



William B. Travis Early College High School Campus Improvement Plan

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William B. Travis Early College High School Campus Improvement Plan 2017-2018

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)

Campus Mission Statement

Vision

The vision of Wm B Travis High School is to offer a supportive and structured learning environment where each child is accepted, respected and inspired.

Mission

Our mission will be accomplished by exposing students to rigorous curriculum and providing meaningful experiences to prepare them for their individual college and career choices. As young adults, they will use their creativity and independence to become lifelong learners, whose interest in their community surpasses their own self concern.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Advanced Academics

Performance Objective

We will eliminate barriers and support high ability and GT student participation in appropriate and academically challenging opportunities.

Data Reviewed During Needs Assessment

AP/IB Exam Participation & Performance disaggregated by subpopulations

Advanced Course/Dual Enrollment rates disaggregated by ethnic groups

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
GT Campus Accountability Monitoring Plan Ratings (GT-CAMP) from the Advanced Academics department	GT Campus Accountability Monitoring Plan Ratings: Student Assessment: COMPLIANCE Service Design: OUT OF COMPLIANCE Curriculum and Instruction: EXEMPLARY Professional Development: OUT OF COMPLIANCE Family and Community Involvement: COMPLIANCE	GT Campus Accountability Monitoring Plan Goals: Student Assessment: Recognized Service Design: Compliance Curriculum and Instruction: Exemplary Professional Development: Compliance Family and Community Involvement: Recognized	Student Assessment: OUT OF COMPLIANCE Service Design: EXEMPLARY Curriculum and Instruction: RECOGNIZED Professional Development: COMPLIANCE Family and Community Involvement: EXEMPLARY	GOAL NOT MET

Advanced Academics Strategy #1

Analyze Advanced Academics data to identify equity and access patterns with regard to campus demographics.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Christina Steele	Six weeks grades	AP Exams	09/01/17	06/01/17		Keep

Advanced Academics Strategy #2

Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty Davidson	Enrollment does not match overall demographics of school	Enrollment does not match overall demographics of school	09/01/17	06/01/17		Keep

Advanced Academics Strategy #3

Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification.

2015-2020 Strategic Plan Key Action Step

1.2a: Students will have multiple opportunities for flexible, personalized learning.

2017 Strategic Plan Scorecard Indicator

48: Decrease disproportionality of African American representation in the GT program

49: Decrease disproportionality of Hispanic representation in the GT program

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Attendance

Performance Objective

We will develop a tiered strategic and systematic campaign to encourage students to come to school regularly and stay in school through enhanced attendance, graduation/completion, and dropout prevention efforts to result in students graduating with Recomm

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Attendance Rates	All Students: 89.6%	All Students: 91.4%	All Students: 89.2	GOAL NOT MET

Attendance Strategy #1

Ensure all staff receives professional development on Developing Campus Wide Attendance Systems (CSSF).

Attendance Strategy #2

Twilight program will give opportunities after school for students to make up attendance and recovery credits.

2015-2020 Strategic Plan Key Action Step

4.1b: Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).

2017 Strategic Plan Scorecard Indicator

15: Attendance rate

19: Achievement Gaps - Attendance

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Campus Climate and Discipline – Home Suspensions

Performance Objective

We will reduce the rate of home suspensions for any over-represented race/ethnicity group.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Number of home suspensions for all students, from the Disciplinary Electronic Educational Documentation System (DEEDS)	161	Fewer than 149	150	GOAL NOT MET

Campus Climate and Discipline - Home Suspensions Strategy #1

Work with campus based Child Study Team (Campus CST) on building school-wide and classroom-based evidence based menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems.

2015-2020 Strategic Plan Key Action Step

1.3c: Each student will learn in a physically and emotionally safe environment.

2017 Strategic Plan Scorecard Indicator

23: Achievement Gaps - Disproportionality of Home School Suspensions

42: # of Home School Suspensions

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Campus Climate and Discipline - Violence Prevention

Performance Objective

We will ensure effective violence prevention and intervention measures are in place on our campus.

Data Reviewed During Needs Assessment

- Staff Survey (TELL):
 - "Students at this school follow rules of conduct."
 - "Teachers consistently enforce rules for student conduct."
 - "Administrators consistently enforce rules for student conduct."
- Student Climate Survey:
 - "Students at my school are bullied (teased, messed with, threatened by other students)."
- Number of campus disciplinary referrals, by referral type and grade level
- Campus Anti-Bullying Plan, including rates of staff and student training on recognizing, preventing, and responding to cyberbullying
- Support provided by School Psychologists, including mental health services available to students (LMHPs/Social Service Specialists, Counselors, etc.)

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students that reported feeling safe in their school on the AISD Student Survey	90.9%	>=91%	87.2%	GOAL NOT MET

Campus Climate and Discipline - Violence Prevention Strategy #1

Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity values, attitudes, and biases and focusing on reduction of African-American disproportionality.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
David Crissey	Removals for physical aggression or worse	End of year removal data	9/1/17	6/1/17	We are on track to lower removals	Keep

2015-2020 Strategic Plan Key Action Step

1.3c. Each student will learn in a physically and emotionally safe environment.

2017 Strategic Plan Scorecard Indicator

36: % students who feel they are safe in their schools

37: % campus staff who feel students at their school follow rules of conduct

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Community Schools Initiative

Performance Objective

We will implement a campus Community School initiative that aligns resources and strengthens family and community engagement in order to promote equity and educational excellence for all students.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students at the school that had a 6th 6 weeks RITS score that was above the AISD secondary school average of 5.59	43%	<= 43%	57%	GOAL NOT MET

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 6 - Strategies to increase parental involvement
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

- 1.2b1.4: Create community school model as part of district planning
- 7.1b: Organize central administration and district processes to support schools and enable campus leadership to focus on classroom
- 8.1a: Optimize resources (buildings, programs, person

2017 Strategic Plan Scorecard Indicator

- 11: % of students graduating from high school in four years
- 43: % campus staff who feel their school is a good place to work and learn

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Coordinated School Health

Performance Objective

We will continue to implement a Coordinated School Health plan on our campus.

Data Reviewed During Needs Assessment

- X Fitnessgram Report
- X Campus Coordinated School Health Committee
- X Parent Satisfaction Survey: "My child's school provides adequate opportunities for my child to learn about how to make healthy lifestyle choices."

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Overall Coordinated School Health Rating	Exemplary	Recognized or Exemplary	Exemplary	GOAL MET

Coordinated School Health Strategy #1
 Form a Coordinated School Health team that meets 4 times a year to plan and implement the Districts' Coordinated School Health Events as well as other campus Coordinated School Health events and/or activities. (Evidence: agendas or meeting notes, tweets of students or staff doing the events/activities)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty Davidson	1 meeting in 16-17	1 meeting	9/1/17	6/1/17	On track of having 4 meetings	Keep
Ty Davidson	Parent survey	Parent survey	9/1/17	6/1/17	Invite parents to health committee meetings. We have had our first health fair.	Keep

Title 1, Part A

1 - Comprehensive needs assessment

10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 Strategic Plan Scorecard Indicator

40: % of campuses with Recognized or Exemplary rating on the Coordinated School Health Report

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Customer Service

Performance Objective

We will create a culture where all of our families feel welcome and valued.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of parents/guardians that felt their involvement was welcomed by teachers as reported on the AISD Parent Satisfaction Survey	99%	>=97%	96%	GOAL NOT MET

Customer Service Strategy #1

Review TELL and Parent Survey data to assess levels of customer service and make necessary changes for improvement.

2015-2020 Strategic Plan Key Action Step

6.1a: Provide excellent customer service in interactions with campus and district staff.

2017 Strategic Plan Scorecard Indicator

38: % parents/guardians who feel they are treated courteously by teachers

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Dyslexia and 504 Services

Performance Objective

We will reduce the number of late 504 Annual and Re-evaluation meetings.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
# late Annual 504 meetings and # late Re-evaluation 504 meetings	No data provided.	100% Annual, 100% Re-Eval	4 Annual, 3 Re-Eval	GOAL NOT MET

Dyslexia and 504 Services Strategy #1

Campus administrators will work with the 504 Department to provide ongoing support for 504 Campus Coordinators and Dyslexia Designees charged with keeping the campus compliant with applicable federal and state laws.

2015-2020 Strategic Plan Key Action Step

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: English Language Learners

Performance Objective

We will ensure all of our English Language Learners continue to progress in their listening, speaking, reading, and writing skills. (19 TAC §74.4) (Strategic Plan 1.1 (b))

Data Reviewed During Needs Assessment

- Number and percent of ELLs that remain at Beginning proficiency on TELPAS after 2 years in US schools or Beginning/Intermediate after 6 years (Long Term ELLs)
- Roster of ELLs with Texas English Language Proficiency Assessment System (TELPAS)_results and Years in US Schools
- STAAR/End-of-Course current and longitudinal results, including all versions

Safeguards Missed

Reading - ELL <60%

Math - ELL <60%

Science - ELL <60%

Social Studies - ELL <60%

Writing - ELL <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of ELLs remained at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools	38%	<= 28%	TBD - TELPAS results not available until 8/15	TBD

English Language Learners Strategy #1

Train teachers to use sheltered instructional strategies to make core content comprehensible and to develop academic language. Monitor implementation of selected sheltered instructional strategies in both lesson planning and classroom instruction to meet the needs of ELLs. §89.1210. Program Content and Design

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Vinny Saldana	EOC data	EOC data	9/1/17	6/1/17	We will continue to hold site based PD for teachers of ELL students in the HABLA and sheltered programs.	Keep

2015-2020 Strategic Plan Key Action Step

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

2017 Strategic Plan Scorecard Indicator

- 17: Achievement Gaps - Reading
- 18: Achievement Gaps - Math
- 19: Achievement Gaps - Attendance
- 20: Achievement Gaps - Graduation Rate
- 21: Achievement Gaps - K-2 Students Reading On Grade Level
- 22: Achievement Gaps - Disproportionality of Discretionary Remo

2016 PBMAS

Bilingual/ESL Indicator 8: TELPAS Reading Beginning Proficiency Level Rate

Bilingual/ESL Indicator 9: TELPAS Composite Rating Levels for Students in US Schools Multiple Years

TEA Strategic Priorities

B: Build a foundation of reading and math.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Employee Wellbeing

Performance Objective

We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental/emotional, & nutritional wellbeing.

Data Reviewed During Needs Assessment

X Total number of staff participation in flu shot clinics - Report from HEB

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of staff that participate in at least one LiveHealthyAISD Wellness Challenge	Baseline data year.	15%	5.88%	GOAL NOT MET

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty Davidson	16-17 Flu shot info	Flu shot data	9/1/17	6/1/17	We have completed our first flu shot clinic.	Keep

2015-2020 Strategic Plan Key Action Step

not applicable

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

n/a

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Family and Community Engagement

Performance Objective

We will increase family and community engagement.

Data Reviewed During Needs Assessment

- X Staff Survey (TELL) results:
 - "This school does a good job of encouraging parent/guardian involvement."
 - "This school works directly with parents/guardians to improve the educational climate in students' homes."
 - "This school maintains clear, two-way communication with the community."
 - "Parent/guardians are influential decision makers in the school."
- X Parent Satisfaction Survey:
 - "I feel comfortable contacting staff at my child's school."
 - "I feel our local community supports our school."
 - "I feel our school works hard to engage our local community."

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Whether the campus has an active PTA, according to ACPTA	No	The campus will have an active PTA.	Yes	Yes

Family and Community Engagement Strategy #1
Provide multiple opportunities to engage parents in the educational process.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty J. Davidson/ R. Villarreal	Number of parent meetings	Number of parent meetings	9/1/17	6/1/17	We will increase the number of parent coffee, cohort meetings, eCST, health fairs, graduation meetings and attendance meetings.	Keep

- 1 - Comprehensive needs assessment
- 6 - Strategies to increase parental involvement
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

Factor 3: Community and Parental Involvement

2017 Strategic Plan Scorecard Indicator

Key Action Step 11.1c: Provide access to school-based and community-based co-curricular and extracurricular education opportunities.

2016 PBMAS

Indicator 35: # parents participating in Parent Survey

Indicator 39: % schools with active PTAs

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Fine Arts and the Creative Learning Initiative

Performance Objective

We will increase access to and support for high quality fine arts instruction and/or creative learning strategies.

Data Reviewed During Needs Assessment

Parent Satisfaction Survey:
 "My child's school provides adequate opportunities for my child to study the arts /experience creative learning."

Percent of students enrolled in fine arts classes

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Number of community arts partnerships, number of campus created arts experiences to engage families, faculty and community, and percent of teachers who participate in creative teaching or arts intergartion professional learning	partnerships: 6 community events: 15 creative teaching or arts intergration PL: 50-99%	partnerships: More than 6 community events: More than 15 creative teaching or arts intergration PL: 100%	partnerships: 9 community events: 10 creative teaching or arts intergration PL: 40%	partnerships: Y community events: N creative teaching or arts intergration PL: N

Fine Arts and the Creative Learning Initiative Strategy #1

Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Storm Vance	1 showcase (art) within the community last year	1 showcase last year for art. Multiple for other performing arts.	9/1/17	6/1/17	We will use the Travis Rebel Expo, Fall Fest and High School Showcase to highlight our fine arts.	Keep

2015-2020 Strategic Plan Key Action Step

not applicable

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Marketing Successes and Offerings

Performance Objective

We will market the strengths of our campus in order to increase enrollment.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Projected and actual campus enrollment	2016-17 campus enrollment: __%	1375	1242	GOAL NOT MET

Marketing Successes and Offerings Strategy #1
Share information through all channels (digital, print, word of mouth) for prospective parents.

2015-2020 Strategic Plan Key Action Step

10.1a: Promote and market the unique culture of each campus that reflects its safe, caring, and positive learning environment.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Mathematics

Performance Objective

We will deliver strong core instruction to all students in the area of Mathematics.

Data Reviewed During Needs Assessment

Safeguards Missed

Math - All <60%

Math - AA <60%

Math - Hisp <60%

Math - ECD <60%

Math - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on the Algebra 1 EOC assessment	All Students: 76.5, Hispanic: 76.1, African American 77.5, White: 90.9, ECD: 76.2, LEP: 70.2, SPED: 63.1	All Students: 80, Hispanic: 79.7, African American 80.9, White: 92.3, ECD: 79.8, LEP: 74.7, SPED: 68.6	All Students: 92.9, Hispanic: 93.3, African American 85.7, White: 95.2, ECD: 94.4, LEP: 91.7, SPED: 83.7	All Students: Y, Hispanic: Y, African American Y, White: Y, ECD: Y, LEP: Y, SPED: Y

Mathematics Strategy #1

TEACHER SUPPORT CYCLE: Provide ongoing, scheduled, targeted, and documented walkthroughs, followed by feedback, coaching, and support for teachers

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.2c: Support explicit, direct instruction that is systematic, sequential, and cumulative.

2017 Strategic Plan Scorecard Indicator

- 5: % of students reaching the Postsecondary Readiness Standard on STAAR Math
- 6: % of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth
- 14: % of annual graduates completing a 4th year of high school

2016 PBMAS

- Bilingual/ESL Indicator 2i: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3i: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math
- SPED Indicator 1i: SPED STAAR 3-8 Passing Rate

SPED Indicator 3i: S

TEA Strategic Priorities

B: Build a foundation of reading and math.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Multi-Tiered Systems of Support

Performance Objective

We will ensure all students receive adequate intervention and progress monitoring prior to being referred for Special Education or 504 evaluation.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
TBD/TBD (TBD%) students referred by the Child Study Team did not qualify for Special Education Services.		Less than 2% of students referred by the Child Study Team will fail to qualify for Special Education Services.		

Multi-Tiered Systems of Support Strategy #1

Provide professional learning opportunities for campus CST chairs and PLCs on how to integrate intervention into the school day (Core).

2015-2020 Strategic Plan Key Action Step

3.1c: Provide ongoing, campus-based professional development that supports core instruction, Response to Intervention (Rti), and curriculum implementation.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

SPED Indicator 14: SPED African American (not Hispanic/Latino) Representation - Disproportionality Rate

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Postsecondary Readiness: Graduation Rate

Performance Objective

We will reduce the rate at which our students drop out of school and increase the rate at which they graduate.

Data Reviewed During Needs Assessment

- X Graduation Rate (with exclusions) disaggregated by student groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd (can be found in campus TAPR)
- X Recommended High School Plan (RHSP) and Distinguished Academic Plan (DAP) participation
- X Annual Dropout Rate (with exclusions) disaggregated by subpops (including ELLs and SpEd)
- X Attendance data disaggregated by student groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd (can be found in campus TAPR)
- X Number of meetings held to review and create intervention plans for SpEd and ELL students who are not on track to graduate with campus leadership, counselors, SpEd/ELL campus coordinator and graduation coach

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
2017 All Students Graduation Rate from TAPR	86.5%	> 90.0%	91.6%	GOAL MET

Postsecondary Readiness: Graduation Rate Strategy #1

STUDENT SUPPORT CYCLE: Identify ELLs who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Vinny Saldana	Only 50% of ELL's were placed in an EOC intervention class.	Number did not increase throughout the year.	9/1/17	6/1/18	We have scheduled ELL students into EOC classes. We are not at 50% yet. We will wait for Dec. EOC to move students for the Spring.	Keep

Postsecondary Readiness: Graduation Rate Strategy #2

STUDENT SUPPORT CYCLE: Identify students with disabilities who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions.

2015-2020 Strategic Plan Key Action Step

4.1d: Enhance on-time graduation supports and dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery.

2017 Strategic Plan Scorecard Indicator

9: % of Distinguished Level graduates

11: % of students graduating from high school in four years*

20: Achievement Gaps - Graduation Rate

2016 PBMAS

State Performance Plan 1: Graduation

TEA Strategic Priorities

C: Connect high school to career and college.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Postsecondary Readiness: Career and Technical Education

Performance Objective

We will ensure all students will be prepared to graduate on time and ready for college and career.

Data Reviewed During Needs Assessment

- X Number of industry licensures/certifications completed by high school students
- X CTE Coherent Sequence Graduates
- X Percent of each subpopulation meeting Index 4 Postsecondary Readiness indicator
- X Number of CTE course offerings in the various Career Clusters

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
# of industry licensures/certifications completed by high school students and % of annual grads that met the SAT/ACT/TSI criteria	243 industry licensures/certifications 32% of annual grads met the SAT/ACT/TSI criteria	>=243 industry licensures/certifications >=35.4% of annual grads will meet the SAT/ACT/TSI criteria	197 industry licensures/certifications 29% of annual grads met the SAT/ACT/TSI criteria	Industry licensures/certifications: No Annual grads meeting the SAT/ACT/TSI criteria: No

Postsecondary Readiness: Career and Technical Education Strategy #1

Provide more opportunities for students to participate in enrichment programs such as career and technical education courses, student organizations, leadership opportunities and specialized career opportunities.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
David Crissey	Number of students earning certifications	Number of certifications	9/1/17	6/1/17	We are on track to have a 2% increase in the number of students earning a certification as compared to last year.	Keep

Postsecondary Readiness: Career and Technical Education Strategy #2

Provide opportunities for all students, including special populations, to attend college and career symposium/fairs/expositions.

2015-2020 Strategic Plan Key Action Step

1.3b: Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment.

2017 Strategic Plan Scorecard Indicator

- 12: # of industry licensures/certifications completed by high school students
- 13: % of high school students participating in community service
- 16: SAT/ACT/TSI performance rates of annual graduates

2016 PBMAS

CTE Indicator 2iv: CTE LEP STAAR EOC Passing Rate ELA
CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math
CTE Indicator 4ii: CTE SPED STAAR EOC Passing Rate Science
CTE Indicator 4iii: CTE SPED STAAR EOC Passing Rate Social Studies
CTE Indicator 4iv: CTE SPED STAAR EOC Passing Rate ELA

TEA Strategic Priorities

C: Connect high school to career and college.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Postsecondary Readiness: Direct to College Enrollment

Performance Objective

We will increase the percent of students who enroll in postsecondary education directly after they graduate from high school.

Data Reviewed During Needs Assessment

- College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in ELA (Figure 3)
- College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in Mathematics (Figure 4)
- College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in both Math and Reading (Figure 5)

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
% of students enrolled directly in college after graduation (from the National Student Clearinghouse)	54.5%	>=68%	TBD	No data provided.

Postsecondary Readiness: Direct to College Enrollment Strategy #1

Increase the number of college applications submitted for the Class of 2016.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Amin Duran	We were under 100%	Not all of the cohort filled out a college application	8/24/17	6/1/17	We are currently 10% of our way to a 100% goal.	Keep

Postsecondary Readiness: Direct to College Enrollment Strategy #2

Increase the number of financial aid applications (FAFSA or TASFA) submitted for the Class of 2016.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Amin Duran	We were under 100%	Not all of the cohort filled out FAFSA	8/24/17	6/1/17	We are below 5% completed FAFSA	Keep

2015-2020 Strategic Plan Key Action Step

1.3b: Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment.

2017 Strategic Plan Scorecard Indicator

10: % of students enrolling directly in college (within one year of graduation) or earning college credit prior to graduation*

2016 PBMAS

not applicable

TEA Strategic Priorities

C: Connect high school to career and college.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Professional Learning

Performance Objective

We will provide high-quality and ongoing campus-level professional learning to administrators, teachers, and staff members.

Data Reviewed During Needs Assessment

- X Staff Survey (TELL) results: "professional learning is evaluated and results are communicated to teachers."
- X Staff Survey (TELL) results: "professional learning is differentiated to meet the needs of individual teachers."
- X Staff Survey (TELL) results: "my school is a good place to work and learn."
- X Professional Pathways for Teachers (PPfT) evaluation data

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of campus staff felt their school was a good place to work and learn as reported on the AISD TELL Survey	93%	>=93%	94%	GOAL MET

Professional Learning Strategy #1
 Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity values, attitudes, and biases and focusing on reduction of African-American disproportionality.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
C. Steel	Number of TILT meetings	Number of TILT meetings. End of the year survey.	8/24/17q	6/1/17	We will continue our site based PD (TILT) twice a week every other week around topics selected by teachers in a survey. AP's will monitor strategy implementation within PLC's.	Keep

Professional Learning Strategy #2
 Provide Staff Development in (Rtl2) interventions and diagnostics. (ES)

Title 1, Part A

- 1 - Comprehensive needs assessment
 - 4 - High quality/ongoing professional learning
- 2015-2020 Strategic Plan Key Action Step**

3.1c: Provide ongoing, campus-based professional learning that supports core instruction, Response to Intervention (Rtl), and curriculum implementation.

2017 Strategic Plan Scorecard Indicator

43: % campus staff who feel their school is a good place to work and learn

45: Provide all staff with cultural proficiency professional learning

2016 PBMAS

not applicable

TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Reading/Language Arts

Performance Objective

We will ensure all students decode and comprehend grade level texts. Students reading below grade level will grow more than one grade level in reading each school year.

Data Reviewed During Needs Assessment

X 2017 STAAR/EOC Reading results

Safeguards Missed

Reading - All <60%

Reading - AA <60%

Reading - Hisp <60%

Reading - ECD <60%

Reading - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on the English 1 and English 2 EOC assessments	English 1: All Students: 40.8, Hispanic: 40.6, African American 42, White: 61.9, ECD: 38.5, LEP: 20.9, SPED: 25.3 English 2: All Students: 49.8, Hispanic: 50.7, African American 42.4, White: 66.7, ECD: 47.9, LEP: 20.9, SPED: 17.9	English 1: All Students: 49.7, Hispanic: 49.5, African American 50.7, White: 67.6, ECD: 47.7, LEP: 32.8, SPED: 36.5 English 2: All Students: 57.3, Hispanic: 58.1, African American 51, White: 71.7, ECD: 55.7, LEP: 32.8, SPED: 30.2	English 1: All Students: 49, Hispanic: 48.5, African American 43.9, White: 73.9, ECD: 48.7, LEP: 25.7, SPED: 22.7 English 2: All Students: 45.2, Hispanic: 45.6, African American 51.2, White: 52.6, ECD: 46.4, LEP: 13.8, SPED: 31	English 1: All Students: N, Hispanic: N, African American N, White: Y, ECD: Y, LEP: N, SPED: N English 2: All Students: N, Hispanic: N, African American Y, White: N, ECD: N, LEP: N, SPED: Y

Reading/Language Arts Strategy #1

ELA: Support the use of district curriculum documents, such as yearly itineraries, CRMs, and Exemplar Lessons, for planning TEKS-aligned, student-centered instruction in language arts classrooms.

David Crissey and Storm Vance	BLEND assignments by SE	EOC	8/25/17	6/1/18	Used to guide the ELA scope and sequence. Exemplar lessons will be used as a model when designing plans.	Adjust
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Reading/Language Arts Strategy #2

LEARNING STRATEGIES: Engage students in varied working groupings including pairs, groups of four, learning centers, and whole class.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
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Storm Vance	SE and SCA	EOC	8/25/17	6/1/18	Students are paired and grouped based on data taken from formative and summative assessments as well as learning styles.	Keep
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Reading/Language Arts Strategy #3

LEARNING STRATEGIES: Provide academic vocabulary development opportunities to help with students bring meaning to content.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
C. Steele	SE and SCA	EOC	8/25/17	6/1/18	Teachers will implement interactive word walls, word of the day, weekly quizzes as well as have students create individualized dictionaries.	

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.1a: Develop and implement a literacy plan that includes the Science of Reading instruction and includes practical applications of concepts.

2017 Strategic Plan Scorecard Indicator

- 2: % KG-2 students reading on or above grade level
- 3: % of students reaching the Postsecondary Readiness Standard on STAAR Reading
- 4: % of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth
- 17: Achievement Gaps - Reading

2016 PBMAS

- Bilingual/ESL Indicator 2ii: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3ii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 5iv: LEP STAAR EOC Passing Rate
- Career and Technical Education Indicator 2iv: CTE LEP STAAR EOC

TEA Strategic Priorities

- B: Build a foundation of reading and math.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Science

Performance Objective

We will deliver strong core instruction to all students in the area of Science.

Data Reviewed During Needs Assessment

Safeguards Missed

Science - All <60%

Science - AA <60%

Science - Hisp <60%

Science - ECD <60%

Science - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on the Biology EOC assessment	All Students: 89.9, Hispanic: 90.8, African American 83.9, White: 90.9, ECD: 89.4, LEP: 76.4, SPED: 73.7	All Students: 91.4, Hispanic: 92.2, African American 86.3, White: 92.3, ECD: 91, LEP: 79.9, SPED: 77.6	All Students: 82.9, Hispanic: 82.9, African American 80.6, White: 87, ECD: 84.4, LEP: 66.3, SPED: 69	All Students: N, Hispanic: N, African American N, White: N, ECD: N, LEP: N, SPED: N

Title 1, Part A

1 - Comprehensive needs assessment

2 - School wide reform strategies

8 - Inclusion of teachers in assessment decisions

9 - Effective, timely assistance for struggling students

10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

1.1b: Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

Bilingual/ESL Indicator 2iii: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3iii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

CTE Indicator 4ii: CTE SPED STAAR EOC Passing Rate Science

SPED Indicator 1iii: SPED STAAR 3-8 Passing Rate

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Social and Emotional Learning (SEL)

Performance Objective

We will ensure all students demonstrate growth in social and emotional learning.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
% of K-2 students that have an average of 3.5 or greater on SEL personal development skills section of the elementary report cards	No data provided.	No data provided.	No data provided.	No data provided.

Social and Emotional Learning (SEL) Strategy #1

Ensure social and emotional skills are being explicitly taught on a regular basis.

2015-2020 Strategic Plan Key Action Step

1.1f: Provide a safe, caring, and positive learning culture that inspires innovation and excellence.

2017 Strategic Plan Scorecard Indicator

1: Student ratings on Social and Emotional Learning personal development skills

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Social Studies

Performance Objective

We will deliver strong core instruction to all students in the area of Social Studies.

Data Reviewed During Needs Assessment

X 2017 STAAR/EOC Social Studies results

Safeguards Missed

Social Studies - All <60%

Social Studies - AA <60%

Social Studies - Hisp <60%

Social Studies - ECD <60%

Social Studies - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on the U.S. History EOC assessment	All Students: 77.7, Hispanic: 80.2, African American 70, White: 80, ECD: 75.4, LEP: 56.1, SPED: 48.6	All Students: 81, Hispanic: 83.2, African American 74.5, White: 83, ECD: 79.1, LEP: 62.7, SPED: 56.3	All Students: 81.9, Hispanic: 83.3, African American 75, White: 75, ECD: 81.7, LEP: 55.1, SPED: 61.3	All Students: Y, Hispanic: Y, African American Y, White: N, ECD: Y, LEP: N, SPED: Y

Social Studies Strategy #1
 Implement professional learning communities that support use of best practices in social studies instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Vinny Saldana	Weekly quizzes and home practice	EOC	8/25/17	6/1/18	PLC at TECHS utilize standard proficiency data to drive intervention and enrichment models which reflect best practices.	Adjust

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

1.1b: Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

Bilingual/ESL Indicator 2iv: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3iv: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

CTE Indicator 4iii: CTE SPED STAAR EOC Passing Rate Social Studies

NCLB Indicator 1iv: Title 1, Part A STAAR 3-8 Passing

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Special Education ARDs and IEPs

Performance Objective

We will ensure timelines will be met for initial admissions, annual ARDs, and transfer ARDS (with comparability).

Data Reviewed During Needs Assessment

- Number and rate of Initial ARDs held on time (CRTE)
- Number and rate of Initial and Annual ARDs held on time (CRTE)
- % of transfer student IEPs completed within 10 days of enrollment (CRTE)

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of Initial and Annual ARDs that were held on time and the number of transfer student IEPs completed within 10 days of enrollment	ARD data not available and transfer IEPs 0/1	100% and 100%	81% and NA	No and NA

Special Education ARDs and IEPs Strategy #1
 Create a system to monitor the scheduling of initial ARDs within 20 days after the completion of an evaluation.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
David Crissey	Data from previous year on ARD completion	Yearly report differentiated by focus	8/25/17	6/1/18	Weekly meeting between dept chair, coordinator and administrator to review completion of tasks before due date.	Remove

2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

SPED State Performance Plan 11: Child Find

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Special Education LRE

Performance Objective

We will increase the rate at which our special education students are served in the general education population setting 80% of the day or more.

Data Reviewed During Needs Assessment

X STAAR Progress Measure data for SpEd students

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The % of students aged 12-21 served in settings 00, 40, 41, 81, 82, 91, and 92 in the regular class 80% or more of the day and the % of students aged 12-21 served in settings 04, 44, 85, 88, and 95 in the regular class less than 40% of the day (CRTE)	45.2% and 16.7%	>=70% and <= 10%	55% and 17%	No and No

Special Education LRE Strategy #1

Review staffing and student needs as a means to optimize use of staff to support IEPs.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty Davidson	Monthly staffing updates	Yearly report from SPED dept.	8/25/17	6/1/18	Principal and dept. chair for SPED meet monthly to move staff around as well as support newly enrolled kids. Staff is then talked to about potential moves.	Keep

2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

SPED State Performance Plan 5A: Educational Environment, Ages 6-21 - inside the regular class 80% or more of the day

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Student Health and Nutrition

Performance Objective

We will continue to promote healthy eating habits and strengthen the overall physical and mental health of our students and staff.

Data Reviewed During Needs Assessment

Campus Immunization Rate

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Immunization rate	99.07%	100% of students will have current immunizations.	99.66%	GOAL NOT MET

Student Health and Nutrition Strategy #1

Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Patricia Adams	District Data	District Data	8/25/17	6/1/18	We switched the vending machines both in the teacher's lounge and hallway to have healthier choices. We also proved staff with healthy breakfast with BIC.	Keep

Student Health and Nutrition Strategy #2

All staff will participate in mental health professional development that includes suicide prevention (Texas ASK). Additional training available includes; Youth Mental Health First-Aid (YMHFA) and Trauma Informed Care (TIC).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
Ty Davidson					All staff participated in suicide prevention. We also do SEL lessons twice a week.	Keep

Student Health and Nutrition Strategy #4

Ensure that 100% of your staff has the opportunity to take the Health Risk Assessment provided by the district.

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Student Fitness

Performance Objective

We will achieve health and fitness for students through increased student participation in physical activities.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Fitnessgram results for All Students	Body Mass Index: 53%, Cardio: 73%, Curl-Ups: 84%, Push-Ups: 82%, Sit and Reach: 71%, Trunk Lift: 92%	Body Mass Index: 55%, Cardio: 75%, Curl-Ups: 86%, Push-Ups: 84%, Sit and Reach: 73%, Trunk Lift: 94%	Body Mass Index: 55%, Cardio: 78%, Curl-Ups: 88%, Push-Ups: 81%, Sit and Reach: 75%, Trunk Lift: 89%	Body Mass Index: Y, Cardio: Y, Curl-Ups: Y, Push-Ups: N, Sit and Reach: Y, Trunk Lift: N

Student Fitness Strategy #1

Form a Coordinated School Health team that meets 4 times a year to plan and implement the Districts Coordinated School Health Events as well as other campus Coordinated School Health events and/or activities.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes	17-18 Annual Evaluation
F. Crayton					Our PE Dept. Chair is coordinating all events.	Keep
					Our PE Dept. Chair is coordinating all events.	Keep

2015-2020 Strategic Plan Key Action Step

1.3d: Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Technology

Performance Objective

We will improve technology integration into the classroom environment.

Data Reviewed During Needs Assessment

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
Number of page views per teacher in BLEND	Baseline data year.	80%	# Teachers with >4000 page views: 85/103, % of teachers with >4000 page views: 82.5%	GOAL MET

Technology Strategy #1

Increase digital citizenship for students and staff.

Provide more opportunities for students to participate in enrichment programs such as career and technical education.

2015-2020 Strategic Plan Key Action Step

2.1d: Adopt a robust technology integration model for transformational use of technology for teaching and learning.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Writing

Performance Objective

We will deliver strong core instruction to all students in the area of writing.

Data Reviewed During Needs Assessment

Safeguards Missed

Writing - All <60%

Writing - AA <60%

Writing - Hisp <60%

Writing - ECD <60%

Writing - SPED <60%

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status
The percent of students that achieved Approaches Grade Level on the English 1 and English 2 EOC assessments	English 1: All Students: 40.8, Hispanic: 40.6, African American 42, White: 61.9, ECD: 38.5, LEP: 20.9, SPED: 25.3 English 2: All Students: 49.8, Hispanic: 50.7, African American 42.4, White: 66.7, ECD: 47.9, LEP: 20.9, SPED: 17.9	English 1: All Students: 49.7, Hispanic: 49.5, African American 50.7, White: 67.6, ECD: 47.7, LEP: 32.8, SPED: 36.5 English 2: All Students: 57.3, Hispanic: 58.1, African American 51, White: 71.7, ECD: 55.7, LEP: 32.8, SPED: 30.2	English 1: All Students: 49, Hispanic: 48.5, African American 43.9, White: 73.9, ECD: 48.7, LEP: 25.7, SPED: 22.7 English 2: All Students: 45.2, Hispanic: 45.6, African American 51.2, White: 52.6, ECD: 46.4, LEP: 13.8, SPED: 31	English 1: All Students: N, Hispanic: N, African American N, White: Y, ECD: Y, LEP: N, SPED: N English 2: All Students: N, Hispanic: N, African American Y, White: N, ECD: N, LEP: N, SPED: Y

Writing Strategy #1

ELA: Provide access to a curriculum that encourages personal connection in writing. Student self-efficacy is highlighted in a curriculum that engages the student as expert in their experiences and personal knowledge. Writing prompts are open-ended and provide space for authentic student voice and engagement to build student self-efficacy.

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.1a: Develop and implement a literacy plan that includes the Science of Writing instruction and includes practical applications of concepts.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

Bilingual/ESL Indicator 2v: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3v: LEP (Not served in ESL) STAAR 3-8 Passing Rate

NCLB Indicator 1v: Title 1, Part A STAAR 3-8 Passing Rate

SPED Indicator 1v: SPED STAAR 3-8 Passing Rate

TEA Strategic Priorities

D: Improve low-performing schools.

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Focus Area: Campus Choice

Performance Objective

Data Source	2016-17 Data	2017-18 Goal	2017-18 Actual	Annual Goal Status

William B. Travis Early College High School Campus Improvement Plan 2017-2018

Campus Advisory Council Exit Survey

Did the CAC approve the professional development portion of the CIP?		Yes
Was the CAC given an opportunity to provide input on the campus budget?		Yes
Approximately how many hours did the CAC and/or CAC subcommittees spend on CIP development?		3

Position	Name	Date
Principal	Ty J. Davidson	10/17/17
Co-Chair	J. Martinez	10/17/17
Co-Chair	A. Grantham	10/17/17

2017-2018 INITIAL ALLOCATION

Principal Ty Davidson Date _____
 Bookkeeper Evelyn Gomez Date _____
 Associate Supt. Craig Shapiro Date _____

Title I Allocation \$560,548
 Parent Allocation \$5,662 **Must be budgeted for Parent Involvement**
Total Title I Allocation \$566,210

Staffed Positions And Program Intent Codes	PIC	(a)	(b)	(c)
	Program Code	2017-2018 Requested Staffing Allocation	Total Actual Salaries Including Benefits	Average Salaries Including Benefits
Administration				
034/038 Assist. Prin/Helping Teacher (195)	30	1.51	158,499	95,538
Other:				
Sub-Total Administration		1.51	158,499	
Professional				
214 Counselor (187)	30			75,720
203 Librarian (187)	30			67,025
Other:	30			
Sub-Total Professional		0.00	0	
Specialist/Coach - Working with students 211 00711830.0000 6119				
140 Math Specialist/Coach (187)	30			63,936
140 Literacy Specialist/Coach (187)	30			63,936
140 Curriculum Specialist/Coach (187)	30			63,936
Other:	30			63,936
Sub-Total Specialist/Coach		0.00	0	
Specialist/Coach - Working with teachers 211 00713830.0000 6119				
140 Math Specialist/Coach (187)	30			63,936
140 Literacy Specialist/Coach (187)	30			63,936
140 Curriculum Specialist/Coach (187)	30			63,936
Other	30			
Sub-Total Specialist/Coach		0.00	0	
Teacher				
912 Classroom Teacher (187)	30	2.00	122,433	63,936
912 School to Career Teacher (187)	30			63,936
920 Special Education Teacher (187)	30			63,936
912 Bilingual Teacher (187)	30			63,936
Other:				
Other:				
Other:				
Other:				
Sub-Total Teacher		2.00	122,433	
Classified-Other Personnel				
510 Teacher Assistant, Special Ed (209)	30			36,086
510 Teacher Assistant, Bilingual (209)	30			36,086
510 Teacher Assistant, Regular (209)	30	1.00	38,864	36,086
494 Parent Support Specialist (209)	30			44,407
512 Computer Lab Assistant (209)	30			37,754
860 Technology Support Specialist (209)	30	1.00	47,052	42,525
530 ISS Monitor	30			36,746
Other:				
Sub-Total-Other		2.00	85,916	
Total Staffing Allocation		5.51	366,848	

Comments:

Total Title I Allocation	566,210
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Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either Staff or Non-Staff items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.		(d) Non-Staff Allocations
Instructional (Function 11)		
TITLE I Substitutes (including Benefits)	211 00711830 0000 6112	
TITLE I Extra Duty (including Benefits)	211 00711830 0000 6118	
TITLE I Equipment Rental (Copier)	211 00711830 0000 6265	
TITLE I Miscellaneous Contracting Service	211 00711830 0000 6298	
TITLE I Reproduction/Printing	211 00711830 0000 6299	
TITLE I Other Reading Materials	211 00711830 0000 6329	
TITLE I Testing Materials	211 00711830 0000 6339	
TITLE I Computer Related <\$5,000	211 00711830 0000 6396	
TITLE I Software	211 00711830 0000 6397	
TITLE I Equipment <\$.5000 per Unit	211 00711830 0000 6398	
TITLE I Gen Supplies-Compensatory Ed.	211 00711830 0000 6399	155,321
TITLE I Student Travel (Rental)	211 00711830 0000 6412	
TITLE I Field Trips (Yellow School Buses)	211 00711830 0000 6494	
TITLE I Refreshments	211 00711830 0000 6497	
TITLE I Miscellaneous Operating Expenses	211 00711830 0000 6499	
Other:		
Other:		
Other:		
Other:		
Other:		
Function 11 Total		155,321
Instructional Resource -Library (Function 12)		
TITLE I Other Reading Materials	211 00712830 0000 6329	
TITLE I Software	211 00712830 0000 6397	
TITLE I General Supplies	211 00712830 0000 6399	
Other:		
Other:		
Other:		
Other:		
Other:		
Function 12 Total		0
Staff Training (Function 13)		
TITLE I Substitutes (including Benefits)	211 00713830 0000 6112	
TITLE I Ex Duty Pay (including Benefits)	211 00713830 0000 6118	
TITLE I Professional Services	211 00713830 0000 6298	
TITLE I Reproduction/Printing	211 00713830 0000 6299	
TITLE I Reading Material	211 00713830 0000 6329	
TITLE I General Supplies	211 00713830 0000 6399	
TITLE I Travel & Registration	211 00713830 0000 6411	21,666
Other:		
Other:		
Other:		
Other:		
Function 13 Total		21,666

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Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either Staff or Non-Staff items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.			(d) Non-Staff Allocations
School Administration (Function 23)			
TITLE I Clerical Overtime (including benefit	211 00723830 0000 6121		
TITLE I Reproduction/Printing	211 00723830 0000 6299		
TITLE I Other Reading Materials	211 00723830 0000 6329		
TITLE I Equipment <\$5000	211 00723830 0000 6398		
TITLE I General Supplies	211 00723830 0000 6399		
TITLE I Travel & Registration	211 00723830 0000 6411		
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Function 23 Total			0
Counseling Services (Function 31)			
TITLE I Other Reading Materials	211 00731830 0000 6329		
TITLE I Software	211 00731830 0000 6397		
TITLE I General Supplies	211 00731830 0000 6399		
TITLE I Travel & Registration	211 00731830 0000 6411		
Other:			
Other:			
Other:			
Function 31 Total			0
Maintenance & Operations (Function 51)			
TITLE I Custodial Overtime (including Bene	211 00751830 0000 6121		
Other:			
Other:			
Function 51 Total			0
Community Services (Function 61)			
TITLE I Reproduction/Printing	211 00761830 0000 6299		
TITLE I General Supplies	211 00761830 0000 6399		2,533
TITLE I Travel & Registration	211 00761830 0000 6411		
TITLE I Refreshments	211 00761830 0000 6497		1,500
Other:			
Other:			
Other:			
Function 61 Total			4,033
Other Requests (Attach Lists if Necessary)			
Salary Cushion (5% of Page 2 Total)	211 00711830 0000 6148		18,342
Other Requests Total			18,342
1	Page 2 and 3 Title I Non-Staff Allocation Total		199,362
2	Page 1 Title I Staff Allocation Total		366,848
3	Title I Total (Row 1+Row 2)		566,210
4	Total Title I Allocation		566,210
In Balance			0