

**TRAVIS H S**  
**Travis Early College High School**  
**2022/2023**

*Campus Motto*

*Once a Rebel, Always a Rebel!*



Erick Posadas  
1211 E. Oltoft St. Austin TX 78704  
(512)414-2527  
erick.posadas@austinisd.org

# TRAVIS H S

## Mission

### *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.*

#### Nondiscrimination Notice

TRAVIS H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# TRAVIS H S

## **Vision**

*Campus Vision: Travis ECHS will be an education center for the community where every student graduates prepared for their future. (Being revised for SY 22-23)*

*Campus Values: Our agues are based on 6 pillars: Literacy, Observation Protocol, Professional Learning Communities, Site Based PD, Standards Based Grading, and Social Emotional Learning. (Being revised for SY 22-23)*

### Nondiscrimination Notice

TRAVIS H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

List your campus strengths here: Graduation Rates, CCMR

### Student Achievement Weaknesses

List areas you would like to grow here: Improve the achievement of African American students in EOC tested subjects.

### Student Achievement Summary

Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

**African American students have the lowest achievement in EOC mastery in; English 1, English 2, Algebra 1 and Biology. Hispanic are the second lowest performing group in all subjects. African American students in Travis are also also achieving lower compared to African American student across the district.**

Using your 2021-22 EOC data, what are your TWO lowest performing students groups? Use Campus Bar Charts (Gap Charts)

**African American and Hispanic are the two lowest performing student groups.**

For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

**-Only 1% of students achieved AH in speaking across all grade levels.**

**-Only 23% of students achieved AH in TELPAS composite across all grade levels.**

Access your CCMR Reports here: <https://drive.google.com/drive/folders/1-lhKoiaO7ZaDm7qhn6SE1GrzhKYwP017?usp=sharing>

Reflection Questions:

How many of your campus 2023 graduates:

1.) Have met at least one of the CCMR Accountability indicators?

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

**86% of students met at least one of the CCMR accountability indicators.**

2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)?

**25 students in math, 44 in reading, 21 in math & reading.**

3.) Are enrolled in Level 4 CTE courses?

Does your campus leadership team have a plan in place for the following:

- Progress monitoring your 2023 graduates student achievement as it relates to CCMR Accountability and Outcomes Bonus Funding?
- Progress monitoring industry Based Certification attainment for your campus 2023 graduates?
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a level 4 CTE Course?
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a CTE course that is eligible to earn an industry based certification?
- A plan to provide students academic preparation and TSIA2 testing opportunities?

If a plan is not in place, please add strategies in the PreK-12+ College, Career, and Life Readiness section.

## School Culture and Climate

### School Culture and Climate Strengths

**List your campus strengths here:** The campus currently has multiple ways it is implementing social and emotional learning on campus including through advisory lessons, through partnership with community partners, there is an SEL committee that is focusing on staff and student SEL work.

### School Culture and Climate Weaknesses

**List areas you would like to grow here:** Travis ECHS has a strong community backing. As school we are focusing on improving the ways in which we engage with our families and community including the ways we communicate, the opportunities we create for engagement, and reaching out to them to invite them to our communities in ways that the culturally responsive.

### School Culture and Climate Summary

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 4 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

### **Community engagement**

(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.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

**List your campus strengths here:** Currently Travis ECHS has retained strong veteran teachers on campus. Over the summer we emphasized hiring staff members that build on and strengthen some of the programs we have on campus. For examples, we hired of teachers that will continue and potentially enhance our dual language offering in the future. The bilingual teacher that we hired could expand our dual language offering in the future but will immediately help support our emergent bilingual students and Spanish speaking families.

### Staff Quality, Recruitment and Retention Weaknesses

# Comprehensive Needs Assessment

**List areas you would like to grow here:** The goal moving forward will be to retain the teacher that we have hired. We will do this by supporting our teacher instructionally in the classroom, showing our appreciation, treating them as professional and partners of the school, and providing coaching that helps them develop professionally

## Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

**-feedback and coaching, professional learning.**

2.) Why did you select this/these area(s)?

**Feedback and coaching and professional learning goes to the heart of education, this is how you improve instruction and student achievement.**

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

**We will celebrate and recognize the achievement of our staff by implementing an internal rave reward system. We have also partnered with a restorative justice organization called LifeAnew which will host restorative circles for staff once a week.**

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

2.) What are your customer service celebrations/strengths?

**We have increased the amount of front office staff who speak Spanish which will significantly improve the customer service experience and connection to our Spanish speaking families.**

3.) What are your areas of growth?

**We need to improve the way we communicate with our community by updating and maintaining our website, but also communicating and inviting our community to events in a way that is culturally responsive.**

4.) What will be your priority for customer service this year?

**A priority will be to reach out to our community in ways that are more culturally responsive. Evidence which will be used to identify whether this priority has improved will be the an increased amount of community/parent engagement during community meetings (i.e. back to school night, parent coffee, CAC etc.)**

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

**List your campus strengths here:** Alignment within content areas, strength of professional learning communities.

### Curriculum, Instruction and Assessment Weaknesses

**List areas you would like to grow here:** Use of quality instructional materials that support differentiated learners.

### Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1lJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, **2** of the 5 areas were out of compliance. In 2022-23 **1** (professional learning) of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?  
**GT and high ability student are specifically identified and reviewed during the course request/scheduling process to ensure correct scheduling.**

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

**These opportunities are communicated through our school website, through the course request process and through academic counseling by teachers and counselors.**

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

**Teacher will be provided professional learning in differentiated learning including strategies to support advanced learners.**

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

**The primary focus areas this school year in on supporting emergent bilinguals by providing staff with professional learning in the areas of sheltered instruction, differentiation and making content comprehensible. In addition to supporting emergent bilingual students we feel that sheltered instruction strategies will help all students.**

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

**We will be implementing Imagine Learning through ESOL classes. Additionally tutoring will be provided for struggling students through FIT (flexible instructional time).**

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Imagine Learning will provide reports on the progress of emergent bilingual students. Additionally one of the look fors this school year will be on creating structured opportunities for students to read, write, speak and listen in regular class and dual language programs.

4.) How does the campus welcome families and students that are new to the country?

**All families that are new to the country will be referred to the International Welcome center where they will receive an orientation as to the schooling practices in AISD and the academic programs available for students.**

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

**A CLI sponsor will be identified will ensure that all PD includes a component instructional practices surrounding CLI.**

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

**Pending\***

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

**Travis students will receive arts courses including art, choir, orchestra, band, guitar etc. in accordance to graduation requirements. PE teacher will document when CLI Dance Across Austin will be implemented.**

## Family and Community Involvement

### Family and Community Involvement Data Sources

% of beginning teachers (TAPR)

% teacher turnover

% unfilled sub vacancies

CAC

customer service trends

District Family Survey results

SEL Implementation Survey results

Staff (TELL) Survey results

### Family and Community Involvement Strengths

# Comprehensive Needs Assessment

**List your campus strengths here:** Significant interest from the community to be involved.

## Family and Community Involvement Weaknesses

**List areas you would like to grow here:** Communication with community

## Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

**During the 22-23 school year Travis will focus on family engagement.**

2.) Why did you select this/these area(s)?

**One of the core beliefs at Travis is that family engagement lies at the heart of school improvement. We will reconnect with families to engage in conversation about how we can maximize the home/school connection to best support students.**

## School Context and Organization

## Technology

# Comprehensive Needs Assessment

Other

# TRAVIS H S

**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) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey according to the 2022-2023 CHS survey. (Areas below 70% in SY 21-22 CHS, physical education, employee wellness, physical environment).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a Whole Child/Every Child community meeting where Travis can engage with the community/families in discussion about supporting the whole child (share information and activities). (Title I SW Elements: 1.1,2.3,2.6,3.1) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Administrators, Counselor, Parent Support Specialist, SEL Committee	November 2022		Criteria: Agenda and sign in sheets from meeting.
2. Add Whole Child, Every Child to Advisory lessons throughout the year. (Title I SW Elements: 1.1,2.3,2.6) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	CIS, SEL Committee	SY 22-23		Criteria: Published/share lesson to teacher through Travis Weekly.
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 2.3,2.6,3.1) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Administrators, School Improvement Facilitator	SY 22-23		Criteria: Meeting agendas, meeting flyers, newsletters etc.

# TRAVIS H S

**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 2.** (Social and Emotional School Climate) By the end of SY 2022-2023, Travis ECHS will maintain a 100% rating in Social and Emotional Climate according to the according to the CHS dashboard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create SEL committee including students and staff to meet monthly to promote wellness and address needs for social and emotional growth. (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 4) (ESF: 3,3.3)	SEL Committee	September 2022		Criteria: -SEL committee roster -Activities of SEL committee
2. Campus will take part in all required No Place for Hate activities. (Title I SW Elements: 1.1,2.3,2.6) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Counselor, SEL Committee, Students	SY 22-23		Criteria: Documentation of No Place for Hate activity. Travis ECHS earning the No Place for Hate banner for SY 22-23
3. Students and Staff will engage in weekly SEL lessons through advocacy classes (vetted by SEL committee which includes students). (Title I SW Elements: 2.3,2.6) (Strategic Priorities: 4) (ESF: 3,3.3)	Administrators, CIS, SEL Committee	SY 22-23		Criteria: Published/share SEL lessons to staff through Travis weekly.

# TRAVIS H S

**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 3.** (Community Engagement) By the end of the SY 2022-2023, the Travis ECHS will increase Community Engagement from 38% to 70% according to the CSH dashboard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Travis ECHS will encourage community engagement in health/wellness of students, staff and the community. This will occur through community events such as parent coffees, back to school night, advocacy lessons, staff meetings, social media and campus newsletters. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Strategic Priorities: 1) (ESF: 3,3.3,3.4)	Administrators, Counselor, Parent Support Specialist, School Improvement Facilitator, SEL Committee	SY22-23		Criteria: Travis ECHS will increase Community Engagement from 38% to 70% according to the CSH dashboard.
2. The campus will have at least one community partnership (LifeAnew) with an organization that addresses the mental health and wellness of students and staff. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Restorative Committee, School Improvement Facilitator, SEL Committee	SY 22-23		Criteria: Partnership with community organization in place at the beginning of SY 22-23.
3. Travis ECHS will hold at least 8 regular Campus Advisory Committee meetings each year. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Strategic Priorities: 4)	CAC Members	SY 22-23		Criteria: CAC will hold at 8 monthly campus advisory committee meetings for the 22-23 school year. Agenda and meeting notes will be available.

# TRAVIS H S

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) By the end December 2022-2023, Travis ECHS will have a vision and mission statement co-create by the community, students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be provided opportunities through staff development, advocacy, community meetings to contribute toward the creation of a new mission/vision. (Title I SW Elements: 2.1,3.1) (Strategic Priorities: 3,4) (ESF: 3,3.1)	Administrators, School Improvement Facilitator	August 2022, October 2022		Criteria: 1. Agendas, meetings notes, artifacts from faculty meetings, advocacy lesson and community meetings. 2. New mission and vision co created by students, staff and community.
2. Parents will have an opportunity to contribute to portrait of a graduate through back to school night. (Title I SW Elements: 2.1,2.3,3.1) (Strategic Priorities: 3) (ESF: 3,3.4)	Administrators	August 2022		Criteria: -Completed vision, mission and portrait of a graduate with parent input. -Agenda from community meetings where mission/vision activities take place.
3. Students will have the opportunity to contribute to mission/vision and portrait of a graduate through advisory lesson. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators, School Improvement Facilitator	August-October 2022.		Criteria: -Completed mission, vision and portrait of graduate with student input. -Lesson/student activities that contributed to vision/mission work.



# TRAVIS H S

**Goal 3.** (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) By the end of SY22-23, 50% Travis ECHS teachers will implement use of culturally responsive high-quality instructional materials, reflective of sheltered instruction methods, aligned to instructional planning calendars and interim and formative assessments as evidenced by April 2023 walkthrough data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will administer Short Cycle assessments in EOC courses to ensure progress measures are set towards success on End of Year Assessments. (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 4,4.1)	Administrators, Teachers	SY 22-23		Criteria: Scheduled walk-throughs completed with feedback
2. Teachers will receive professional development in the implementation of high quality instructional materials designed to meet the needs of student with disabilities, emergent bilingual students and other student groups with diverse needs (i.e. Actively Learn, Imagine Learning and IXL). (Title I SW Elements: 2.5,2.6) (Strategic Priorities: 1,2,4) (ESF: 4,4.1)	Administrators, Department Chairs	October 2022		Criteria: 1. Walkthrough notes shows evidence of use of materials. 2. Agenda/PD notes showing evidence of professional development
3. Six informal observations per teacher at minimum will be held to help ensure instructional expectations of high rigor, standards aligned curriculum, and use of high quality instructional resources. (Title I SW Elements: 2.5,2.6) (Strategic Priorities: 2,3,4) (ESF: 4,4.1)	Administrators	SY 22-23		Criteria: Walkthrough data, notes, feedback.

# TRAVIS H S

**Goal 4.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from approx. 1100 to 1200 by December 15, 2022 (refer to 21-22 projection). 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. Improve school school marketing by maintaining/updating written media, social media, and website to highlight programming on campus. These communication methods should be high quality, up to to date, professional, and reflect a modern and responsive organization. (Strategic Priorities: 1,4)	Administrators	December 2022		Criteria: Audits of social media, campus websites.
2. Update social media weekly to provide up to date and regular communication to community. (Title I SW Elements: 2.1,2.2,3.1)	Administrators	SY 22-23		Criteria: Review and audits of social to ensure that staff (particularly sponsors) are promoting their programs.
3. Implement policy which requires sponsors and directors to have and update social media sites in order to promote and grow programs. (Title I SW Elements: 2.2,2.3,3.1)	Administrators	October 2022		Criteria: Communication to sponsors and program directors about expectations surrounding program promotion.

# TRAVIS H S

**Goal 5.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) By the end of SY22-23, Travis ECHS will Improve in the Campus Communication Goals and Practice section of the Campus Assessment Rubric compared to SY21-22.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Travis HS will systematically provide clear and ongoing communication to all staff, families and community members. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators, School Improvement Facilitator	SY22-23		Criteria: -CARES feedback -Evidence of communication: newsletter, emails, updated social media publications.
2. Ensure campus website and social media sites are reviewed and updated with accurate information. (Title I SW Elements: 2.1,2.3,3.1) (Strategic Priorities: 1,4) (ESF: 3,3.4)	Leadership Team	October 2022		Criteria: -Audits of social media sites show evidence up sites being updated and maintained.
3. Travis HS will develop a campus weekly newsletter to be sent to families regarding campus activities and important information in multiple languages. (Title I SW Elements: 2.1,3.1) (ESF: 3,3.4)	Administrators, School Improvement Facilitator	September 2022		Criteria: -Examples of weekly newsletters. -Communication provided in multiple languages.

# TRAVIS HS

**Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
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
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

# TRAVIS H S

**Goal 6.** (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
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.				
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

# TRAVIS H S Site Base

Name	Position
Posadas, Erick	Principal
Vohra, Shreya	Teacher
Martinez, Jackie	CAC Staff Co-Chair
Merritt, Heather	School Improvement Facilitator
Gross, William	Teacher
Silva, Sylvia	Community Member (Business Representative)
Ruvalcaba, Myrna	PTSA Representative
Rodriguez, America	Student Representative
Hernandez Orantez, Jennifer	Student Representative
Quezada, Texas	Teacher
Hale, Kaitlyn	Teacher

**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](http://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.

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	78				84.8
Grade	C	--	--	--	B

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	87				90
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	72				76
Grade	C	--	--	--	C

Student Achievement Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
TAAR Performance Approaches	54				70
STAAR Performance Meets	28				37
STAAR Performance Masters	8				15
STAAR Performance Raw Score	30				41
STAAR Performance Scaled Score	56				70
CCMR - State Raw Score	86	--	--	--	86
CCMR - State Scaled Score	97	--	--	--	97
Grad Rate Raw Score	95.6	--	--	--	96
Grad Rate Scaled Score	85	--	--	--	90

Leave Blank

School Progress Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	62				70
Academic Growth Scaled Score	69				80
Academic Growth Grade	NR*	--	--	--	B
Economically Disadvantaged %	84.2	84.2	84.2	84.2	84.2
Economically Disadvantaged % Grouping	84.1 to 85	84.1 to 85	84.1 to 85	84.1 to 85	84.1 to 85
Relative Performance Raw Score	58				64
Relative Performance Scaled Score	87				90
Relative Performance Grade	B	--	--	--	A

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	83				86
Grade	B	--	--	--	B

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	0 out of 17		2022 Values:	3 out of 5	
SCA 1:	0 out of 0		Leave Blank	-- out of --	
SCA 2:	0 out of 0		Leave Blank	-- out of --	
SCA 3:	0 out of 0		Leave Blank	-- out of --	
2023 Goals:	3 out of 17		2023 Goals:	5 out of 5	

English Language Proficiency

School Quality (CCMR)

2022 Values:	0 out of 1		2022 Values:	7 out of 7	
SCA 1:	-- out of 1		Leave Blank	-- out of --	
SCA 2:	-- out of 1		Leave Blank	-- out of --	
SCA 3:	-- out of 1		Leave Blank	-- out of --	
2023 Goals:	1 out of 1		2023 Goals:	7 out of 7	

Campus Name: Travis

Campus Number: 227901007

Template by Campus & District Accountability



2022 - 23 A-F Estimator Longitudinal Worksheet

**SCA 1**

	% Met	Weight	Points
Academic Achievement		50	
Grad Rate	0.60	10	6.00
ELP	#VALUE!	10	
CCMR	1	30	30
D3 Raw Score			

**SCA 2**

	% Met	Weight	Points
Academic Achievement		50	
Grad Rate	0.60	10	6.00
ELP	#VALUE!	10	
CCMR	1	30	30
D3 Raw Score			

**SCA 3**

	% Met	Weight	Points
Academic Achievement		50	
Grad Rate	0.60	10	6.00
ELP	#VALUE!	10	
CCMR	1	30	30
D3 Raw Score			

**2023 STAAR Goals**

	% Met	Weight	Points
Academic Achievement	0.1764705	50	8.8235294
Grad Rate	0.60	10	6.00
ELP	1	10	10
CCMR	1	30	30
D3 Raw Score			55



## **Attachment #1:**

**Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals.**

**Attach copies of the following documentation:**

- ✓ **Sign and attach the following Principal Attestation Form**

**Title I Principal Attestation**  
**Compliance with P.L. 107-110, Section 1119(i)**  
**Qualifications for Teachers and Paraprofessionals**

Name of Campus: Travis ELHS Org # 007

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES NO

✓	___	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance with technology; (4) conduct family engagement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
✓	___	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
✓	___	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
✓	___	4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly.  ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students.  (Contact Project HELP for assistance – 512-414-3690.)
✓	___	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.

YES NO

<input type="checkbox"/>	<input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2023.
<input type="checkbox"/>	<input type="checkbox"/>	7. Copies of this Attestation are maintained at the campus and will be made available upon request. <u>The campus maintains ALL files for five years.</u>

Printed Name of Campus TRAVIS ECHS

E. Posadas  
Signature of Principal

9/19/2022  
Date

ERICK POSADAS  
Typed/Printed Name of Principal

SAFA Initials & Date

## **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 copies of the following documentation:**

- ✓ **Your campus Parent/Family Engagement Policy on campus stationary.  
(Sample policies attached for your reference.)**

See attached Travis copy



## “Put Your School Name Here” Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the *Put Your School Name Here* shall develop and agree upon a written policy for parental and family engagement during the development and review of the campus improvement plan.

- I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.
- II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren's) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.
- III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.
- IV. *Put Your School Name Here* will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school's curriculum, budget, and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.
- V. Monthly meetings will be held the first Thursday of every month at 8:00 AM, 12:00 Noon and 5:30 PM (must provide at least 2 opportunities).
- VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.
- VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

See attached Travis copy



## “Cambia El Nombre De Esta Escuela” Norma sobre la participación de los padres y las familias

La Facultad, padres, personal, los miembros de la comunidad de la escuela *Cambia El Nombre De Esta Escuela* deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

- I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.
- II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.
- III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.
- IV. La escuela *Cambia El Nombre De Esta Escuela* llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I, incluyendo presupuestos.
- V. Las juntas mensuales serán el primer jueves de cada mes a las 8:00 a.m., 12:00 p.m y 5:30 p.m. (debe de proveer dos opciones).
- VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.
- VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.
- VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.





## Travis Early College High School

### Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of Travis Early College High school shall develop and agree upon a written policy for parental and family engagement during the development and review of the campus improvement plan.

I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.

II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren's) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.

III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Travis Early College High School will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school's curriculum, budget, and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.

V. Monthly meetings will be held the second Tuesday of every month at 9:30 AM and 5:00 PM (must provide at least 2 opportunities).

VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.



## Travis Early College High School

### Norma sobre la participación de los padres y las familias

La Facultad, padres, personal, los miembros de la comunidad de Travis Early College High School deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.

II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.

III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.

IV. Travis Early College High School llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I, incluyendo presupuestos.

V. Las juntas mensuales serán el primer jueves de cada mes a las 9:30 a.m., 5:00 p.m. (debe de proveer dos opciones).

VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.

VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.

See attached Travis copy

### **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 copies of the following documentation:**

- ✓ **Your campus Parent/Family School Compact. (Sample Compacts attached for your reference.)**



## Travis Early College High School

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

### Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:

- Sending my child to school on time each and everyday
- Sending my child to school prepared and ready to learn
- Reading to and with my child
- Establishing a time for homework and reviewing it regularly
- Participating, as appropriate, in decisions related to my child's education and the positive use of
- extracurricular time
- Supporting the school in its effort to maintain proper discipline
- Supporting the classroom teacher by volunteering if work schedule permits

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_

### Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

- Attending school everyday and being on time
- Completing and returning homework assignments in a timely manner
- Following the school rules and being responsible for my behavior
- Reading everyday

Date \_\_\_\_\_ Student Signature \_\_\_\_\_

### Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:

- Providing instruction in a way that will motivate and encourage my students
- Providing homework assignments for students
- Providing a positive and safe atmosphere for learning
- Keeping students and parents informed of student progress on a regular basis
- Communicating with parents via parent conferences as needed
- Being available for parents to contact me when not teaching classes

Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_



## Travis Early College High School

Investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan más académicamente, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y físico. La participación familiar en la educación es crítica para el éxito de los estudiantes; para lograrlo, los padres, maestros y estudiantes necesitan colaborar juntos. Les pedimos que firmen y devuelvan este contrato si están de acuerdo con lo anterior.

### Acuerdo de los padres y las familias

Como padre, ayudaré a mi hijo a cumplir con sus responsabilidades. Seré responsable de:

- enviar a mi hijo(a) a la escuela a tiempo todos los días
- enviar a mi hijo(a) a la escuela preparado y listo para aprender leerle a mi hijo(a) y leer con él/ella
- establecer un horario para la tarea y revisarla regularmente
- participar en forma apropiada en las relaciones positivas con la educación de mi hijo(a) y con el uso positivo de tiempo extracurricular
- apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- apoyar al maestro(a) titular, ofreciendo servicios positivos si lo permite el horario de mi trabajo

Fecha: \_\_\_\_\_ Firma del padre/madre: \_\_\_\_\_

### Acuerdo del estudiante

Como estudiante, entiendo que necesito mi educación para ser un ciudadano productivo. Seré responsable de:

- asistir a la escuela todos los días y llegar a tiempo
- hacer y devolver mi tarea puntualmente
- seguir las reglas de la escuela y ser responsable de mi comportamiento
- leer todos los días

Fecha: \_\_\_\_\_ Firma del estudiante: \_\_\_\_\_

### Contrato del maestro(a)

Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:

- instrucción positiva de modo que motive y anime a mis estudiantes
- asignar tarea a los estudiantes
- procurarles una atmósfera positiva y segura para el aprendizaje
- mantener a los estudiantes y a sus padres y familias informados con regularidad del progreso de sus hijos comunicarme con los padres y familia mediante conferencias según sea necesario
- estar disponible para que los padres hagan contacto conmigo cuando no esté dando clases

Fecha: \_\_\_\_\_ Firma del maestro(a): \_\_\_\_\_

## **Attachment #4:**

An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school informing parents of the following: Slideshow Attachment 4d

- I. School status as TITLE I, PART A, explaining Title I, Part A requirements**
- II. Title I Allocation and Budget**
- III. Parent Allocation and Plan**
- IV. Family/Parent Engagement Policy**
- V. Parent Compact**
- VI. Academic progress/ratings for the campus**
- VII. Parent notification of teacher absences greater than 10 days**
- VIII. Parent notification of temporary teacher certification**
- IX. Initiatives unique to campus**
- X. Parent's right to be involved.**

**A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE**

**Attach copies of the following documentation from the Annual Parent/Family Meeting:**

- ✓ Meeting Notice                      See attached Travis copy Attachment 4a
- ✓ Agenda (listing each of the above topics addressed)    See attached Travis copy /
- ✓ Sign in Sheets                      Attachment 4c
- ✓ Meeting Minutes/Notes           Attachment 4b



TRAVIS EARLY COLLEGE HIGH SCHOOL



You're Invited

# TITLE I INFORMATION MEETING



SEPT 27

TUESDAY/MARTES @ 5:30 PM  
IN THE LIBRARY/EN LA BIBLIOTECA

## AGENDA

- I. SCHOOL STATUS AS TITLE I, PART A, EXPLAINING TITLE I, PART A REQUIREMENTS
- II. TITLE I ALLOCATION AND BUDGET
- III. PARENT ALLOCATION AND PLAN
- IV. FAMILY/PARENT ENGAGEMENT POLICY
- V. PARENT COMPACT
- VI. ACADEMIC PROGRESS/RATINGS FOR THE CAMPUS
- VII. PARENT NOTIFICATION OF TEACHER ABSENCES GREATER THAN 10 DAYS
- VIII. PARENT NOTIFICATION OF TEMPORARY TEACHER CERTIFICATION
- IX. INITIATIVES UNIQUE TO CAMPUS
- X. PARENT'S RIGHT TO BE INVOLVED.

## AGENDA

- I. ESTADO DE LA ESCUELA COMO TÍTULO I, PARTE A, QUE EXPLICA LOS REQUISITOS DEL TÍTULO I, PARTE A
- II. TÍTULO I ASIGNACIÓN Y PRESUPUESTO
- III. TERCERO ASIGNACIÓN DE PADRES Y PLAN
- IV. POLÍTICA DE PARTICIPACIÓN DE LA FAMILIA/PADRES
- V. PACTO DE PADRES
- VI. PROGRESO ACADÉMICO/CALIFICACIONES PARA EL CAMPUS
- VIII. NOTIFICACIÓN A LOS PADRES DE LAS AUSENCIAS DEL MAESTRO POR MÁS DE 10 DÍAS
- VIII. NOTIFICACIÓN A LOS PADRES DE LA CERTIFICACIÓN DE MAESTRO TEMPORAL
- IX. INICIATIVAS EXCLUSIVAS DEL CAMPUS
- X. DERECHO DE LOS PADRES A PARTICIPAR.



for more info, contact 512.414.2527

# Title I Information Meeting

## Notes

### AGENDA 9/27/2022

#### **BEFORE MTG:**

1. *Please Sign in (Merritt, collect sign in at the end, Attachment 4)*

#### I. School status as TITLE I, PART A, explaining Title I, Part A requirements

- 1.

#### II. Title I Allocation and Budget

#### III. Parent Allocation and Plan

#### IV. Family/Parent Engagement Policy

#### V. Parent Compact

1. Pass out, get signatures (Attachment 3)

#### VI. Academic progress/ratings for the campus

1. TAPR

#### VII. Parent notification of teacher absences greater than 10 days

1. Who: Vacancy English, Math long term sub

#### VIII. Parent notification of temporary teacher certification

1. Temporary certification teachers:

#### IX. Initiatives unique to campus

1. C.I.S, SEL, CTE internships, Athletic Trainer, Unified Cheer, Life Anew, Prime Time,

#### X. Parent's right to be involved

#### NOTES:

Questions: How many students are newcomers? 35% are emergent bilingual. We don't know the exact newcomers.

Suggestion: We have a lot of bilingual staff members. How do we support other languages?



Other Items: We will have a Pashto speaking mentor program, Cricket, translation service through Language Line, and a prayer space for students who practice Islam



## **Attachment #5:**

Communications are sent home in a LANGUAGE that a parent/family understands.

See attached Travis copy Attachment 5a, b, c

**Attach copies of the following documentation:**

- ✓ **At least 2 sample communications in languages other than English**

Te Invitamos a

# NOCHE DE REGRESO A LA ESCUELA

Travis ECHS

8 de septiembre de 2022

5 PM-8PM

**CENA  
GRATIS**

**Padres de familia y  
estudiantes, únanse  
a nosotros!**

📍 1211 East Oltorf Street, 78704

🌐 [www.travisrebels.org](http://www.travisrebels.org)

🐦 @travisrebels ☎️ 512-414-2527



✓ VICTORY  
Tutorial

You're invited to

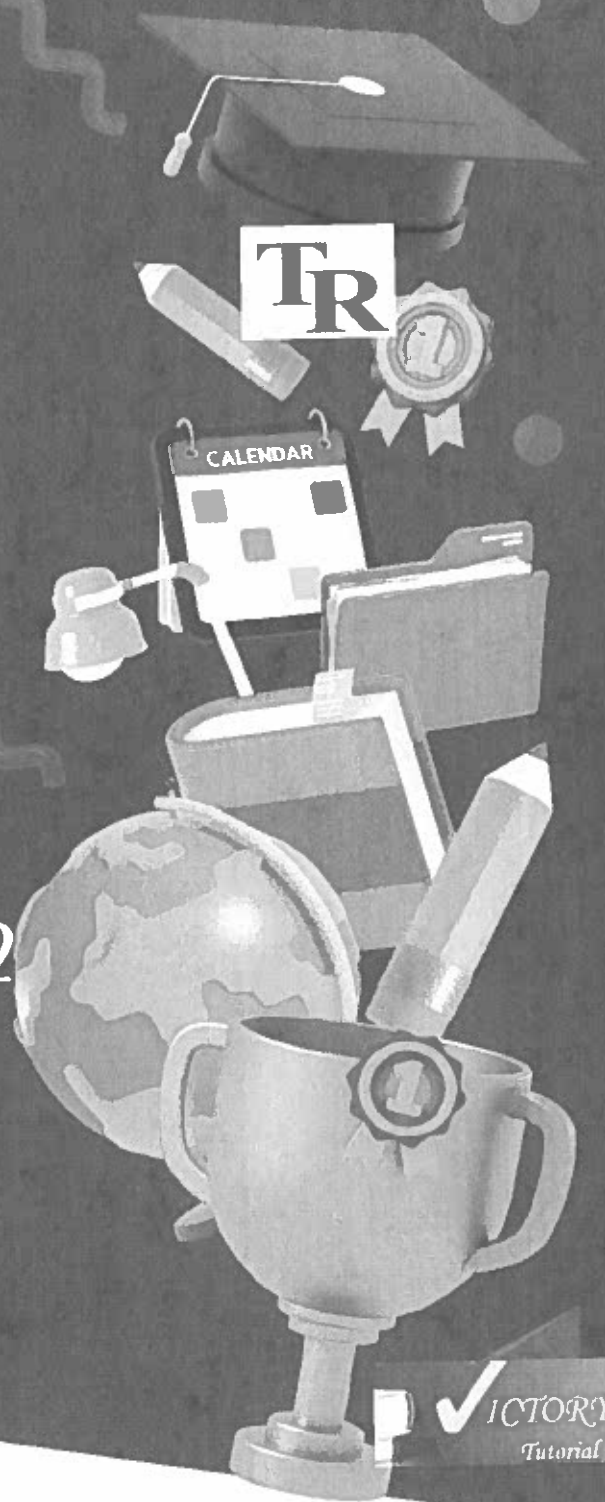
# BACK TO SCHOOL NIGHT

Travis ECHS  
September 8, 2022  
5 PM-8PM

**FREE  
DINNER**

*Parents and  
students, join us!*

📍 1211 East Oltorf Street, 78704  
🌐 [www.travisrebels.org](http://www.travisrebels.org)  
🐦 @travisrebels ☎️ 512-414-2527



TR



✓ VICTORY  
Tutorial

TRAVIS ECHS

# COFFEE WITH THE PRINCIPAL

## CAFÉ CON EL DIRECTOR

9/13/2022

### AGENDA

WELCOME & INTRO  
LA BIENVENIDA Y LAS INTRODUCCIONES

BOND INFORMATION/INFORMACION DEL  
BONO-MR. POSADAS

TRAVIS CLOTHING GIVEAWAY  
EVENT/EVENTO DE ROPA PARA DAR- MISS  
CEBALLOS, PARENT SUPPORT  
SPECIALIST/ESPECIALISTA PADRES DE  
FAMILIA

9:30-10:30AM IN THE LIBRARY

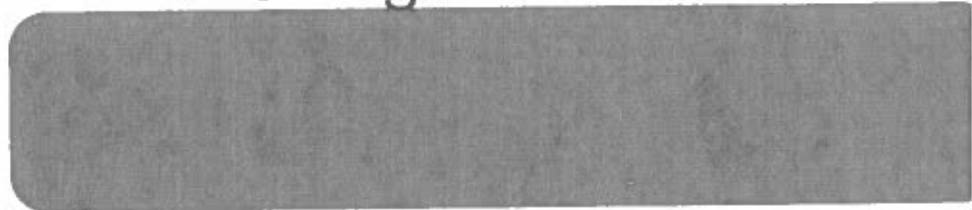
Come for the coffee, stay for the talks!

¡Ven por el café, quédate por las pláticas!



## Reminder

Travis ECHS starts class promptly at 9:05. Students who arrive late must get a tardy pass and go straight to class.





# Recordatorio

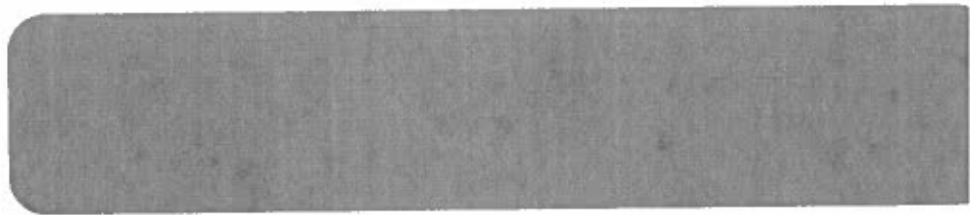
Travis ECHS comienza la clase puntualmente a las 9:05. Los estudiantes que lleguen tarde deben obtener un pase de tardanza e ir directamente a clase





## يادونه

Travis ECH ټولګي په 9:05 سمدستي پيل کوي. زده کونکي چې ناوخته راځي بايد لږ وخت ترلاسه کړي او مستقيم ټولګي ته لاړ شي.





## **Attachment #6:**

Parents have been notified in writing of their Right to Know Teacher Qualifications.

**Attach copies of the following documentation:**                      See attached Travis copy

- ✓ **Documentation of notice on school letterhead. Please ensure the date, school name, address, Principal name and contact information have all been updated. (A sample form is attached for your reference.)**



# **AUSTIN INDEPENDENT SCHOOL DISTRICT**

Travis ECHS

1211 E. Oltorf St. Austin, TX 78704

512-414-2527

9/18/2022

As a parent of a student at Travis ECHS, you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call Erick Posadas at 512-414-2527

-----  
9/18/2022

Como padre de un estudiante de la escuela Travis ECHS, usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) Erick Posadas al 512-414-2527.

## Attachment #7:

Parents collaborated and coordinated with staff to design staff development for campus staff related to the Value and Contributions of Parents.

Attach copies of the following documentation:

- ✓ Documented efforts of soliciting family/parent input (i.e. surveys,
- ✓ Parent/Family meeting agenda with notes and sign-in sheets, etc.) *done*
- ✓ Staff PD Agenda from parent input
- ✓ Staff Sign in Sheets and minutes

Attach Mission and Vision plans @Emily Ward

Attach Climate Survey @Erick Posadas

Attach Coffee with the principal survey (done), sign in sheet, B2SN sign ins @ Nancy

## Principal Coffee Notes

Erick Posadas <erick.posadas@austinisd.org>

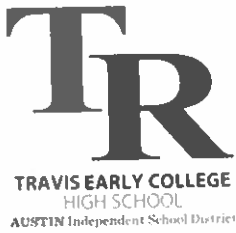
Tue 9/13/2022 11:27 AM

To: Heather Merritt heather.merritt@austinisd.org ; Nancy Ceballos nancy.ceballos@austinisd.org

### Workshop Ideas

- Computer Literacy-16
- English courses-17
- Spanish courses 4
- Student Motivation (partner with Life Anew)- 14
- Communication- (partner with TBRI)-
- ADHD (partner with 504/sped)-
- 

Partners: Life Anew, Gear UP, AISD Family Engagement, PSS



**Erick Posadas**  
**Principal**  
**Travis Early College High School**  
512-414-2527  
1211 E. Oltorf St. | Austin TX 78704



## **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 5<sup>th</sup> of the month. Attached is a Notification Memo to be used with grant-funded employees who are required to complete Time & Effort reports.

**Attach copies of the following documentation to be available upon request:**

✓ N/A

**Maintain at campus to be made available upon request:**

- ✓ Notification Memos
- ✓ Copies of all signed and submitted Time and Effort Reports

  
Memo from Ms. Duffin.

# AUSTIN INDEPENDENT SCHOOL DISTRICT

State and Federal Accountability

4000 S. I-H 35 Frontage Rd., Austin, TX 78704

Phone: 512/414-3280



TO: Employee Addressed  
FROM: Dr. Mary L. Thomas, Executive Director  
DATE: 2022-2023 School Year  
RE: Time & Effort Requirements

---

Because your position is split-funded between federal funds and state/local funds, you are required to complete a monthly time and effort report reflecting the percentage of time spent meeting the intents/purposes of the funding programs. The report is required in order to comply with federal regulations. All such employees are to register in HCP and attend a Time and Effort training. A blank form showing funding percentages for your position will be included and reviewed during the training.

Annually, internal and external auditors review these reports in their audit process. An audit finding such as not maintaining time and effort reports can result in a negative report and corrective actions. Your role toward ensuring the district meets all requirements is essential and your cooperation is deeply appreciated.

These reports are due via email ([SAFA-Time-Effort@austinisd.org](mailto:SAFA-Time-Effort@austinisd.org)) by the 5<sup>th</sup> of each month (i.e., August 2022 reports are due September 5, 2022.) The 2022-2023 Time and Effort training schedule will be available on our online library [here](https://sites.google.com/a/austinisd.org/aisdweb/education/state-and-federal-accountability/online-library). (<https://sites.google.com/a/austinisd.org/aisdweb/education/state-and-federal-accountability/online-library>)

Be sure to:

- Sign form
- Attain supervisor's approval by signature
- **Make a copy for your files**
- Send via email ( [SAFA-Time-Effort@austinisd.org](mailto:SAFA-Time-Effort@austinisd.org) ) by the 5<sup>th</sup> of the next month.

If you need assistance, contact Ricardo Venegas at 512-414-9965 or [ricardo.venegas@austinisd.org](mailto:ricardo.venegas@austinisd.org)

HOMELESS/FOSTER CARE STUDENTS

## **Attachment #9:**

### **Homeless and Foster Care Student Documentation**

**Attach copies of the following documentation:**

- ✓ **Completed Attachment #9**

**Maintain at campus to be made available upon request:**

- ✓ **Attachment 9A – “Homeless Student Services” Sheet**

**Attachment #9. *Homeless and Foster Student Documentation.***  
*(See attached page #9A.)*

**Homeless**

***Check Once Completed***

***A poster (for homeless students) must be displayed in visible area.***

Display posters (which notify the public of the educational rights for homeless students) where children and youth receive services under are required by this Act. Posters and other materials regarding homeless students are available from Project HELP @ 512-414-3690.

***Complete and maintain at campus the attached Homeless Services Provided worksheet – and REGULARLY UPDATE***

TEC 33.906 (HB 1559) All schools that maintain a website must post information on their websites about local programs and services available to assist homeless students.

- This information may include charitable programs and services and organizations providing food, clothing, shelter, counseling, medical services, and other interventions for homeless students and families.
- Schools must compile and post the resources and information in a format and style that is easily understandable by students or parents.
- Additional information regarding local services and program that assist homeless students is available: <http://www.theotx.org/resource/texas-hb-1559/>

***A campus website must list services available to assist homeless and foster care students.***

**Foster Care**

Either the DFPS Form 2085 (in any form); **OR a court order** naming a DFPS Temporary Managing Conservator (TMC) or a **Permanent Managing Conservator (PMC)** been completed for each identified student in foster care.  
<https://www.austinisd.org/foster-care/resources-registrar>



## **Attachment #10:**

### **CIP Developer Page**

**Attach copies of the following documentation:**

- ✓ **Completed and signed CIP Developers or indication that information has been entered directly into PlanWorks**

## TRAVIS H S Site Base

Name	Position
Posadas, Erick	Principal
Vohra, Shreya	Teacher
Martinez, Jackie	CAC Staff Co-Chair
Merritt, Heather	School Improvement Facilitator
Gross, William	Teacher
Sika, Sylvia	Community Member (Business Representative)
Ruvalcaba, Myrna	PTSA Representative
Rodriguez, America	Student Representative
Hernandez Orantiez, Jennifer	Student Representative
Quezada, Texas	Teacher
Hale, Kaitlyn	Teacher