

TRAVIS HTS EL

Targeted Improvement Plan

2021/2022

Learn, Serve, Lead!



TRAVIS HEIGHTS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

Our mission as the learning community at Travis Heights Elementary is to cultivate inquisitive learning that ensures students are successful in the continuing education of their choice in preparation for living in our ever-changing world

Campus Vision

Our vision is to empower our inclusive community to learn, serve, and lead.

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 HTS EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

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. Create a Whole Child, Every Child Committee that meets monthly to monitor campus goals. (Target Group: All) Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,3)	CATCH Team, Counselor	By September 9th		Criteria: Criteria: Criteria: Monthly meeting agendas and meeting minutes with list of attendees and clear next steps. 10/28/21 - On Track
2. Add CATCH/SEL committee to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,3,4)	CATCH Team, Counselor	1st 9 weeks; ongoing		Criteria: Criteria: Newsletters, Meeting agendas, Website postings 10/28/21 - On Track
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Campus Leadership Team	Faculty Meetings		Criteria: Smore, Agendas, Meeting Minutes 10/28/21 - On Track
4. Invite parents/families to Whole Child, Every Child meetings and focus on all areas supporting Whole Child by providing activities/information. Condition #2: Recognition and cultivation of gifts, talents and interests. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Parent Support Specialist, Principal	Last Friday of month		Criteria: Smore, agendas, and sign ins 10/28/21 - On Track

TRAVIS HTS EL

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Objective 2. (Employee Wellness) SMART Goal: Provide documentation of wellness activities that are offered to staff. As a result, the percentage of staff who report using social and emotional competence will increase from 89% in SY 20-21 to 92% in SY 21-22 (as measured by the TELL Survey item: "All campus staff interact with one another in a way that models social and emotional competence.")

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. "ZEN/Group Gathering" days will occur with faculty and staff at least 3 times a semester to celebrate, build community, and share strategies of self-care and how to maintain a healthy balance between work and school. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 2.1,2.5,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor	3 X a semester		Criteria: Smore, emails, flyers, and Remind App 10/28/21 - On Track
2. Ensure staff and teachers receive required training related to health services. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,3,4)	Assistant Principal, Counselor, Nurse, Principal	ongoing		Criteria: Smore, agenda, sign in, Excel doc 10/28/21 - On Track
3. Build a food pantry for faculty and staff in the teacher lounge. Stock with healthy choice food and snack items for teachers to select from during the day. Create a culture of contributing and maintaining our food pantry. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 1.1,2.2,2.5) (Strategic Priorities: 1,4)	Administrators, Community Partner, Counselor, Parent Support Specialist	on going		Criteria: Smore, emails, and pictures. 10/28/21 - On Track

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Objective 3. (Social and Emotional School Climate) SMART Goal: The campus will participate in the implementation of the 3 Signature SEL Practices. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase from 91% in SY 20-21 to 95% in SY 21-22 (as measured by the Student Climate Survey item: “I use ways to calm myself down.”

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Faculty and PD meetings will open and close with SEL rituals such as optimistic openings/closings, celebrations, staff shout-outs, and using stems to share emotional temperature checks. Teachers can then use and apply to their classrooms during morning meetings or where they see fit. Condition #1: Culturally proficient, experienced teachers and staff. (Title I SW Elements: 2.1,2.5) (Strategic Priorities: 1,2)	Administrators, Counselor	ongoing		Criteria: Agenda, Smore, Sign-in sheet 10/27/21 - On Track
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, coffee chats, announcements, phone calls, calendar, emails, and the marquee. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1,2.3,2.4,2.5) (Strategic Priorities: 1,3)	CATCH Team, Counselor	ongoing		Criteria: Smores, Counselors Corner, Parent Coffee Chats, and Thursday Thunderword e-folder, & Dojo 10/27/21 - On Track
3. Engage our campus community in No Place for Hate activities annually. CATCH/SEL committee will promote and advertise No Place for Hate activities and encourage campus wide participation. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,3)	Administrators, CATCH Team	ongoing		Criteria: Smore, Spirit Days, Thursday Thunder word, Pictures, & Dojo. 10/27/21 - On Track

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Objective 4. (Community Engagement) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating in Community Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold at least 8 regular Campus Advisory Council (Thunderboard) Meetings each year. Ensure parent representation on the CAC. (Target Group: All) Condition #2: Recognition and cultivation of gifts, talents and interests Condition. #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, CAC Members	1st Thursday of the month		Criteria: Agendas, Minutes, and sign in sheets 10/27/21 - On Track
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. Condition #2: Recognition and cultivation of gifts, talents and interests Condition. #3: High expectations and support to meet those high expectations. (Title I SW Elements: 2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Bookkeeper, CAC Members	1st Thursday of the month		Criteria: Binder with meeting minutes and agendas readily available in the front office. 10/27/21 - On Track
3. Maintain minimum required Campus Advisory Council membership (Note: # dependent on level). Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Bookkeeper, CAC Members	1st Thursday of the month		Criteria: Binder with meeting minutes, agendas, and member attendance readily available in the front office. 10/27/21 - On Track

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Objective 5. (Counseling, Mental Health & Social Services) SMART Goal: Implement a campus-wide positive behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations. As a result, the percentage of staff who report "Staff have enough time to implement the social and emotional learning approach at this school" will increase from 98% in SY 20-21 to 100% in SY 21-22 as measured by the TELL Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will nominate two students each week. One student will be recognized for academic achievement and the other for demonstrating SEL skills. The teacher will present students with the Thunderbird certificate indicating the achievement. Condition #4: Positive relationships with teachers and peers. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.1,2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 1)	Special Education Staff, Teacher Assistants, Teachers	Fridays		Criteria: Smore, email, Dojo, certificates, & pictures 10/27/21 - On Track
2. The administration team will recognize and celebrate students for their academic achievements and for demonstrating SEL skills and meeting school behavioral expectations. The administration team will celebrate the students by reading their certificates, adding their signature, and inviting students to choose a prize from the table. Condition #4: Positive relationships with teachers and peers. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor	Every Friday from 1-2 pm		Criteria: Smore, certificates, pictures, and emails 10/27/21 - On Track
3. Implement a campus-wide positive behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations. Condition #4: Positive relationships with teachers and peers. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements:	Administrators, Teachers	PD 8/12-8/13		Criteria: Pictures of students being recognized and paper certificates provided to students in recognition for academics or application of SEL strategies. 10/27/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2)				

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) 100% of PreK-5 teachers, (27 of the 27 teachers) will submit lesson plans that addresses differentiation for special education, emergent bilingual learners, and GT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. 3. High expectations and support to meet those high expectations, 6. Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities, 1.Culturally proficient, experienced teachers and staff. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators	ongoing		Criteria: Lesson plans, Team Minutes, Grade Level Team Planning Schedule 10/29/21 - On Track
2. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. 3. High expectations and support to meet those high expectations. 6. Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. 1.Culturally proficient, experienced teachers and staff. (Title I SW Elements: 1.1,2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	on going		Criteria: Smore, Feedback Lesson Plan Form, Team Planning Agenda 10/29/21 - No Progress
3. Support the use of district curriculum, lessons, and resources to plan for TEKS-aligned, student-centered, differentiated instruction. 3. High expectations and support to meet those high expectations. 6. Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.	Administrators	on going		Criteria: Smore, PD Agendas, Team Meeting Agendas 10/29/21 - Some Progress

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- Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.
- Objective 1.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) 100% of PreK-5 teachers, (27 of the 27 teachers) will submit lesson plans that addresses differentiation for special education, emergent bilingual learners, and GT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.Culturally proficient, experienced teachers and staff. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3)				

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) 100% of PreK-5th teachers, (27 of the 27 teachers) will participate and complete disaggregated data tracking tool and share intervention plan during biweekly VOM meetings. (3. High expectations and support to meet those high expectations & 1.Culturally proficient, experienced teachers and staff)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with intermediate teams during data meetings to analyze benchmark assessment and create RTI groups to address student misconceptions on previously taught TEKS as shown on SchoolCity. Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators, Teachers	on going		Criteria: Agendas, Smore, VOM 10/29/21 - On Track
2. Collaborate with primary & intermediate teachers in weekly VOMS meetings to discuss the next steps for analyzing data, create a data response plan, and share outcomes of intervention. Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	weekly meetings		Criteria: Agendas, guiding questions to support reflective teacher practices, and lesson plan checklist. 10/29/21 - On Track
3. Review VOM tool to address student's needs with intervention and strategies to improve overall performance. Provide support to teachers implementing the tool. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Teachers	Tuesdays weekly meetings		Criteria: Faculty Meeting Agenda, TILT Agenda, Team Meeting Minutes 10/29/21 - Completed
4. Collaborate with primary teams(1st and 3rd Tuesdays) and intermediate (2nd and 4th Tuesdays) to discuss results/plans/strategies/student groups using the Verification Of Mastery/School City data	Administrators, Teachers	Tuesday's Weekly Meetings		Criteria: Guiding questions, VOMS forms, and VOMS agendas. 10/29/21 - On Track

TRAVIS HTS EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) 100% of PreK-5th teachers, (27 of the 27 teachers) will participate and complete disaggregated data tracking tool and share intervention plan during biweekly VOM meetings. (3. High expectations and support to meet those high expectations & 1.Culturally proficient, experienced teachers and staff)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
analysis forms. Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)				

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Advanced Academics) Increase the number of staff on campus (including and beyond GT teachers) who complete GT training by 5%. (2. Recognition and cultivation of gifts, talents and interests)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a culture of support for high-ability students by increasing the number of teachers and support staff who complete the 30-hr GT Foundations and 6-hour GT Update. Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: H,AA,ECD,ESL,Migrant,LEP,SPED,M,F,AtRisk) (Strategic Priorities: 1,2,3)	Administrators, GT Advocate	ongoing		Criteria: Teacher list, agenda, Smore, Thursday Thunderword 10/29/21 - On Track
2. Offer opportunities for staff, parents, and community members to learn more about GT referrals and program services (such as a GT and Advanced Program Information Sessions). Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators	Sept. and Jan.		Criteria: Smore, agenda, sign ins, Coffee Chats 10/29/21 - Completed
3. Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification to reflect the total population of the campus. Condition #1: Culturally proficient, experienced teachers and staff. Condition #2: Recognition and cultivation of gifts, talents and interests. Condition #3: High expectations and support to meet those high expectations. (Title I SW	Administrators, Counselor, GT Advocate	on going		Criteria: Smore, Thursday Thunderword, Sign ins 10/29/21 - On Track

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- Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.1,2.4,2.6,3.1) (Strategic Priorities: 1,2,3)				

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 450 to 500 by December 15, 2021 (refer to 21-22 projection). 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. Provide monthly school tours to bring in community and highlight successes and strengths. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). Condition #5: A sense of belonging, empowerment, connection and identity safety. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Attendance Clerk, Parent Support Specialist, PTA	6 parent tours am/pm		Criteria: Zoom, Agenda, PowerPoint Presentation, Flyers, Sign in sheets, emails 10/24/21 - On Track
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. Condition #5: A sense of belonging, empowerment, connection and identity safety. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators, Attendance Clerk, Parent Support Specialist, Teachers	January - May		Criteria: Smore, parent sign ins, Thursday Thunderword, Parent Conferences, Dojo 10/24/21 - On Track
3. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). Condition #5: A sense of belonging, empowerment, connection and identity safety. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and	Administrators, Campus Leadership Team	ongoing		Criteria: Smore, school website, Thursday Thunderword, Coffee Chat/Parent Tours sign ins 10/24/21 - On Track

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 450 to 500 by December 15, 2021 (refer to 21-22 projection). 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
cultural identities. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)				

TRAVIS HTS EL

Goal 4. (Exemplary Customer Service) Insert description of CARES here

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Austin ISD CARES family information flyer to all campuses to be included at all family meetings, to send home, and to post on the campus website. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect through biweekly meetings with front office and administration. 7. Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Attendance Clerk, Bookkeeper	ongoing		Criteria: Raves, Smore, Agendas 10/24/21 - On Track
2. Systematically provide clear and ongoing communication to staff, families, and community members. 7. Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators	on going		Criteria: Smore, trainings list, emails, Thursday Thunderword 10/24/21 - On Track
3. Promote CARES customer service professional learning opportunities with all staff, including substitutes. 7. Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Administrators	on going		Criteria: Smore, list of trainings completion dates, agendas 10/24/21 - On Track

TRAVIS HTS EL

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 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.) (Title I SW Elements: 1.1,2.6) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 09/30/21 - 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) (Strategic Priorities: 1,2,3)	CAC Members, Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - Completed
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) (Strategic Priorities: 1,2)	Principal, Teachers	Due 9/17		Criteria: Parent/Family School Compact 09/30/21 - 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) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/18/21 - Completed 09/30/21 - Significant Progress
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent	Principal, PTA, Teachers	Due 9/17		Criteria: Sample communications in languages other than English

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)				09/30/21 - Completed
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 09/30/21 - 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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/18/21 - Completed 09/30/21 - Significant 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: All)	Intervention Staff, Parent Support Specialist, Teachers	on going due 5th of month		09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: AtRisk) (Strategic Priorities: 3,4)	Attendance Clerk, Parent Support Specialist, Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
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.) (Title I SW Elements:	CAC Members, Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - Completed

TRAVIS HTS EL

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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
2.1,3.1) (Target Group: All) (Strategic Priorities: 1)				

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.

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.

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.

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 HTS EL Site Base

Name	Position
Amezquita-Navarro, Michelle	Principal
Barrett, Samantha	Assistant Principal
Brown, Raquel	Counselor
Cano, Gloria	Interventionist
Jiles, Merrideth	PTA President
Drinks, Lakesha	Executive Director
Taute, Nancy	Thunderboard
Tompkins, Rob	Thunderboard
Couvillion, Karyn	Parent Thunderboard
Osborn, Sarah	Teacher Assistant
Chen, Debby	Librarian
Colston, Courtney	Teacher
Sanchez-Navarro, Shannon	Teacher
Ristroph, Ingrid	Thunderboard Co-Chair
Cuellar, Carlos	Teacher
Cannizzo, Kaylee	Teacher
Posten, Joelle	Teacher
Zsohar, Louisa	Teacher
Hernandez, Erica	Parent
Geiger, Annie	Parent
Valdez-Rios, Mauricio	Staff
Villanueva, Erika	Teacher

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	3	3	2	2	2	2

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 5.1	Most teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicates the amount of time spent on each step of the lesson. However, we are focusing on all teachers creating and submitting lessons in a timely manner. We as campus instructional leaders need to focus and review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

EA 5.3	<p>Most teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p>As campus instructional leaders we are implementing an agenda where we will focus on identifying the High Leverage TEKS and planning for intervention groups with setting goals for students in reteach/guide groups.</p> <p>Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p>
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Instructions for the Comprehensive Needs Assessment (CNA):

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	80%	74%	60%	100%	100%	79%	100%	74%	89%	100%	100%	0
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

*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.)

As a campus we need to focus on Health Education that scored 60% and Health Services 0.

We scored a 0 in Health Services, I believe the data was entered, however somehow not captured due to technical issues. All the questions asked are served by my health service provider.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	556	36	0	0	0	0	318	0	0	0	0	151	0	0	0	0	277	0	0	0	0
2018-2019	515	40	0	0	0	0	272	0	1	0	1	148	0	1	0	1	259	0	0	0	0
**2019-2020	526	24	0	0	0	0	270	0	0	0	0	168	0	0	0	0	264	0	0	0	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	279	279	0	0	0	0	357	0	0	0	0	88	0	0	0	0					
2018-2019	256	256	0	2	0	2	347	1	0	0	1	80	0	2	0	0					
**2019-2020	262	262	0	0	0	0	354	0	0	0	0	85	0	0	0	0					

*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](#)?

In 2018-2019 Travis Heights Elementary welcomed two new administrators to the campus. During that time Travis Heights historically served two SBS programs. Prior to the 2017-2018 year faculty and staff reported many offenses were not reported or documented based on the discretion of the administration team.

What are the top 3 reasons students get referrals?

The referrals represented in 2018-2019 were related to physical aggression and possession of weapons. Both students were in the SBS program and were students with high needs. Wrap around services were provided and students returned to campus with supports in place to meet their needs. Currently our program has been staffed adequate and provided training to support the needs of the faculty/staff and students.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	75	35%	3%	63%	74	49%	14%	38%	-25	22	23%	23%	55%	15	67%	15%	20%	-35
2	68	32%	26%	41%	39	69%	13%	18%	-23	7	71%	14%	14%	0	-	-	-	0
3	75	37%	15%	48%	37	65%	22%	14%	-34	36	44%	31%	25%	0	-	-	-	0
4	71	38%	24%	38%	45	56%	13%	31%	-7	36	67%	8%	25%	2	*	*	*	0
5	61	38%	15%	48%	0	-	-	-	-1	24	83%	4%	13%	0	-	-	-	0
All	350	36%	16%	48%	195	57%	15%	-28%	-20	125	56%	17%	27%	17	65%	12%	24%	-3

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

I observe many grade levels are missing data points. I noticed we decreased participation in the number of students tested. We did increase in 1st grade by 11 points by the EOY Average. Our BOY scores were higher in the areas of Average and Above Average. However, by the end of the year those numbers decreased.

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Grade				
K	-	-	-	-
1	68%	77%	55%	50%
2	38%	6%	7%	15%
3	76%	20%	40%	44%
4	14%	5%	35%	36%
5	*	*	*	29*
All				

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? First grade scored the highest in all areas (listening, speaking, reading, and writing). First grade scored 77% in the area of speaking. Third grade scored 76% in the area of the listening progress. We encouraged many students to participate in TELPAS testing, although we did have lower participation rate.

SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

	Te st Gr ad e	All Students					African American					Hispanic					White				
		# Scor ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% Me ets	% Ma ster s	# Scor ed Tes ts	% Pa rti cip ati on	% Ap pr oa ch es	% Me ets	% Ma ster s	# Sc or ed Te sts	% Parti cipa tion	% Ap pro ach es	% Me ets	% Mas te rs	# Scor ed Tes ts	% Par ti cipa tion	% Appr oach es	% Me ets	% Mast ers
2021 STAAR																					
Math	03	53	68	38	19	4	3	75	*	*	*	27	66	37	22	7	17	63	53	24	>1
Math	04	53	75	47	28	19	5	83	>1	>1	>1	32	88	44	19	3	13	68	77	62	62
Math	05	27	43	85	59	19	2	67	*	*	*	12	32	92	50	>1	11	61	<99	91	45
Math	All	133	63	51	31	13	10	77	>1	>1	>1	71	60	49	25	4	41	64	73	54	32
Reading	03	52	67	54	33	19	3	75	*	*	*	26	63	58	35	19	17	63	65	47	29
Reading	04	53	75	58	36	26	5	83	60	>1	>1	32	80	47	22	9	13	68	92	85	77
Reading	05	26	41	81	58	46	2	67	*	*	*	12	32	75	25	8	10	56	<99	<99	<99
Reading	All	131	62	61	39	27	10	77	40	10	>1	70	59	56	27	13	40	63	83	73	63
Writing	04	45	63	38	13	4	4	67	*	*	*	29	73	31	7	>1	8	40	63	50	25
Science	05	24	39	67	42	13	2	67	*	*	*	11	31	55	18	<1	10	56	90	70	20
	Te st Gr ad e	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scor ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% Me ets	% Ma ster s	# Scor ed Tes ts	% Pa rti cip ati on	% Ap pr oa ch es	% Me ets	% Ma ster s	# Sc or ed Te sts	% Parti cipa tion	% Ap pro ach es	% Me ets	% Mas te rs	# Scor ed Tes ts	% Par ti cipa tion	% Appr oach es	% Me ets	% Mast ers
2021 STAAR																					
Math	03	40	78	23	10	3	29	97	28	14	>1	11	69	45	18	9	7	64	29	14	>1
Math	04	34	77	32	18	3	34	83	29	13	8	9	56	11	11	>1	3	50	*	*	*
Math	05	14	37	71	36	>1	3	34	*	*	*	6	55	<99	67	17	4	33	*	*	*
Math	All	88	66	34	17	2	56	84	30	14	4	26	60	46	27	8	14	48	50	29	7

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

Reading	03	39	76	41	18	10	28	93	39	18	11	11	69	64	27	9	7	64	43	29	<1
Reading	04	34	77	47	18	3	24	83	42	17	<1	9	56	33	11	<1	3	50	*	*	*
Reading	05	14	37	64	36	21	3	38	*	*	*	5	45	80	20	<1	3	25	*	*	*
Reading	All	87	64	47	21	9	55	82	40	7 18	5	25	58	56	20	4	13	45	38	23	8
Writing	04	34	76	29	6	>1	25	83	16	>1	>1	10	63	10	10	>1	3	50	*	*	*
Science	05	13	35	54	23	8	2	25	*	*	*	4	36	*	*	*	3	27	*	*	*

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Reading: AA-7, H-7, Eco Dis -7, EB-9, Sped -9 all historically underserved student groups were negative 7 to 9 points.

Math: AA -14, H -16, Eco -14, EB-22, Sped -12 there were double digits all historically underserved student groups were negative 10 to 20+ points.

Writing: AA -, H -2, Eco -2, EB-7, Sped - there were double digits all historically underserved student groups were negative 2 to 7 points.

Science: AA -, H -19, Eco -15, EB-0, Sped - there were double digits all historically underserved student groups were negative 10 to 20 points.

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	0.00%	0.00%	6.45%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	6.11%	3.02%	6.01%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

We review class lists and cluster students together where we see fit. Teachers create flex grouping to meet students needs.

How are you communicating with all families about GT and/or advanced learning opportunities?

We hold parent informational meetings to encourage students to participate. We share information in our weekly folder to encourage families. We reach out to families and speak to them one on one to encourage our students that are historically underrepresented. Our PSS reaches out to our families and encourages families to nominate their students.

How do you support a culture that provides advanced learning opportunities to all students?

We support families with language support and translators. We hold Q & A sessions to support our families needs.

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
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SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	O	E	E	R	E	E	E	R	E	E	E	E	E	E	E	E	R	E
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).																				

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% 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:				

Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Forme r SpEd	Cont Enr	Not Cont Enr	Tot al Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	132	12	83	31	0	3	1	2	89	24	36	<25	104	28			
Growth Score	72	-	69%	89%	-	-	-	-	70%	-	61%	-	74%	66%			
Target	66%	67%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

Met Target	Y		Y	Y	-	-	-	-	Y	-	Y	-	Y	N	6	7	86%
Math #PM Tests	139	12	90	31	0	3	1	2	96	29	39	<25	111	28			
Growth Score	87%	-	88%	87%	-	-	-	-	88%	93%	85%	-	91%	71%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	Y	-	Y	Y	-	-	-	-	Y	Y	Y	-	Y	Y	8	8	100%
Total																	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

Our Eco and Hispanic student groups met the state standards in reading and math. However, we are still maintaining our TIP plan from the year before because we did not have at least 80% of our population test.

In 2019-2020 our campus was placed on a TIP plan as a result of our Eco Dis student group did not make growth and meeting the state standards in reading and math.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	518	501	506	510
	Students in enrollment area				
Transfers	Transfers to other AISD schools	46	55	40	49
TELL Survey	General School Climate	97%	84%	86%	87%
	Managing Student Conduct	89%	90%	95%	98%
	Principal Leadership	91%	85%	91%	90%

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?

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

THES introduced the PreK3 program which helped to increase our numbers in PreK4/enrollment. We went from 2 SBS programs to 1. Behavior at the campus was a huge concern for the community. We have advertised, held i person tours, and virtual tours to promote our DL/PBL/In District Charter status.

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.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
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? During the 2021-2022 school Travis Heights Elementary will work with our campus director of media/technology in coordination with our district technology representative to directly align our campus website with the AISD website standards and content. We will work on creating clear expectations and a plan for the website development/maintenance.				

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Travis Heights Elementary

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 Heights Elementary

9/12/21




Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Travis Heights Elementary Org# 140

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Erika Villanueva		Co-Chair/teacher
2. Mauricio Valdez		teacher
3. Carlos Cuellar		teacher
4. Louisa Zsohar		teacher
5. Jane Isoline		teacher
6. Courtney Colston		teacher
7. Joelle Posten		teacher
8. Kaylee Cannizzo		Special Education Teacher
9. Merrideth Jiles		Parent Representative/PTA President
10. Nancy Taute		Community/Business Representative
11. Erica Hernandez		Parent Representative
12. Annie Zanders		Parent Representative
13. Sabina Garcia		Parent Representative
14. Ingrid Ristroph		Co-Chair
15. Karyn Couvillion		Parent Representative
16. Michelle Amezquita-Navarro		Principal
17. Samantha Barrett		Asst. Principal



18. Debby Chen Harris	Essential Areas Teacher
19. Sarah Osborn	Classified Staff Representative/TA PreK 4
20. Shannon Sanchez-Navarro	teacher
Michelle Amezquita-Navarro	9/13/21
Printed name	Date
	
Signature	

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	72%	SCA 1	80%	58%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Reading	Meets	44%	SCA 1	45%	29%	SCA 2	45%		SCA 3	45%		STAAR	45%
	All	All	Reading	Masters	32%	SCA 1	35%	17%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Math	App.	78%	SCA 1	80.00%	75%	SCA 2	80.00%		SCA 3	80.00%		STAAR	80.00%
	All	All	Math	Meets	49%	SCA 1	45.00%	52%	SCA 2	45.00%		SCA 3	45.00%		STAAR	45.00%
	All	All	Math	Masters	29%	SCA 1	35.00%	39%	SCA 2	35.00%		SCA 3	35.00%		STAAR	35.00%
	All	All	Science	App.	76%	SCA 1	80.00%	77%	SCA 2	80.00%		SCA 3	80.00%		STAAR	80.00%
	All	All	Science	Meets	55%	SCA 1	45.00%	48%	SCA 2	45.00%		SCA 3	45.00%		STAAR	45.00%
	All	All	Science	Masters	35%	SCA 1	35.00%	43%	SCA 2	35.00%		SCA 3	35.00%		STAAR	35.00%
	All	Emer. Bilingual	Reading	Meets	29%	SCA 1	45.00%	16%	SCA 2	45.00%		SCA 3	45.00%		TELPAS	45.00%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	36.00%	22%	SCA 2	36.00%	0%	SCA 3	36.00%	0%	STAAR	36%
	All	Hispanic	All	Meets	24%	SCA 1	41.00%	35%	SCA 2	41.00%	0%	SCA 3	41.00%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	14%	SCA 1	37.00%	27%	SCA 2	37.00%	0%	SCA 3	37.00%	0%	STAAR	37%
	All	Special Education	All	Meets	21%	SCA 1	23.00%	32%	SCA 2	23.00%	0%	SCA 3	23.00%	0%	STAAR	29%
	3rd	All	Reading	Meets	44%	SCA 1	45.00%	8%	SCA 2	45.00%		SCA 3	45.00%		STAAR	45.00%
	3rd	All	Math	Meets	37%	SCA 1	45.00%	28%	SCA 2	45.00%		SCA 3	45.00%		STAAR	45.00%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
53	80	B	