

Travis High School
Campus Improvement Plan
2020/2021



TRAVIS
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District

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Campus Mission

Personalize education for every student every day in order to propel them towards their future goals by providing a safe environment where all stakeholders are engaged in learning and every student's potential becomes a reality.

Campus Vision

Travis ECHS will be an educational center for the community where every student graduates prepared for their future.

Campus Values

Our values are based on 6 pillars: Literacy, Observation Protocol, Professional Learning Communities, Site Based PD , Standards Based Grading, and Social Emotional Learning.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020-21 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Graduation Rates disaggregated by stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

- Travis ECHS has an early warning system that provides timely information about students who are academically at risk.
- We use SPGs (standard based grading) this allows educators to be able to control how they assess students' progress and learning. Standards-based grading research shows that a standards-based mindset paired with standards-based grading correlate to higher academic achievement.
- We have a Language Rich Environment to support our ELs.

Student Achievement Weaknesses

% of English Learners at Advanced High or made one year of Composite Progress was less than 36 in years 2018-19.

Student Achievement Needs

- To address the 40% of students who are failing 4 or more classes as of the 1st 6wks this year
- Focus on increasing passing rates with SPED and ELs
- Increase grade advancement with cohort each year

Student Achievement Summary

In summarizing, we have created systems for student achievement by having an early warning system that administration and counselors utilize to identify students who are at risk academically. Our teachers use standard based grading which supports student achievement. Areas of concern would be with our ELs and having them show more

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

progress on scoring advanced high in the TELPAS. Our focus will continue to be on our students with failing grades after the first six weeks. This focus will support our need to help increase passing rates with our SPED and EL population.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

% teacher turnover
Staff (TELL) Survey results

School Culture and Climate Strengths

- Teachers work together effectively in collaborative teams to discuss instructional strategies and curriculum issues on a regular basis. They share professional practices and use their talents and knowledge to help each other with challenges and needs
- School staff value caring, celebration, and humor. There is a rich and robust tradition of rituals and celebrations, including holidays, special events, and recognition of goal attainment.
- Honest, open, and frequent communications exist among staff members.

School Culture and Climate Weaknesses

- Covid 19 has created uncertainty in how our "normal" traditions look and occur.
- Some departments are made up of one person (theater, guitar, ceramics, etc.) not allowing for collaboration with in a team.

School Culture and Climate Needs

- Continue efforts on teachers working effectively in collaborative teams on a regular basis
- Continue to be open and honest about campus changes through frequent communications in various forms.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

To maintain our school culture and climate we will continue and improve upon our open, honest, and frequent communication with all staff. We will focus on ensuring that all teachers feel included in the collaborative teams when discussing instructional strategies and curriculum no matter their content area. The strategies we have put in place will support our continued growth and consistent reflection with our school culture and climate.

Family and Community Involvement

Family and Community Involvement Data Sources

Staff (TELL) Survey results
Student Survey results

Family and Community Involvement Strengths

- Travis staff promote active participation of families and communities in shared decision-making processes at the school.
- Our communication is provided in languages that meet the needs of the family and community members.
- We have several means of continuous communication with families, such as: website, facebook, twitter, emails, dialers, Travis Talks
- Multiple annual community events are held that encourage family participation and celebrate our diverse cultures.

Family and Community Involvement Weaknesses

- Despite using a variety of communication methods, responses from our families are still very low.
- Families are invited to participate in our decision making processes but the amount of engagement and feedback is limited to the few families who choose to participate.
- CAC participation is low from families and Travis employees.

Family and Community Involvement Needs

Vertical team alignment needs re-visioning to promote Travis as a college and career ready school and to increase potential students from feeder schools.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Despite our efforts great work is still to be done. Finding created means to reach our community is an ongoing effort.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$513,810)			

Travis High School

Goal 1. (AVID, Advancement Via Individual Determination) Regardless of their life circumstances, AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.

Objective 1. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that WICOR strategies are imbedded into teacher lesson plans for student to utilize during instruction. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Academy Director, Administrators, AVID Team	10/30/2020	(O)AVID	Criteria: This will be evaluated during PLC. Members will ensure that the AVID WICOR strategies are being utilized. Documentation will be seen in PLC meeting minutes and student work. 10/27/20 - Pending

Travis High School

- Goal 1.** (AVID, Advancement Via Individual Determination) Regardless of their life circumstances, AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.
- Objective 2.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that families are aware of college planning and financial aid processes. (Title I SW Elements: 2.1,2.3) (Target Group: 11th,12th) (Strategic Priorities: 3)	AVID Team, Counselor, ELA Teachers	May 30, 2020	(O)AVID, (O)GEAR-UP	Criteria: Submission rate of applications and a spring semester meeting to 11th grade students and families to discuss financial aid and requirements. 10/27/20 - Pending

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Goal 2. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build steering committees for every CTE pathway through relationships with community partners. (Title I SW Elements: 2.1,2.2,2.4,3.1) (Target Group: CTE) (Strategic Priorities: 3)	Community Partner, Department Chairs, Teachers	August 2021		Criteria: Every program will have documented advisory committees in place with meetings scheduled for the 2021-22 school year.
2. Work collaboratively with Austin Community College, Visit Austin, and the Austin Hotel and Lodging Association to create and launch a PTECH program. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All,CTE) (Strategic Priorities: 3)	College and Career Center Advisor, Community Partner, Department Chairs, Teachers	May 2021		Criteria: Signed and completed MOUs. for the programs and marketing and recruitment package developed and launched.
3. Support all eligible TRIO students in gaining access to their TDLR license, OSHA 30 hour certification, and beginning paid internships. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: CTE) (Strategic Priorities: 2,3)	College and Career Center Advisor, Department Chairs, Teachers	May 2021		Criteria: Track and document students gaining industry certifications and internships.

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Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create engaging SEL lessons for teachers and students to follow during advocacy. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Advisory Teachers, Assistant Principal, SEL Committee	10/30/2020		Criteria: SEL lessons will be sent to teacher weekly. SEL professional learning will be given to teachers to understand how to present lessons. 10/27/20 - Some Progress

Travis High School

Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support teachers in providing opportunities to participate in restorative practice/circles and provide self help tips. Ideas include: Coffee Cart Wednesday with encouraging notes, secret pals, and staff only circles. (Title I SW Elements: 1.1,2.1,2.4,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, SEL Committee	5/30/2020		Criteria: Evidence will be found in SEL committee meeting notes, restorative circle agendas, and feedback from TELL survey. 10/27/20 - Some Progress

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Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 11/12/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/12/20 - On Track
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/12/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/12/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/12/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 11/12/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/12/20 - Some Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/12/20 - Significant Progress
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/12/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 11/12/20 - Completed

Travis High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide continuous support for Emerging Bilingual and EL students in core classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 2)	Administrators, Bilingual Specialist/Instructional Coach, Dual Language Cluster Specialist, LPAC Coordinator, Multilingual Office, Teachers	May 2020		Criteria: Teachers will monitor students through LPAS by providing accommodations in the classroom. If students fail LPAC meetings will be held to determine need to best support teachers. Teachers will progress monitor students each 6 wks. Admin will over see this.
2. Ensure that there is equity in the classroom by supporting the outcomes of students, of all backgrounds and abilities for a productive learning environment. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	May 2020		Criteria: Teachers and staff will participate in professional learning to continue the work need to promote equity in the classroom
3. Increase family participation within our community (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators	May 2020		Criteria: We will see an increase in our PTSA, CAC, and surveys as we reach out to families.

SY 20-21 CIP Developers List

Name	Position
Shirey, Amy	Assistant Principal
Arroyo, Oscar	Assistant Principal
Blakley, Lacy	Assistant Principal
Saldana, Vinny	Assistant Principal
Vance, Storm	Assistant Principal
Steele-Hantgin, Christina	Principal
Martinez, Jacelyn	Teacher
Vaughan, Jayma	Teacher
Zake, Diana	Parent CAC