needs Assessment - Demographics

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	The Travis Early College High School (ECHS) scholar attendance rate experienced a decline from 95% in the 2021-2022 school year to 94.24% in 2022-2023. Although there was a slight improvement in the 2023-2024 school year, with attendance rising to 94.85%, the attendance rate remains below the desired level. The goal for the 2024-2025 school year is to increase the attendance rate to 96%.
	RC DE-1	Travis Early College High School (ECHS) does not have a comprehensive attendance recognition and intervention plan in place to effectively promote and support improved scholar attendance. This absence of a structured approach hinders efforts to address attendance challenges and incentivize positive attendance behaviors.
Programs Enrollment	PS DE-2	Travis Early College High School (ECHS) campus demographics indicate that the percentage of Economically Disadvantaged (ECD) scholars, both in the 9th grade and overall, exceeds the 10% variance threshold in comparison to the SAISD district-wide percentage of ECD students. To address this gap and promote stronger student and family commitment during the fall semester, Summer Bridge activities should incorporate experiential learning opportunities that engage and support students and their families in the transition to high school. This approach aims to foster greater involvement and long-term commitment from both scholars
	RC DE-2	Given the SAISD lottery process, The recruitment practices at Travis Early College High School (ECHS) do not specifically target economically disadvantaged scholars from Bexar County or within SAISD. This lack of focused outreach contributes to an underrepresentation of ECD students, limiting the school's ability to align its demographics with district-wide goals and ensuring equitable access to educational opportunities.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	Algebra I scores from 2023 to 2024 as follows: Approaches 81% to 86% (Increase); Meets 30% to 41% (Increase); Masters 13%-19% (Increase). The campus Algebra I EOC scores still remain lower than 2022 scores: Approaches 92%; Meets 36%; Masters 23%.
	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)
EOY Assessment Outcomes	PS SL-2	English I scores from 2023 to 2024 are as follows: Approaches 96% to 91% (Decrease); Meets 81% to 86% (Increase); Masters 24%-38% (Increase).
	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)
CCMR Assessments	PS SL-3	TSIA scores are trending downward with fewer scholars showing proficiency on TSIA Math college readiness measures by graduation. TSIA scores for 2024 graduates decreased from 81% to 78% in math. Travis ECHS TSIA scores continue to remain lower than 2022 graduate TSIA scores of 92% in math, 97% in reading, and 97% in writing. College readiness strategies are needed across content areas.
	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.
CCMR Assessments	PS SL-4	TSIA scores for 2024 graduates increased from 90% to 91% in reading and 90% to 91% in writing. Travis ECHS TSIA scores continue to remain lower than 2022 graduate TSIA scores of 92% in math, 97% in reading, and 97% in writing. College readiness strategies are needed across content areas.
	RC SL-4	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.

Strengths & Areas for Improvement Based on your Data Analysis		
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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 & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher Leadership	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 3 years consistently.
	RC PP-1	Travis has not developed a systematic approach for recruitment of highly qualified teachers.
Communication	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.
Behavioral / SEAD Needs	PS PP-3	Implementation of campus-wide expectations for safety and academic success among staff members to address student social emotional and behavioral needs.
	RC PP-3	Travis has not completely developed a uniform system for addressing and enforcing campus-wide student behavior expectations.
Communication	PS PP-4	Travis will need to increase family participation in school events and academic support initiatives. Current efforts to engage families are limited.
	RC PP-4	Limited participation has reduced opportunities for collaboration between the school and families.
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
Student Survey Results	PS PE-1	There was a decrease in the number of discipline removals for the 2024-2025 school year. This is after the increase in 2023-2024 as a result of scholar possession and 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 Attendance	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.
Services Support	PS PE-3	Travis scholars do not have ample skills to handle stress and mental health issues they face in rigorous academic program.
	RC PE-3	Travis has not developed or implemented a school wide social emotional learning curriculum.
Teacher Support	PS PE-4	Travis lacks a consistent and structured approach to recognizing and celebrating scholar and staff achievements.
	RC PE-4	The absence structured approaches to recognize or to plan student recognitions has resulted in missed opportunities to celebrate achievements.
Strengths & Areas for Improvement Based on your Data Analysis		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 2, 3	By the end of the year, the scholar attendance rate will be 96%. Demographics 1	Travis will implement a proactive attendance recognition/incentive program for scholars using PBIS strategies.	Principal Assistant Principal	\$1,000
	PS #	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		
	1		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	By the end of the year, recruitment for the 2025-2026 school year will show a minimum of 75% ECD for	Travis will work with the Office of Enrollment to fully engage in and capitalize on the Choice Schools recruitment process.	Principal CAC Members	\$3,193 Summer Bridge - 211-11-6399-27- 022-
	PS #	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 2 8th grade groups to visit Travis ECUS during recruitment.		
	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. Travis will have submitted plans for experiential learning activities during summer bridge.		
			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.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
		By the end of the fourth quarter,			

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	2	<p>By the end of the year there will be an 4% increase in students at the Approaches or Meets and a 4% increase on masters on the 2025 Algebra I STAAR EOC. Student Learning 2</p> <p>Quarterly KPIs</p>	Provide math and AVID classrooms with high-quality instructional materials and PD or coaching aligned to identified scholar needs.	Principal Assistant Principal	
	PS #		By the end of Q1, an inventory of student engagement strategies currently implement will be assessed in 100% of classrooms.		
	1		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 4% increase in approaches or meets and a 4% increase on masters on the 2025 Algebra I STAAR EOC.			
SL-2	1	<p>By the end of year there will be a 4% increase in students at the Meets and Masters on 2025 English I STAAR EOC. Student Learning 2</p> <p>Quarterly KPIs</p>	Provide ELAR and AVID classrooms with high-quality instructional materials and professional development or coaching aligned to identified scholar needs.	Principal Assistant Principal English Department Chair	
	PS #		By the end of Q1, an inventory of teaching practices will be assessed in 100% of classrooms along with a teacher survey.		
	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.		
			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 4% increase in meets and masters on the 2025 English I STAAR EOC.			
SL-3	2, 3	<p>By the end of the year there will be a 15% increase in Math TSIA scores in each grade level. Student Learning 3</p> <p>Quarterly KPIs</p>	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. Tutoring will be provided across all content areas that reinforce AVID college readiness strategies.	Principal Assistant Principal Senior Operations Coordinator	164 - \$3,250
	PS #		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. Tutoring logs will be provided for 100% of tutorials.		
	3		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. Tutoring logs will be provided for		
			By the end of Q3, 70% of teachers will implement teaching practices that focus on individualized student instruction and intervention with fidelity. Tutoring logs will be provided for 100% of tutorials.		
		By the end of Q4, there will be an 4% increase in meets and masters on the 2025 English I STAAR EOC. Tutoring logs will be provided for 100% of tutorials			
SL-4	1, 3	<p>By the end of the year there will be a 10% increase in ELAR TSIA scores in each grade level. Student Learning 3</p> <p>Quarterly KPIs</p>	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. Tutoring will be provided across all content areas that reinforce AVID college readiness strategies.	Principal Assistant Principal Senior Operations	164 - \$3,250
	PS #		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.		
	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. Tutoring logs will be provided for 100% of tutorials.		
			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. Tutoring logs will be provided for 100% of tutorials.		
		By the end of Q4, there will be a 15% increase in Math TSIA scores. Tutoring logs will be provided for 100% of tutorials.			

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3	By May 30, 2025 all teaching positions for the 2025-2026 school year will be filled with highly qualified	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	Principal, Assistant Principal, Senior	
	PS #	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.		
1					
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, Assistant Principal, AVID Site Team,	
	PS #	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.		
2					
PP-3	1, 2, 3	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, Senior Operations, Coordinator	\$1,002 General Supplies 211-61-6399-01-022-30-0-00
	PS #	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		
			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		
			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.		
2					
PP-4	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.	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, Assistant Principal, Senior Operations,	\$1,002.00 Refreshments 211-61-6399-01-022-30-0-00
	PS #	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					

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

GPS	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	Campuswide scholar expectations for safety and academic success will be implemented with fidelity by all staff members.	Principal Assistant Principal	\$6,500 Tutoring Supplemental Pay 164-
	PS #	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.		
			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.		
1		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	
	PS #	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.		
2		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	Travis will utilize the Rhythm App program to access students social and emotional needs.	Principal Assistant Principal AVID Site Team CAC	
	PS #	Quarterly KPIs	By the end of Q1 25% of students will use the Rhithm App 2 out of 5 days of the week.		
			By the end of Q1 50% of students will use the Rhithm App 2 out of 5 days of the week.		
			By the end of Q1 65% of students will use the Rhithm App 2 out of 5 days of the week.		
3		By the end of Q1 80% of students will use the Rhithm App 2 out of 5 days of the week.			
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.	Principal Assistant Principal AVID Site Team	
	PS #	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.		
3		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.

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Q1 Travis will create clear guidelines for attendance incentives, identify incentives to purchase, create & deploy PSAs and infographics and	Choose One	
DE-2	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	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of Q1, an inventory of student engagement strategies currently implement will be assessed in 100% of classrooms	Choose One	
SL-2	By the end of Q1, an inventory of teaching practices will be assessed in 100% of classrooms along with a teacher survey	Choose One	
SL-3	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	Choose One	
SL-4	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	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of Q1 The principal will attend HCM 101 training. If an opening exists, Travis administration will attend available job fairs	Choose One	
PP-2	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	Choose One	
PP-3	By the end of Q1 campuswide expectations for scholar safety and academic success will be identified and communicated with all scholars, families, and staff	Choose One	
PP-4	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	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	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.	Choose One	
PE-2	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.	Choose One	
PE-3	By the end of Q1 25% of students will use the Rhythm App 2 out of 5 days of the week	Choose One	
PE-4	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	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
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	Choose One	
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	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

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	Choose One	
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%	Choose One	
SL-3	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%	Choose One	
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 math TSIA. Tutoring logs will be	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 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	Choose One	
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	Choose One	
PP-3	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	Choose One	
PP-4	By the end of Q2 A minimum of four family engagement events will be held at Travis ECHS	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
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	Choose One	
PE-2	By the end of Q2 A minimum of four family engagement events will be held at Travis ECHS	Choose One	
PE-3	By the end of Q1 50% of students will use the Rhithm App 2 out of 5 days of the week	Choose One	
PE-4	By the end of Q2, 50% of the items will be awarded to scholars and staff members.	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
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.	Choose One	
DE-2	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.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

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.	Choose One	
SL-2	By the end of Q3, 70% of teachers will implement teaching practices that focus on individualized student instruction and intervention with fidelity.	Choose One	
SL-3	By the end of Q3, 70% of teachers will implement teaching practices that focus on individualized student instruction and intervention with fidelity. Tutoring logs will be	Choose One	
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 math TSIA. Tutoring logs will be	Choose One	

PROCESSES & PROGRAMS

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.	Choose One	
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	Choose One	
PP-3	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.	Choose One	
PP-4	By the end of Q3 A minimum of six family engagement events will be held at Travis ECHS.	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
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.	Choose One	
PE-2	By the end of Q3 A minimum of six family engagement events will be held at Travis ECHS.	Choose One	
PE-3	By the end of Q1 65% of students will use the Rhithm App 2 out of 5 days of the week.	Choose One	
PE-4	By the end of Q3, 75% of the items will be awarded to scholars and staff members.	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of Q4 Scholars meeting attendance goals will be recognized and the last round of attendance incentives will be given away	Choose One	
DE-2	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	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of Q4, there will be an 4% increase in approaches or meets and a 4% increase on masters on the 2025 Algebra I STAAR EOC	Choose One	
SL-2	By the end of Q4, there will be an 4% increase in meets and masters on the 2025 English I STAAR EOC	Choose One	
SL-3	By the end of Q4, there will be an 4% increase in meets and masters on the 2025 English I STAAR EOC. Tutoring logs will be provided for 100% of tutorials	Choose One	
SL-4	By the end of Q4, there will be a 15% increase in Math TSIA scores. Tutoring logs will be provided for 100% of tutorials	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of Q4 The principal will ensure that Travis specific job postings appear on the SAISD website for all open positions	Choose One	
PP-2	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	Choose One	
PP-3	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	Choose One	
PP-4	By the end of Q4 A minimum of eight family engagement events will be held at Travis ECHS	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	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	Choose One	
PE-2	By the end of Q4 A minimum of eight family engagement events will be held at Travis ECHS	Choose One	
PE-3	By the end of Q1 80% of students will use the Rhithm App 2 out of 5 days of the week	Choose One	
PE-4	By the end of Q4, 100% of the items will be awarded to scholars and staff members	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, the scholar attendance rate will be 96%. Demographics 1	Choose One	
DE-2	By the end of the year, recruitment for the 2025-2026 school year will show a minimum of 75% FCD for incoming 9th graders. Demographics 2	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year there will be a 4% increase in students at the Approaches or Meets and a 4% increase in Masters on 2025 Algebra I STAAR EOC. Student Learning 1	Choose One	
SL-2	By the end of year there will be a 4% increase in students at the Meets and Masters on 2025 English I STAAR EOC. Student Learning 2	Choose One	
SL-3	By the end of the year there will be a 15% increase in Math TSIA scores in each grade level. Student Learning 3	Choose One	
SL-4	By the end of the year there will be a 10% increase in ELAR TSIA scores in each grade level	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By May 30, 2025 all teaching positions for the 2025-2026 school year will be filled with highly qualified teachers. Processes and Programs 1	Choose One	
PP-2	By the end of the year the percent of graduates earning an AA will increase by 10%. Processes and Programs 2	Choose One	
PP-3	By the end of the year there will be a 25% decrease in the percent of scholars being removed from campus for discipline	Choose One	
PP-4	By the end of the year, increase attendance at parent trainings by 10% as indicated by sign-ins and parental surveys	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year there will be a 25% decrease in the percent of scholars being removed from campus for discipline	Choose One	
PE-2	By the end of the year, increase attendance at parent trainings by 10% as indicated by sign-ins and parental surveys	Choose One	
PE-3	By the end of the year, student surveys will show a 15% increase in feelings of belonging and support	Choose One	
PE-4	By the end of the year, student surveys will show a 15% increase in feelings of belonging and support	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Robbie Harris	Principal		
Julio Castillejo	Assistant Principal		
Edith Silva	Senior Operations Coordinator		
Victoria Touchette	Parent		
Eddie Torres	Community Partner		
Jose Gonzalez	Treacher		

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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. Robert Hernandez
Principal	SAISD Board Approval Date
Robbie Harris	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version		https://schools.saisd.net/upload/template/0229/docs/TravisECHSParentFamilyEngagementPolicy24-25.pdf	
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version		https://schools.saisd.net/upload/template/0229/docs/TECHSStudentCompactTri-foldBrochure.pdf	
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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		
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		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

Documentation and Submissions

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		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		