TRAVIS H S
Travis ECHS CIP
2021/2022

Once a Rebel, Always a Rebel!

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Date Reviewed: Date Approved:

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

TRAVIS H S

Goal 1.   (Coordinated School Health) Students, staff, and members of the wider Travis ECHS community can identify the personal, academic, professional and community impact of the coordinated health approach, inclusive of the social emotional climate and community engagement during the 21-22 SY.

Objective 1.   (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a school health council or team that will meet 2 times per semester and work collaboratively with campus SEL committee. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Committee, Nurse, Parent Support Specialist, SEL Committee	SY 21-22		Criteria: CSH team will have met and planned with the SEL committee twice a semester. Reflection of meeting will be seen in student SEL lessons following the meeting. 08/31/21 - Significant Progress
2. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Principal, Teachers	Aug 2021		Criteria: Committee will be formed. Agenda note will reflect monthly meetings. 09/27/21 - On Track
3. Add Whole Child, Every Child to communication opportunities such as PTSA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	CAC Members, Community School Facilitator, Family Resource Center	SY 21-22		Criteria: Communication to families about Whole Child, Every Child will be addressed in PTA meetings, newsletters, websites, and family nights. 09/27/21 - On Track

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Goal 1. (Coordinated School Health) Students, staff, and members of the wider Travis ECHS community can identify the personal, academic, professional and community impact of the coordinated health approach, inclusive of the social emotional climate and community engagement during the 21-22 SY.

Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SY 21-22, our campus will maintain our 100% rating in Social and Emotional School Climate and increase our 87% score of integrating student voice in SEL Lessons to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The SEL committee will recrute 2-5 students to be a part of the committee. This will ensure that student voice is seen and heard within our weekly SEL lessons (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal, SEL Campus Coordinator, SEL Committee, Students	SY 21-22		Criteria: The SEL committee will have recruited 2-5 students to the SEL committee that participate in the creation of our SEL lessons

10/28/21 - Some Progress
08/31/21 - Pending |
| 2. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) | Administrators, CIS, SEL Committee | SY 21-22 | | Criteria: End of year No Place for hate Recognition

10/28/21 - Some Progress |
| 3. Promote SEL via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) | Administrators, SEL Committee | SY 21-22 | | Criteria: SEL will be in all methods of communication

10/28/21 - On Track |

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Goal 1. (Coordinated School Health) Students, staff, and members of the wider Travis ECHS community can identify the personal, academic, professional and community impact of the coordinated health approach, inclusive of the social emotional climate and community engagement during the 21-22 SY.

Objective 3. (Community Engagement) SMART Goal: The campus Community Engagement percentage score will increase from 88% to 93% rating in the areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will encourage community engagement in the health and wellness of students, staff and families. This will occur during campus events such as TREX/Boo the Flu, Covid-19 clinics, SEL/Advocacy Lessons, staff meetings, campus newsletter and other communications through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3,4)	Administrators, Campus Leadership Team, Family Resource Center, Nurse, Parents, SEL Committee, Teachers	SY 21-22		Criteria: The Coordinated School Health reporting in Community Engagement will have increased from 88% to 93%. 10/28/21 - Significant Progress
2. Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, CAC Members	SY 21-22		Criteria: CAC will be held at least 8 regular Campus Advisory Council meetings each year. Agenda and schedule will be in family newsletter. 10/28/21 - On Track 09/27/21 - Some Progress
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 4)	CAC Members	SY 21-22		Criteria: Meeting notes will be taken and accessible. 10/28/21 - Significant Progress 09/27/21 - Some Progress

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Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Teacher's daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Backward Design and Standards Based Instruction to build rubrics, assessments, power standards, and lesson plans based on high leverage TEKS. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academy Director, Administrators, Instructional Coaches, Instructional Leadership Team, Teachers	SY 21-22	(F)Title 1, Part A - $92,000	Criteria: Our teachers will engage students in purposeful activities and be able to articulate the "why" of lesson components. Our students will make measured strides towards mastery based on formative and summative assessments throughout the grading period and/or the year. 10/28/21 - Some Progress
2. Analyze data from summative, district, and End of Course assessment to determine skills and content on which students need to improve and build student specific acceleration plans. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academy Director, Administrators, Instructional Coaches, Instructional Leadership Team, Teachers	SY 21-22	(F)Title 1, Part A - $165,128, (L)Campus BTO - $27,000	Criteria: SCA scores, standard based grading outcomes, student specific interventions and EOC results. 10/28/21 - Some Progress
3. Create curriculum that helps students see themselves in the history and cultures they study, making sure to include global groups of people besides the majority of the dominant U.S. culture in all lesson plans. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academy Director, Administrators, Instructional Coaches, Instructional Leadership Team, Teachers	SY 21-22	(F)Title 1, Part A - $10,000	Criteria: Formative assessments will help teachers identify misunderstandings in vocabulary development specifically for emerging bilingual students and will help teachers create target goals for summative assessments. Evidence will also be in lesson plans. 10/28/21 - Some Progress

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Goal 3.   (Increased Enrollment) Travis ECHS will increase enrollment from 1126 to 1200 by December 15, 2021 and 85% of current students will be registered for SY 22-23 by June 1, 2022.

Objective 1.   (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1126 to 1200 by December 15, 2021.SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reach out to all students who were enrolled at some point but have no showed and or withdrawn and support them by removing any possible obstacles keeping them from the free and appropriate public education (Title I SW Elements: 2.1,2.4,2.6,3.1,3.2) (Target Group: ECD,ESL,LEP,AtRisk) (Strategic Priorities: 1,2,3,4)	Administrators, Attendance Clerk, Attendance Committee, Counselor, Family Resource Center, Parent Support Specialist	Dec. 20, 2021	(O)Other	Criteria: We will have met our goal when enrollment numbers increase to 1200. 10/28/21 - Some Progress
2. Ensure that communications about registration window is clear. Provide registration opportunities at all Spring events. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3,4)	Administrators, Attendance Clerk, Family Engagement Committee, Family Resource Center, Parent Support Specialist, Registrar	June 1, 2022		Criteria: 85% of students will be enrolled by June 1st. 10/28/21 - Some Progress
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3,4)	Administrators, Attendance Clerk, CST Team	SY 21-22		Criteria: Grade level CST teams will address as needed during weekly meetings. 10/28/21 - On Track 09/27/21 - On Track

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Goal 4. (Exemplary Customer Service) Campus Phone/Email/Voicemail Practices will reduce barriers for families to ensure consistent and easy contact with school personnel in a time of great academic, health, and safety needs. We will move from meets expectations to exceeds expectations in the CAREs customer service rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members answer the phones in a welcoming and consistent manner and ask specific questions to assist the caller. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Office Staff, Parent Engagement Office, Parent Support Specialist, Teachers	May 2022		Criteria: Campus data information is reviewed often and updated for front office staff. Results in the Family Survey Questions on customer service will average often or always. 10/28/21 - Significant Progress 08/25/21 - Significant Progress
2. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	SY 21-22		Criteria: Weekly Newsletter will be sent to families and staff. 10/28/21 - Significant Progress 09/27/21 - On Track
3. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Teachers	SY 21-22		Criteria: All staff utilizes the language line. 10/28/21 - Some Progress 09/27/21 - Some Progress

Goal 5. (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 Sept 17, 2021) 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	Due 9/17		Criteria: Principal Attestation Form 10/28/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
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	Due 9/17		Criteria: Parent/Family School Compact 10/28/21 - 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 and 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: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

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Goal 5. (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 Sept 17, 2021) 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
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	Due 9/17		Criteria: Documentation of notice on school letterhead
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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
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.	Administrators	SY 21-22		
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
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2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
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3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

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4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

TRAVIS H S Site Base

Name	Position
Shirey, Amy	Campus Manager
Blakley, Lacy	Campus Manager
Arroyo, Oscar	Campus Manager
Steele-Hantgin, Christina	Principal
Ward, Emily	Assistant Principal
Evans, Rian	Assistant Principal
Cortinas, Edna	Teacher
Havlin, Tabitha	Teacher
Vaughan, Jayma	Teacher
Howell, Kathleen	Instructional Coach
Garza, Katherine	Teacher
Martinez, Jacelyn	CAC Co-Chair

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates
August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals
Aug 9-Sept 3: CIP/TIP Development
Aug 24-26: Group TIP Development Workshop
Aug 31-Sept 1: TEA Training
Aug 17-Sept 17: Public Meeting/ CAC feedback
Sept 3: CIPs/TIPs first drafts due in BLEND
Sept 7-10: DCSI/EDs review of first drafts
Sept 13-17: Revise plan based on DCSI/EDs feedback
Sept 13-24: (SEP) Recommended monitoring visit window
Sept 17: CIP/TIP final drafts due in BLEND
Sept 20-24: DCSI/EDs review of final drafts
Sept 27: CIP/TIPs to Supe
Sept 27-30: TIL Lesson Alignment
Oct 4-6: TIL Observation and Feedback
Oct 4-8: (OCT) Recommended monitoring visit window
Oct 18-Nov 20: ESF Diagnostic Survey Window
Oct 18-22: SCA 1 data analysis and Cycle 1 reports
Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND
Oct 25-29: DCSI/EDs review of Cycle 1 submissions
Oct 25-27: TIL DDI
Nov 8-12: (NOV) Recommended monitoring visit window
Nov 16-19: TIL Formative Assessment
Nov 30: TIL Cohort: Lesson Alignment
Dec 6-10: (DEC) Recommended monitoring visit window
Dec 18: Schedule ESF Diagnostic for Spring
Jan 4-7: SCA 2 data analysis and Cycle 2 reports
Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND
Jan 10-14: DCSI/EDs review of Cycle 2 submissions
Jan 12: TIL DDI
Jan 18: TIL Observation and Feedback
Jan 24-28: (JAN) Recommended monitoring visit window
Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF
Feb 7-11: (FEB) Recommended monitoring visit window
Feb 22: TIL Lesson Alignment and Formative Assessment
Feb 28- March 4: (MAR) Recommended monitoring visit window
March 21-25: SCA 3 data analysis and Cycle 3 reports
March 22: TIL Observation and Feedback
March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND
March 28-April 1: DCSI/EDs review of Cycle 3 submissions
March 30: TIL DDI
April 25-29: (APR) Recommended monitoring visit window
May 31-June 3: MAP Growth data analysis and EOY reports
June 3: EOY reports submitted to BLEND
June 6-9: DCSI/EDs review of EOY submissions

Instructions for the Comprehensive Needs Assessment (CNA): sdf

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the "Coordinated School Health Reporting, 2021" dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	68%	33%	73%	73%	67%	82%	100%	44%	38%	88%	83%	79%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and "business as usual." In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Overall our CSH implementation has room for improvement. We have plans to implement committees that will support implementation and to create/form a student group. Now that we are back on campus we believe that our implementation score will improve. We are also going to continue our efforts to improve our family engagement- something we are always focused on.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Travis ECHS

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group

School Year	All Students	African American Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Hispanic Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	White Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Female Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1352	**129**		43	7	9	**1122**		133	75	53	**69**		3	1	1	**674**		61	24	11
2018-2019	1368	**123**		29	12	12	**1138**	4	152	99	41	**74**		6	4	2	**656**	2	53	42	21
**2019-2020	1288	**120**	3	22	10	13	**1060**	4	95	18	65	**73**		4	5	3	**604**	1	37	6	30

School Year	All Students	Male Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Economically Disadvantaged Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Special Education Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1352	**678**		123	59	54	**1064**		151	70	53	**200**		45	14	16
2018-2019	1368	**712**	2	134	75	34	**1132**	3	160	93	43	**218**	1	61	25	14
**2019-2020	1288	**684**	6	85	27	52	**1036**	7	101	21	70	**223**	1	28	9	10

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from historically underserved student groups?

African American home suspensions are significantly higher than their other peers in year over year discipline data.

Hispanic and Female student groups trended downwards significantly in home and in-school suspensions while DAEP grew - with Female growing the most from 10 to 30 across the three year sample.

Economically Disadvantaged - expulsions doubled between 2018-2019 and 2019-2020. Home and In-school suspensions reduced significantly over the three years, however, removal to DAEP increased nearly 50%.

Special Education trended lower in every data point other than expulsions remaining stable at 1 over the last two years.

What are the top 3 reasons students get referrals?

Leaving without authority (skipping)

Insubordinate

Fights

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9			67	30		30%	19%	45%	48%
10			20	35		35%	35%	19%	73%
11			25	40		40%	24%	28%	63%
12			25	24		24%	16%	24%	100%
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Progress is not possible to determine since we only have one cohort to observe.
Writing Progress in the highest percentage scoring area and the freshman cohort nearly tripled in size compared to the upper-classmen.
The tightest scoring percentages were in Listening Progress between the four grade levels.

SY 20-21 EOC Results

2021 STAAR	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1	255	70	46	11	2	22	63	36	5	<1	221	73	47	11	1	8	50	38	13	13	214	71	45	12	1
English I	E1	339	73	36	24	3	32	84	25	19	<1	286	73	36	22	3	17	61	71	65	18	284	72	35	22	2
English II	E2	237	74	38	27	1	25	69	24	16	<1	190	76	39	26	2	12	63	50	42	<1	193	73	37	25	1
Biology	BI	200	70	73	37	8	23	66	61	26	4	160	72	75	38	8	13	62	85	54	15	157	69	71	32	4
U.S. History	US	221	75	79	55	29	18	86	83	56	17	187	74	79	54	28	8	80	88	75	50	172	73	78	55	30

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Travis ECHS

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1	214	71	45	12	1	138	76	40	9	1	46	53	37	15	<1	36	68	25	<1	<1
English I	E1	284	72	35	22	2	186	78	25	11	1	62	63	19	15	2	48	72	15	6	<1
English II	E2	193	73	37	25	1	114	78	22	11	1	28	54	18	11	4	20	63	25	15	<1
Biology	BI	157	69		32	4	92	73	60	21	3	30	53	40	17	3	24	73	58	13	<1
U.S. History	US	172	73		55	30	87	78	59	31	10	32	76	69	44	25	22	88	55	18	9

EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

The scores in each group and test were pretty much in tandem for the 2021 STAAR
Algebra I - hovers in the 1% mastery range across the board
English I & !! ranged a few percentage points higher than Algebra I, but still 4% or lower
Biology - nearly doubled or tripled Algebra & English scores
U.S. History - students across the board significantly outperformed all other tests in the master's range. A question to investigate would be why students are able to pass U.S. History at such high rates compared to the English I & II tests.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs[2]	Forecast 5	-	-	3%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	-	-	8%
# African American students that enrolled in an AP Course (HS only)		15	14	12
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)	DRE Data	7	8	8
# Hispanic students that enrolled in an AP Course (HS only)		191	164	154

# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		84	128	142

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?
 (WILL NEED TEAM SUPPORT IN ANSWERING THESE QUESTIONS)
Academic director leads counselors to ensure all GT students are scheduled with the highest level of rigor. Students have opportunity to TSI test and enroll in echs courses.

How are you communicating with all families about GT and/or advanced learning opportunities?
This communication happens via newsletter, remind, dialers, and community events to inform all families about advanced opportunities. Travis ECHS employs a full-time specialist to work exclusively with students and families in advanced coursework.   We welcome all students to apply and receive supports to succeed in our most rigorous courses.

How do you support a culture that provides advanced learning opportunities to all students?
We are an ECHS campus, we offer onRamps, AP courses. All are welcome to apply

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E	X	E	E	O	X	E	E	O	X	E	O	O	X	E	E	E	X

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance
If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

SERVICE DESIGN
- **STRATEGY**
- **STRATEGY**
- **STRATEGY**

CURRICULUM AND INSTRUCTION
- **STRATEGY**
- **STRATEGY**
- **STRATEGY**

PROFESSIONAL LEARNING
- STRATEGY   - STRATEGY   - STRATEGY

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

Special Populations reflection question:

Domain 3 Campus Reports

Graduation Rate 10%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Travis ECHS

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr
# in Cohort	255	21	208	19	0	5	0	2	193	99	38	n/a	n/a	n/a
2020 Fed Grad Rate	95.3		94.7						95.9	96	92.1	n/a	n/a	n/a
2019 Fed Grad Rate	92.9		94.3						75.8	94	75.8	n/a	n/a	n/a
Class of 2015 Baseline	89	85	87	93	86	95	89	92	86	72	78	n/a	n/a	n/a
4 year Long Term Target	94.0%	94.087%93	86879954.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a
4 Year Growth Target	93		94.3						77.6	94	77.6	n/a	n/a	n/a
Met Target	Y		Y						Y	Y	Y	n/a	n/a	n/a
Total														

*EL Current and Former

School Quality 30%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
# of Graduates	261	22	210	22	0	5	0	2	198	101	42	2	210	51			
CCMR	83	91	81	86					83	86	81		86	69			
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target	Y		Y						Y	Y	Y		Y	Y	7	7	100
Total															7	7	100

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from historically underserved student groups?

Our grad rates have slowly increased in all areas. We made huge gains from the year 2019 to 2020 in all areas.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Self-assess your current level of customer service using the AISD CARES Customer Service Rubric. Place an X to indicate the campus's current level.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	

Safety Protocols			X	
Signage			X	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Campus Phone/Email/Voicemail Practices were selected as a focus in order reduce barriers for families to ensure consistent and easy contact with school personnel in a time of great academic, health, and safety needs.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the <u>additional</u> framework components the campus will address in the CIP/TIP as focus areas of improvement.

> **REQUIRED Framework Components:**
> Coordinated School Health
> - CSH Implementation
> - Social and Emotional School Climate
> - Either Family Engagement <u>or</u> Community Engagement
>
> Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs
> Increased Enrollment
> Exemplary Customer Service

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDed Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

TITLE I COMPLIANCE PACKET
2021-2022
Principal Confirmation
==**Documents uploaded in PlanWorks no later than September 17, 2021**==

☑ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* *(Sign and attach the form)*

☑ 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 documentation of Parent/Family Involvement Policy on your campus stationary)*

☑ 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 documentation of Parent/Family School Compact)*

☑ Attachment #4. An **ANNUAL PARENT/FAMILY MEETING** has been held within the first 6th weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*

☑ Attachment #5. Communications are sent home in a **LANGUAGE** that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*

☑ Attachment #6. Parents have been notified in writing of their **Right to Know Teacher Qualifications**. *(Attach documentation for notice on school letterhead)*

☑ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*

☑ 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*

☑ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*

☑ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Travis ECHS _____
Campus Name

C. Nutt Ay _____
Principal's Signature

9/16/21
Date

🍎 *Department of State, Federal, & Private Accountability 2021-2022*

Travis HS 1st 9wk Reporting

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1. - ==Completed==

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only). -==Completed==

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online. -==Completed==

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart. ==-Completed==

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation. ==-Completed==

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?
  - ==Yes we are on track to achieving all of our desired results. We have ensured that our systems are in place and are revised as needed. Documentation on progression with each goal has been updated in the PlanWorks.==

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.-==Completed==