Austin Independent School District
Travis Early College High School
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 29, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

District Staff

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Dr. Angel Wilson- 50%
Anabel Garza-Executive Director- 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Angel Wilson
Assistant Superintendent of Secondary Schools has 19 years in education, and is a visionary K–12 leader recognized for her expertise in turnaround leadership, systems transformation, and cultivating exceptional talent to drive student achievement. As Assistant Superintendent of Secondary Schools in Austin ISD, she currently oversees 28 middle and high schools. Her leadership has resulted in measurable, districtwide gains: six of nine campuses exited state improvement status, all high schools eliminated F ratings, and student attainment of industry-based certifications reached historic highs.
For the past school year, all middle schools in Austin ISD showed gains in TELPAS growth, and secondary schools whose overall academic performance ratings changed resulted in increase rather than regression. Under Dr. Wilson’s leadership, the Office of School Improvement was created to better support secondary campuses with multi-year, consecutive unacceptable academic performance ratings. One-third of current secondary principals and all secondary executive directors were recruited and hired through strategic and visionary staffing.
Before joining Austin ISD, Dr. Wilson served as a highly effective principal in Houston ISD, where she led Cornelius Elementary to an “A” rating with all six distinctions and transformed

Gregory-Lincoln Education Center (PreK-8) from a “D” to a projected “B” (Accountability was paused due to COVID). Her work consistently demonstrates her ability to merge data, innovation, and empathy to elevate learning environments and restore community confidence in schools.
Dr. Wilson was recruited as a teacher and principal to work in turnaround school environments in Houston ISD due to outstanding student performance and growth achievements as measured by SAS EVAAS. She was named district-wide Elementary Teacher of the Year for the largest school district in Texas, and she also served as a Lead Principal where she was selected to train and coach other principals through an incentive-based district program. Dr. Wilson also has instructional leadership expertise and has served as a Teacher Development Specialist for the district elementary math team - coaching and supporting school leaders and teachers through on the job training and embedded professional development.
A recipient of the Nolan Estes Leadership Ascension Award and Houston ISD’s South Area Principal of the Year honor, Dr. Wilson holds a Doctorate in Education Policy and Leadership from The University of Texas at Austin. Grounded in her belief that every child deserves a champion, she continues to champion equity, excellence, and empowerment across every level of the educational system

Anabel Garza
Executive Director School Improvement

Anabel Garza spearheaded comprehensive turnaround efforts at John H. Reagan Early College High School, now known as Northeast Early College High School, within Austin ISD. She championed the implementation of data-driven instructional systems, established rigorous monitoring of student progress, and fostered the development of collaborative leadership capacity. These strategic drives resulted in remarkable increases in student success, notably propelling the campus graduation rate from a challenging 51.4% to an impressive 92.8% during her tenure. Furthermore, the campus achieved a state B rating complete with four distinctions, a clear reflection of the success of the comprehensive turnaround.
Prior to this accomplishment, Anabel Garza played a key role in the success at Mendez Middle School where she helped steer the institution out of an unacceptable performance rating. Overcoming significant historical and community challenges, the school achieved double-digit gains across most performance areas. Seeking advanced training, she was selected for and completed the esteemed Darden/Curry School Turnaround Specialist Program at the University of Virginia. Most recently, her expertise expanded beyond campus walls through work

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Unless otherwise indicated, the funding source is from the local budget.

Parent Support Team Member for Family Engagement and Support (50% City of Austin Grant + 50% District Commitment): $50,429

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Local and Title funds will be allocated to prioritize complete fidelity of implementation of the school improvement strategy.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The campus has allocated Title Money to purchase a School Improvement Facilitator that will be focused on STAAR EOC planning, CCMR oversight and graduation rate.

We also redistributed talent to support our needs in ELA and Math. In ELA we added two sections of intervention courses in Creative Writing to support seniors and juniors. We also double blocked students in Algebra who needed support in math with a section of Strategic Learning.

The Master Schedule was also aligned this year to allow for ILT to meet during the school day for instructional improvement.

The district has a Support and Resource Index that it uses to prioritize campuses in the way they are resourced and supported by the district. All campuses with Targeted Improvement Plans are in the highest band. This means that these campuses will be given extensive consideration when considering budget cuts, changing staffing formulas, and leveling. It also means that campuses with Targeted Improvement Plans will be given first priority when it comes to operational support, like resolving tickets for maintenance, so that all barriers to student learning are removed with the greatest urgency. When it comes to staffing for vacancies, campuses with Targeted Improvement Plans will be given the greatest consideration by staffing partners in Talent Strategy, especially to place certified teachers with TIA designation and 2+ years of teaching experience. Campus leadership will receive ongoing coaching and consultation to ensure the most effective teachers are placed to critical grade levels and foundation curriculum subjects on the campus.

The district reduced caseloads for Executive Directors assigned to School Improvement campuses, enabling them to provide frequent, embedded coaching and administrative oversight.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

STEMscopes Math Texas

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

180

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

180

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	CFA's/SCA	Campus	Bi-Monthly	Measure student mastery on specific TEKS standards, provide real-time feedback to inform daily Tier 1 instruction, identify high-leverage standards for immediate reteaching, and drive targeted Tier 2/3 interventions.
Curriculum Based Assessment		District	BOY/MOY/ EOY	Evaluate student learning and mastery of TEKS curriculum across key reporting periods, measure progress toward EOC STAAR readiness, and align instructional pacing across the district.
Other	Summit K-12	District	Semester	Provide personalized language-development support and targeted TELPAS practice for Emergent Bilingual students across Reading, Writing, Listening, and Speaking to support composite growth.
Other	IXL Diagnostic (ELA, Math and TSI)	District	Semester	Assess student skill levels in reading and math at the beginning and middle of the year to track individual growth, identify learning gaps, and inform targeted intervention.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	TSI	Campus	Bi-Monthly	Credential by a third party entity that students earn to demonstrate real world industry skills

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus system for monitoring student growth data includes reviewing data in PLC's with the teacher team, reviewing data in ILT and reviewing data as an Administration team.

Growth data will be tracked utilizing eduphoria and pulled by the teachers using a common data protocol template.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus system for student intervention and supporting students below grade includes using our daily, Homeroom class period.
Students meet for 35 min daily and are cohorted by needs. Including Emergent bilingual students, and students in EOC subjects that DNM standards.

We also support students by utilizing a variety of courses. Strategic learning was implemented to give extra support to students who DNM or Approaches low in 8th grade math. IPC is used to provide extra support for DNM or Approaches low in 8th grade science. We also provide Creative writing classes for Seniors and Juniors who need extra support in meeting standards for ELA 1 and ELA 2.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by subject/content area.

How frequently will PLCs occur?

Twice weekly.

Who will facilitate PLCs?

Department Chairs, PLC leads, Instructional Coaches, and Administrators.

Who is required to attend PLCs?

All teachers in the content area, Special Education teachers, and assigned content administrators.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Travis ECHS follows the Solution Tree (DuFour's) PLC at Work model focused on the 4 critical PLC questions. PLCs establish clear team norms and roles, maintain daily attendance in agenda notes, and require all members to bring open lesson plans for student-centered planning and evaluation. Teams utilize backwards design to develop TEKS-driven Common Formative Assessments (CFAs) and engage in ongoing data analysis across student groups to build targeted Tier 1, 2, and 3 instructional action plans.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Monthly Executive Leadership Coaching, Weekly ED team meetings, TEA LIFT Framework Calibration, and System-Level School Improvement Strategy alignment	District and Campus Leadership	Principal Manager
Principal	Weekly Instructional Leadership Coaching with administrators Observation & Feedback cycle, Weekly ILT calibration.	District and Campus Leadership	Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Weekly ILT calibration, Weekly LIFT protocol calibration walks, Observation & Feedback cycle,	District and Campus Leadership	Other Campus Admin
Teacher	Planned PD Sessions, Learning Walks through ILT and PLC's, PD lead by teachers focused on School improvement.	District and Campus Leadership	Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Inexperienced (1-2 years) teachers receive 1:1 instructional coaching, bi-weekly walkthrough feedback cycles with actionable bite-sized goals, and targeted mentoring through the campus mentor program.

Ineffective leaders receive co-observations with the Principal/Executive Director and dedicated coaching on holding effective PLC data meetings and classroom Tier 1-3 support. ILT will also be moving towards a model of coaching and support.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Travis Administration will utilize the Austin ISD PPfT evaluation tool and the TEA LIFT tool. Look for's will vary based on needs of the campus and teachers we are observing during the cycle.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Teachers will receive a minimum of 4 informal walks (2 in the fall, 2 in the spring) and one formal observation.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive targeted training on language acquisition strategies (Summit K-12/TELPAS growth), sheltered instruction, IEP/504 accommodation fidelity monitoring, and differentiated Tier 2/3 intervention strategies in PLC and campus PD sessions.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Review Campus Data with administration team and ILT including EOC, Attendance, TELPAS, CCMR and Graduation rate to make a focused plan for student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administration ED ILT CDA

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership team agenda
BOY Campus agenda
BOY Campus Slide deck

Support Needed – What training, coaching, resources, or tools are required?

Initial review of campus data and performance during Leadership Institute, as an ILT team and then training teachers on the data.

CDA team will be supporting the campus with Accountability training in October. Learnings from this training will be shared with the campus during the November PD.

Milestone 2

Description – What specific action or deliverable will be completed?

Strong Implementation of PLC

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administration ILT PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC training Deck slides 61-74
PLC Agenda

PLC Rubric

PLC Self Assessment

Support Needed – What training, coaching, resources, or tools are required?

All Administrators were trained during Leadership Institute during July 2026. The administration then trained ILT at the beginning of August. The administration then trained all teachers during BOY PD.
PLC's will also use the self assessment rubric 4 times a year.

Milestone 3

Description – What specific action or deliverable will be completed?

Systematic implementation and Review of chronic absenteeism by CAA and Administration to improve attendance of students on campus which would lead to student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Specialist, TECHS Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

Absenteeism tracker

Weekly ADA tracker

Support Needed – What training, coaching, resources, or tools are required?

Regular reviews of chronic absenteeism and weekly ADA trackers across BOY to MOY and MOY to EOY cycles.
Implementing Truancy Prevention measures with students and families to address issues of chronic attendance issues.

Milestone 4

Description – What specific action or deliverable will be completed?

Graduation Support & CCMR Checks by team of Administrators, Counselors and staff to review progress of students towards completion of Grad requirements and CCMR.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselors, Admin, Graduation Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Graduation audit sheets, CCMR tracking dashboard

Support Needed – What training, coaching, resources, or tools are required?

District CCMR/Graduation tracking tools, TSI prep support

Milestone 5

Description – What specific action or deliverable will be completed?

Bi-Weekly CFA & 9-Week CBA Data Cycles using data tracker to check for TEKS alignment towards student achievement.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

PLC Leads, Department Chairs, Teachers, Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Eduphoria CFA/CBA reports, PLC data protocol minutes

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria training, common data protocol templates

Milestone 6

Description – What specific action or deliverable will be completed?

TELPAS & IXL Diagnostic Progress Checks

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Testing Coordinator, EB Team, Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Summit K-12 reports, IXL Diagnostic BOY/MOY data

Support Needed – What training, coaching, resources, or tools are required?

Summit K-12 licenses, IXL platform access

Milestone 7

Description – What specific action or deliverable will be completed?

Academic Tier 2/3 Intervention Reviews

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Intervention Teachers, Homeroom Leads, Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Homeroom student rosters, eCST service logs

Support Needed – What training, coaching, resources, or tools are required?

Strategic Learning course materials

Milestone 8

Description – What specific action or deliverable will be completed?

Spring STAAR EOC Prep & MOY-to-EOY Review

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Facilitator, EOC Teachers, Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

STAAR Field Test results, EOC review sessions, EOY data deck

Support Needed – What training, coaching, resources, or tools are required?

Title I funded SIF position, STAAR Field Test materials and training
Saturday Boot Camp materials

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of curriculum-based assessments (CBAs), STAAR Interim results, and formative assessments.

Principal Supervisors (Executive Directors of School Leadership) will conduct weekly campus visits to observe classroom instruction, PLCs, and ILTs, reviewing meeting agendas, data trackers, and observation/feedback logs to ensure alignment with instructional priorities.

Campus Instructional Leadership Teams (ILTs) will monitor fidelity to high-quality instructional materials, data-driven instruction routines, and intervention implementation during weekly PLCs.

District-level Academic leaders will review assessment trends, coaching data, and walkthrough results every six weeks to evaluate progress and determine whether supports are effectively improving student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Executive Director, Campus Principal, Assistant Principals, and the Campus Intervention Team (CIT) will oversee milestone progress.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Milestone progress will be reviewed monthly by campus leadership and quarterly (at BOY, MOY, and EOY checkpoints) with district leadership.

How will milestone progress data be collected?

Data will be gathered via Eduphoria CFA/CBA reports, PLC data protocol minutes, attendance/ADA trackers, and LIFT walkthrough observation logs.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress updates and data decks will be presented during monthly ED coaching meetings, shared with the CAC and CIT, and submitted via district SI reporting platforms.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

25

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

75

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

75

What was your CCMR percentage for your 2025 graduation class?

67

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

72.6

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

NA

Upload additional documents (optional):

4.23.26 6.3 Certification of Provision of Instructional Materials for the 26-27 school year.pdf