In-District Charter School Application

Travis Early College High School

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1.   CAPACITY OF APPLICANT LEADERSHIP TEAM

Our Applicant Leadership Team is comprised of experienced educators that have a consistent track record of increasing student achievement rates, graduation rates, scholarship attainment, and post-secondary college and career readiness. They are as follows:

Adrianna L. Arredondo, Principal of Travis Early College High School (ECHS) since 2016, initially served as its assistant principal from 2014 to 2016. Under her leadership the programs at Travis ECHS have expanded and flourished, increasing program completion from 77% (2016) to 96% (2019). With a goal of servicing the intended targeted demographic, Ms. Arredondo has increased male, at-risk, and economically disadvantaged student populations. Additionally, the school has maintained its high level of achievement and has been designated an "A" rated campus by TEA, earning national recognition as a National Blue Ribbon School in 2017. As principal, Ms. Arredondo manages the campus budget, the Title I Plan, campus improvement plan, student activities and building supervision, master schedule, San Antonio College Dual Credit Associates Program, special programs, counseling program, graduation, transition to high school and university, Fundraiser/Activity Accounts, T-TESS/Staff Evaluations, professional development, national, state, and local testing, and recruitment and enrollment.   She maintains collaborative partnerships with San Antonio College, PTSA Organization, and Community Outreach.   At the helm, Ms. Arredondo has helped shape Travis ECHS mission, to provide the traditionally underserved students access to higher education and ensure college readiness.

Irene O. Cruz , Ed.D. has been the Associate Principal of Travis ECHS for the past 3 years. Dr. Cruz supports instructional leadership and operational plans for Travis ECHS. She appraises faculty by evaluating teacher performance. She acts as an "lead coach," engaging teachers in self-reflective practices and identifying ways to improve instruction, and providing faculty and staff with professional development. As it relates to school operations, Dr. Cruz is involved in managing the everyday needs and issues of the campus. She is responsible of master schedule and acts as the Logistics Coordinator, College/High School Resource Coordinator, Special Programs Administrator (SPED, GT, LEP, & 504), Attendance Administrator, TSI Coordinator, and Advanced Placement (AP) Program Coordinator. As the AP Program Coordinator, Dr. Cruz has increased the number of AP courses from 4 (2017) to 13 (2019). She has also doubled the enrollment of students in AP courses in the past 3 years. Most impactfully, she has played an instrumental role in the increase of AP scores by 13% from 30% (2017) to 43% (2019). As the TSI Coordinator, she has been fundamental is preparing students for TSI exams. One of the many highlights regarding TSI, is the significant increase of 9th grade passers, from 18% passing in 2017 to 54% passing in 2019. Additionally, through her laser-like focus on academics and a practitioner of the restorative approach to discipline, she has been able to decrease discipline incidents and suspensions.Overall, she brings to our applicant team effective communication skills needed to reach our stakeholders.

Jovita Ratnayeke joined the Travis ECHS family in 2018 as the Lead Counselor. She brought with her an extensive counseling experience in both middle and high school populations. Mrs. Ratnayeke is student-focused and provides support through academic and social and emotional learning (SEL). Academically, she monitors and confers with students to ensure they are on the track for high school graduation and associate degree completion. She advises students on course choice and availability, specifically streamlining the registration process with San Antonio College (SAC). Additionally, she manages college matriculation, ensuring students are equipped with the proper documentation for SAC enrollment (application [Apply Texas], proof of residency, vaccinations, identification, and verification of enrollment). She also advises students on course exploration, potential majors, scheduling and 4-year college options. As a counselor, she also supports students' emotional needs, guiding students through problem-based solutions, appropriate coping skills, mediations. Finally, she is the LPAC coordinator, ensuring equitable access to a quality education servicing English Learners Language (ELLs). She is an advocate for students and families, serving as a campus community resource.

Raquenel Garcia is an accomplished educator with 24 years of service with SAISD. The past 11 years have been dedicated to serving the students of Travis ECHS as a classroom teacher and instructional coach. As an instructional coach, she provides teachers professional development in the areas of common instructional strategies, curriculum review by content area, and guidance in data analysis and disaggregation, conducting classroom observations and providing feedback to teachers on "evidence-based" practices. Her role proved instrumental as a state recognized campus attaining Blue Ribbon status, and Travis' continued successes as an "A" rated campus. As a classroom teacher, Ms. Garcia successfully teaches upper level courses: Spanish III and IV Dual Credit, Spanish IV AP Language and Culture, and Spanish V Literature and Culture, and supports the campus as the AVID IV lead and TSI math master teacher. Mrs. Garcia is also an adjunct instructor for San Antonio College (SAC) at Travis ECHS. She participates in SAC department meetings and acts as a liaison to the campus. Her track record of success as a classroom teacher is substantiated by the data. In 2018, 85% of her AP Spanish Language and Culture students earned a passing score of 3 or higher. The following year, that number increased to 98% with her students scoring well above the district, state, and national passing rates. As a master teacher, she has supported a dramatic score increase in college readiness measured by TSI (+8% in one year). Respected by her colleagues, she was awarded the 2017 Travis Teacher of the Year. She is a two-time grant recipient, and as the Academic Decathlon Coach, she has taken her team to win various regional titles in the past three years.

Yolanda Jacobs has been an educator with SAISD for the past eighteen years, in which the last eleven she has been serving students of Travis ECHS. Currently, Ms. Jacobs teaches Anatomy and Physiology and AP Environmental Systems. She has yielded successful student outcomes over the years by utilizing research-based instructional strategies and implementing school wide initiatives. Outside of her duties, Ms. Jacobs supports students by team teaching to prepare students for their STAAR end of course exams. This past year, students who participated in Ms. Jacobs' team teaching garnered a 100% passing rate, many of whom achieved masters level. Additionally, Ms. Jacobs tutors students taking advanced sciences at the college level, and provides extensive enrichment for students enrolled in the AP Environmental Science course. Through her contributions, Travis has maintained its exemplary status and been recognized by TEA as an "A" rated campus. She has had four Gates Millennium scholars, multiple Dell scholars, and several students on the Mayor's Fitness Council. Ms. Jacobs is an asset to our applicant leadership team because of her depth of knowledge of Travis ECHS.

2.   STAKEHOLDER MAP

Students	
Stakeholder's Top 3 Needs	1. Academic persistence—specific skills associated with college success, such as time management, collaborative learning, reflecting on effective feedback, organizational strategies, and goal setting. 2. Social and Emotional support (conflict resolution, coping mechanisms, self-motivation, social competence, team building, etc.). 3. Opportunities for professional workplace experience (internship, job-shadowing, and mentorship)
How those needs were identified (discuss engagement)	The stakeholder needs were identified through AVID class strategies and surveys. ● In August 2019, students participated in Student Structured Reflective Discussion conducted during AVID class. Students were asked a series of questions developed by AVID teachers regarding the academic and social-emotional needs of students. Questions probed into the student perceptions of rights versus responsibilities of high school and college students. ● In September 2019, Social, Emotional and Development (SEAD) Survey was conducted measuring four competencies: grit, growth mindset, self-management, and social awareness. ● In January 2020, Travis Student Alumni Panel revealed needs that could have been better addressed in the secondary setting. Data was collected and compiled by the campus the College Bound Adviser (CBA). ● The counselor provides weekly reports to campus administration concerning counseling sessions, crisis feedback, and academic issues.
How school is currently meeting the stakeholder's needs	● Every student at Travis ECHS participates in the AVID, program, a college-readiness program designed to teach underrepresented students the skills needed to be successful in college. ● Administration utilizes restorative practices with students to resolve issues amongst peers and staff. ● Students are encouraged to participate in clubs and organizations that build unity, collaboration, leadership, and serve as an extracurricular outlet for academics.

Areas for growth in meeting the stakeholder's needs	Currently, we are meeting the needs of our students at the academic level. However, we recognize the need to improve and build support in these and other areas. One priority is to strengthen our social and emotional supports. Currently, we target social-emotional learning (SEL) in the AVID classroom. This has proven to be somewhat effective as evidenced by the SEAD survey with campus indicators scoring above the SAISD averages in all four areas surveyed; however, in no area did Travis garner above 75% favorability. We believe that in restructuring our students' social and emotional needs into a tiered system (much like the academic MTSS), we can have a greater impact on students social/emotional well being.

Campus Staff	
Stakeholder's Top 3 Needs	1. Professional Development across content and curriculum. 2. Access to teacher instructional materials. 3. Communication system to bridge collaboration and informational gaps with network colleagues and college instructional staff at SAC.
How those needs were identified (completed engagement)	● In August 2019, a Teacher Survey was conducted to measure teacher needs. ● Campus needs are discussed and documented through biweekly grade level and department chair meetings. ● Year-Long, with an open door policy--qualitative data is collected on professional and instructional needs for the classroom. ● Year-Long, walkthrough feedback identifies individualized teacher needs.
How school is currently meeting the stakeholder's needs	1. To meet professional development needs, faculty and staff attend a variety of trainings/institutes: ● Summer Institutes: AVID, Advanced Placement ● District Level PD: EPIC Saturdays, Region 20, Online PD, Lead4Ward PD ● Campus Level PD: Book Study, staff development, Department PLCs, EOC PLCs, AP PLCs ● Network Level PD: ELL Strategies PD, Department PLCs. 2. In addition, teachers utilize district adopted resources, some campus specific resources (ie data analysis program), and rely heavily on teacher-made materials to meet student needs. 3. Presently, Travis teachers primarily utilize email to facilitate communication with SAC faculty for status updates on students including behavior, attendance, grades, and homework assignments. In addition, Travis Dual Credit teachers/adjunct staff have access to weekly department meetings at the college and the annual high school program summit in the spring.
Areas for growth in meeting the stakeholder's needs	We need to increase our offerings and frequency of professional development to continuously expand our capacity as a learning organization.

	● PD should be specific to the needs of an early college campus, as well as meet the needs of the individual teacher based on his/her level of expertise. ● PD should provide year-long opportunities for feedback and continued growth as teachers refine their craft. ● PLCs should incorporate the practice of instructional rounds, colleague feedback, and self-reflection.

Families	
Stakeholder's Top 3 Needs	1. Immediate and effective communication with families. 2. Training sessions regarding post-secondary transitional information and processes. 3. Increase family-parent awareness, participation, and engagement in school meetings and school-hosted activities.
How those needs were identified (discuss engagement)	Families needs were identified through a variety of parent/family events and surveys collected by the Family and Community Engagement (FACE) Specialist. ● Bi-monthy PTSA meetings in which teacher-member(s) attend and convey needs to campus administration. ● Parent/Family events such as Meet the Teacher Night in the fall, monthly "Principal Coffees," and Freshman Orientation Night in the spring are opportunities for Travis to collect data on parent concerns, needs, academic expectations, and provide students with specific feedback. This is an opportunity for parents to visit one on one with teachers to voice questions and concerns. Teachers have expressed that parents relay that communication and academic expectations are important. The Principal hosts sessions to speak with parents on current events and deadlines. This is an opportunity for parents and administration to ask questions and receive feedback. In May, we host a Freshman Orientation for next year's entering 9th grade. At these orientations, incoming 9th grade student parents voice their concerns about communication and expectations for post-secondary academic achievement. ● Surveys are distributed and collected via the FACE Specialist at each meeting, which provides the campus specific parent/family feedback.
How school is currently meeting the stakeholder's needs	● Travis ECHS develops meaningful relations with families by engaging them through meetings, workshops, and campus events such as Meet the Teacher, Principal Coffee, Parent Nights, Grade Level Nights, and Open House. ● We maintain a school calendar with events on our webpage, and advertise via a SMORE newsletter, social media (i.e. Instagram, Facebook) and utilize the school phone system (PENS) to release information to parents.

	● Teachers use the Remind app to contact parents regarding class work, grades, behavior, and school events as well as disseminating information through the AVID classes. ● The college (SAC) contacts students and parents through its own messaging system concerning emergencies, drills, etc. ● Family engagement programs and workshops (GPA, Attendance, Exam Prep, FAFSA, Scholarships, etc.) are hosted as are a variety of Travis community events (Fall Fest, Thanksgiving luncheon, Parent-teacher luncheon, and Farmer's Market, Art Expo, etc.)
Areas for growth in meeting the stakeholder's needs	We need to boost our family-parent awareness, participation, and engagement in school meetings and school-hosted activities. Harvard Family Research Project (2013), concluded that greater parental involvement correlated with higher student achievement. Students with higher rates of parental involvement are more likely to enroll in higher-level programs, have increased course completion, increased attendance, and better social/emotional skills enabling them transition to postsecondary career and education. Based on the data collected by the SAISD Family Engagement Department, Travis continues to have low parent participation rates (38%).

Community	
Stakeholder's Top 3 Needs	1. By 2030, according to the Texas Higher Education Plan, the state economy will require 60% of all high school graduates to have attained a post-secondary certificate or degree to fulfill its workforce needs. 2. According to the Texas Higher Education Plan, Texas post-secondary institutions struggle to educate students from all backgrounds in proportion to the share of the population. This challenge includes economically disadvantaged students and students of color. 3. Colleges and universities need college-ready students who are academically, socially and emotionally prepared to successfully complete a higher education program.
How those needs were identified (discuss engagement)	● According to the Pew Research Center, students of color continue to be underrepresented in post secondary institutions--particularly males. ● According to ACT, only 25% of 2018 Texas high school graduates are college ready in all four areas (English, Math, Reading, Science). ● According to TEA, SAISD lagged behind state graduation rates with 82% of SAISD students graduating vs 90% of the state. ● The TEA acknowledges the underrepresentation of economically disadvantaged students and students of color in post secondary institutions and as a result, the Early College High School Blueprint requires that we provide students access to rigorous, accelerated courses, support services, and increase college readiness while reducing barriers--all at no cost to students and their families.

How the school is currently meeting the stakeholder's needs	● Currently Travis ECHS services 96% students of color, of which 71% are economically disadvantaged, and 32% are at-risk. ● 100% high school graduation rate for the 2018-19 school year with 100% of those students identified as college-ready by TEA standards ● Associate degree completion 94% ● Based on 2019 ACT performance: 72% of graduates are college ready in 1+ area, while only 25% are college ready in reading and math, matching state averages.
Areas for growth in meeting the stakeholder's needs	● The Travis ECHS program prepares and supports students as they work towards the attainment of an Associate of Liberal Arts. We have successfully aided students in the transition to a four-year institution, but have unfortunately not had the opportunity to grow systemic neworks that would afford students access to real-life learning and internship opportunities within our community; nor have we allowed the greater community access to the time and talents of our own students. ● We also strive to strengthen SAISD elementaries/academies partnerships by inviting them to campus for shadowing and college fairs, and ultimately widen the pipeline to college access. ● Finally, we have not been as successful in attaining college readiness at a national level, where more students would be able to compete at Tier 1 institutions and be employed by competitive companies.

3. CAMPUS DECISION-MAKING

Travis ECHS utilizes input from various stakeholders for decision-making. All decisions made are aligned with state, SAISD, Alamo Community College District, College Board CEDs, and ECHS requirements. Travis will be creating a campus advisory board (CAB); its purpose and functions are described below under campus governance. In general, the CAB will hold the campus accountable in reaching its goals by conducting research, monitoring progress, and evaluating existing programs. The following are our decision-making bodies:

Campus Leadership Team (CLT)
The CLT (which is comprised of the principal, associate principal, teachers, paraprofessionals, parents, and students) meets to review campus goals, data, budgeting, programming, staffing patterns, and assess school needs. The CLT meets three times a year to discuss and decide on major issues affecting student achievement. The CLT discusses and approves the allocation of monies and resources. The CLT also discusses changes to programming. The CLT reviews student demographics to ensure the requirements of the ECHS model are met and to modify campus marketing and recruitment efforts. The CLT works to build partnerships, which will afford Travis ECHS students access to internships, job-shadowing, and mentorships. All decisions made in the CLT are communicated to Department Chairs. Department Chairs act as liaisons for department faculty and serve as vehicles for department input. Parents and students that are not active members of the CLT are informed about major decisions through the Remind App. Currently we are in the process of researching a more effective way to communicate these decisions and reach a broader parent and student audience.

Grade Level Leads

Grade level leads facilitate CLT in making decisions on curriculum, lessons, rotations, and interventions. Administration attends meetings in support of grade level lead teachers. Grade level leads are charged with decision-making for individual students' tiered-intervention plans. Grade level leads use student performance data to design tiered interventions by ability and skill, designate tutoring groups through grade level rotations and with AVID class support. Grade level leads design and prepare materials and intervention curriculum for standardized testing, such as PSAT, SAT, TSI, ACT, AP (advanced placement), and EOC for their grade level. Additionally, they create Saturday school schedules and assessment simulation schedules throughout the year (meetings are bi weekly; meetings with principal once a month).

Parent, Teacher, Student Association (PTSA)

PTSA is comprised of parents, educators, students, and community volunteers that support parental-involvement and parent-teacher relationships. PTSA meets at least twice a month, and has recently started growing in membership and involvement. Where in the past, PTSA parents did not have active involvement from most parents (as we are not anyone's community school), this year has been a successful year. PTSA projects include teacher-staff appreciation events, family luncheons (Thanksgiving and Christmas), support for the ninth grade Summer Bridge and community outreach events. In addition to the PTSA is the Parent Advisory Board (PAB). The PAB is a new organization, made up of two parent groups representing 9th grade students and 10th-12th grade students. Though they have many of the same goals as PTSA, PAB collaborates with PTSA and the campus FACE specialist in implementing family engagement events and meeting specific parent needs.

Travis Early College Steering Committee

The Travis Early College Steering Committee consists of Travis ECHS administration, District Coordinator of Dual Credit, Director of Advanced Academics and Post-Secondary Readiness, SAC Director of Early College Programs, SAC Adviser, SAC Liaison, Dean of Academic Success, and Executive Director of Advanced Academics. The Travis Early College Steering Committee ensures the fidelity of the program to state requirements of the ECHS model. It monitors the quality of the curriculum and its implementation on a yearly basis. The committee assesses campus faculty, student support systems, college instructor resources and professional development needs. The committee promotes centralized communication among all the stakeholders and ensures transparency of the campus decision making process. Additionally, the committee coalates, aligns, and creates schedules, calendars, and events between the college and high school. The high school and college administrative teams convene annually to report the progress of the previous year's cohort.

The decision making structures currently in place work effectively due to the nature of the campus. The student enrollment, faculty, and staff size make it possible for fluid collaboration and communication. Many individuals sit on more than one decision making committee. Also non-members are invited to meetings to provide expertise and feedback on various topics. Transparency and reflection are the foundational pieces that make decision making and improvement on the campus successful. We recognize that other campuses may utilize standing committees for various campus operations (i.e. attendance, PBIS, spirit, subject, etc.), at this time we believe it is not necessary. As all campus operation decision making is already incorporated into the current group agendas. However, as we grow and improve we see the benefit of developing new decision making groups. For instance, as we streamline our tier system for social emotional support we would like to create a social emotional or wellness committee. Such a committee would be responsible but not limited to creating whole campus SEL activities, organizing field trips, inviting guest speakers, etc. As mentioned, we are open to creating new decision making groups based on the needs of the students and campus.

4.   DATA REFLECTION

Travis ECHS is among the best performing schools in the SAISD portfolio and is ranked highly at the state and national level. Since its inception, Travis ECHS has received an accountability rating of an "A". In 2019, Travis ECHS earned an overall accountability score of 99, and was previously recognized as a National Blue Ribbon School (2017). In 2019, Travis was recognized with four TEA designated distinctions in the following three categories: Academic Achievement in English Language Arts/Reading; Academic Achievement in Mathematics; Top 25% Comparative Closing the Gap and Post-Secondary Readiness. Travis earned five distinctions in 2016, two distinctions in 2017, and four distinctions in 2018. Travis ECHS is ranked number two among SAISD high schools for attendance for 2018 and 2019. Students graduating with an associates degree has increased 14% between 2016 to 2019 (refer to Table 1).

TABLE 1 Associate of Arts Completion Rates		
YEAR	STUDENT COHORT NUMBERS	PERCENT COMPLETION
2019	92	96%
2018	93	91%
2017	116	80%
2016	82	77%

Enrollment: Over the past three years, student enrollment has decreased significantly by 12% (refer to Appendix A). Review of the data shows that there have been decreases in the number of white students who have enrolled (-25%) while our African-American and Hispanic student population has remained constant. There has been a slight increase in the number of economically disadvantaged (+7%) and significant increase of English Language Learners (+200%) enrolled at Travis.

The overall decline in enrollment can at least in part be attributed to the opening of several new choice schools throughout the district (beginning the 2017-18 school year) where families have more in-district options for specialty programs. The application and lottery system by which students are selected does not sufficiently meet our enrollment targets (Outcome Based Measures [OBMs]). The ECHS blueprint requires an ECHS to identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in advanced courses (e.g., first generation college goers, students of low socioeconomic status, African Americans, Hispanic Americans, Native Americans.) With the current selection process, students are chosen at random from a general pool. The lottery system is not weighted to ensure ECHS OBMs are met rendering Travis at risk of not meeting its ECHS OBMs. In an effort to meet our demographic enrollment requirements as an ECHS, our campus marketing team in conjunction with the CLT, has developed strategies for student recruitment, including middle school classroom visits, 8th grade parent night, 8th grade transition nights, campus tours, and parent/information nights.

Academic Outcomes: Over the past three years Travis student academic performance as measured by STAAR EOC has increased. In Algebra I, there has been an overall increase of 1% from year 1 to year 3. In Biology, there has been an overall increase of 6% from year 1 to year 3 . In U.S. History, there has been an overall increase of 16%

from year 1 to year 3 (refer to Appendix A).   In English I/II there has not been an overall increase in the past three years; however, student performance has been maintained at the 90th percentile.

Deeper analysis of STAAR EOC data (as indicated in Table 2 below) shows that Travis has out performed SAISD and Texas in overall high school student STAAR EOC performance. In every content area between 2018 and 2019, Travis has demonstrated over 95% performance at the approaches level. At the meets level, there was a 12% increase in Algebra I, a 14% increase in Biology, a 4.5% increase iIn English I/II, and a 5% increase in U. S. History. For masters level, there was a net gain of 6% in Algebra I, 12% gain in Biology, a 0.5% increase in English I/II, and a 16% increase in U.S. History.   The state recommends that students that score at the approaches level and below receive additional academic support. Thus it has our focus to improve student performance in the area of meets and masters in all four areas. Specifically, increase the percentage of students passing EOC Algebra I to 80% meets and 50% masters. To support our efforts, we implemented Lead4ward professional development, interventions, research based practices, and consistent communication among the various stakeholders.   Grade level interventions occur throughout the year on a rotation through the AVID class. Teachers utilize data to assess students, then provide intentional interventions using lead4ward strategies. Additionally, accelerated tutorials after school and on Saturday have been implemented. STAAR interventions and enrichments are implemented during mascot time and AVID.

Subject	APPROACH		MEETS		MASTER		TRAVIS* (Overall)		SAISD (Overall)		TEXAS(Overall)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Alg I	97%	94%	62%	74%	32%	38%	97%	94%	68%	74%	83%	84%
Bio	100%	99%	81%	95%	30%	42%	100%	99%	75%	78%	87%	88
Eng I/II	98%	99.5%	90%	94.5%	24%	24.5%	98%	99.5%	43%	47%	63%	65%
Hist	100%	100%	94%	99%	64%	80%	100%	100%	85%	88%	92%	93%

TABLE 2
STAAR EOC DATA (CAMPUS, DISTRICT, & STATE COMPARISON)

*Data collected from TEA School Report Card

Other measures have student achievement have also increased. We have experienced growth in Texas Success Initiative (TSI) and Advanced Placement(AP) performance data (refer to Appendix A). In 2016-2017, the overall passage of TSI was 89%. TSI performance increased 6% for the 2017-2018 school year, and gains continued into the 2018-2019 school year with a TSI passage rate was at 99%. Advanced Placement performance has also improved with an approximate average increase of 6% from year 1 to year 2. In 2019, we had 48.8% of our students scored a 3 or better, compared to 35.3% in the state and 34% global that attained a passing score.   In the past three years, we have increased the number of AP courses from 4 to 13 and doubled the student enrollment in AP courses, allowing students more opportunities to challenge AP exams. We have implemented systems in the areas of AP and TSI modeled by those used in STAAR EOC, and have had significant student performance growth as a result.

5. CHALLENGES FOR YOUR SCHOOL

The Travis CLT meets to evaluate data, systems, processes, and procedures. Below are the three major challenges and root causes that the team identified impacting our school.

Challenge 1: Approximately 54% of our 9th graders and 87% of our 10th graders passed TSI in the 2018-2019 school year. We recognize that our success rates are well above the state average of 61.3% among 12th graders (Annual TSI High School Summary Report, 2017); however, in order for students to complete the program, the associates track requires 100% passing rate by the end of 10th grade.

Root Cause: Many of the teachers assigned the TSI prep course do not have access to appropriate materials or instructional strategies to support the learning gaps of incoming high school students. We need a wide range of materials that target lower grade concepts in order to provide scaffolding and build student content knowledge. Additionally, we need to cognify the strategies/practices proven successful in closing student achievement gaps. Moreover, the two year window (half the time afforded to a traditional high school) to prepare students is often insufficient time to assess performance levels, disaggregate and analyze student performance data, design student specific interventions, and implement support systems in addition to STAAR EOC preparation. TSI Teachers are competing for time and focus of 9th and 10th grade students who are acclimating to the rigor and responsibility of early college high school.

Challenge 2: Increasing student enrollment in specific special populations as per the ECHS blueprint; at-risk, economically disadvantaged, African American, Hispanic, male, and English language learner (not taken into account for designation) students.

Root Cause: Current recruitment tactics and selection processes have proven inadequate in enrolling students that meet the Outcome Based Measures (OBMs) criteria as per the ECHS blueprint. Travis ECHS does not have feeder campuses as a choice school, thus recruitment plays a huge part in the enrollment process. Current recruitment strategies such as middle school campus visits, school showcase fairs, informational nights, campus tours, do not guarantee that we will attract the high number of special populations needed to satisfy the ECHS OBMs. Additional time, effort, and personnel is required to tap into more creative and targeted tactics to attract a wider group of students and/or build a broader pipeline. SAISD has moved to a lottery system in selecting new students. Unfortunately, the lottery does not weigh demographic data in our favor to meet the ECHS OBMs.

Challenge 3: Providing students with internship, externships, job-shadowing, and mentorship opportunities has proven difficult as our program was not designed for specific career paths. Real world experiential learning affords students the opportunity to develop leadership skills, career specific background knowledge,and insight into future career paths post secondary education. Though we do offer students the opportunity to tutor and mentor students at the elementary level and among their peers, we currently have no job-shadowing or internship opportunities.

Root Cause: Travis ECHS lacks industry and community partnerships. Due to limited time and opportunity of staff to create and maintain partnerships within the community to ensure fidelity and success with the program. Additionally, we have limited transportation support to get our students to any substudy job sites. In our network, the other two high schools have partnerships for job-shadowing, internships, and mentorships. We will collaborate with our network high schools in order to develop a plan. Also, with the network we will establish opportunities for our students to engage in job-shadowing, internships, and mentorships at their campuses.

6.   MISSION

Travis Early College High School Mission Statement

We serve students from traditionally underserved communities by providing a diverse academic program fused with social and emotional support to build strong confident leaders able to successfully navigate college and career.

7.   GOALS:

Goal #	Timeframe (1, 3 or 5 year)	Current Performance	Description of Goal in SMART format	Data Used to Measure Progress towards Goal
1.	3-year	76%	100% of tenth grade students will pass their TSI college exams by the end of tenth grade.	TSI/STAAR-EOC/CBA scores
2.	3-year	At Risk 41% Eco Dis 70% Male 43%	Meet minimum requirements set forth by the ECHS OBM for subpopulations of incoming 9th grade student enrollment. At Risk Goal: 62% Eco Dis Goal: 83% Male: 47%	PEIMS: Enrollment, Demographics, and Special Populations data. Campus Marketing/Recruiting Plan
3.	3-year	0%	100% of 11th and 12th grade students will participate in job shadowing, internships, and mentorship programs.	Service Learning Hours 11th Grade Job Shadowing Project 12th Grade Internship Project Annual review of project success
4.	2-year	Algebra 1 EOC Meets 74% Masters 38% English I,II EOC Meets 94% Masters 24%	Increase the percentage of students passing • EOC Algebra I to 80% meets and 50% masters. • EOC English to 100% meets and 40% Masters	formative/summative assessments simulation data STAAR-EOC TEA Campus Report Card EOC Projections Texas Academic Performance Reports (TAPR)
5.	3-year	1	Travis ECHS will offer at least one additional academic and/or career pathways in liberal arts, and/or STEM field	Discussion of STEM goal in Charter redesign meeting minutes and inclusion of 21st century STEM options in the new Travis ECHS charter.

6.	3-year	72% Self Management 61% Social Awareness 59% Grit 45% Growth Mindset	Travis ECHS will score minimum of 75% students favorability in all four competencies of the SEAD Student Survey.	SAISD district SEAD Survey for 9-12th Referrals to the counselor

Which goal will be the hardest to achieve and why?	Goal 2 of meeting ECHS OBM minimum requirements of subpopulations for incoming 9th grade student enrollment will be the hardest to achieve. As a basis, for the 2019-2020 school year, our at-risk incoming 9th graders was at 41%, well below the district's 77% (-36% points below the ECHS OBM threshold). There are a number of factors negatively impacting the increase of at-risk incoming 9th grade enrollment. First, Travis ECHS is restricted to a liberal arts track. It is our experience that a majority of students and families tend to be attracted to 21st Century STEM options and/or vocational career tracks. Second, we are competing with a number of choice schools in our district and outside our district that offer highly attractive programs. Third, we do not offer most UIL activities, athletics, or electives (e.g. theater, music, and dance). Fourth, Travis does not have feeder campuses that support enrollment. Fifth, we do not have the most efficient recruitment and selection strategies to attract our desired student populations.

8.   ACADEMIC MODEL

Early College High School

Travis ECHS instituted the Early College High School model since its inception in the Fall of 2008. The Early College High School model is designed to be a blend of high school and college coursework. Students participating in the Early College High School model are afforded the opportunity to earn two years of college credit (60) at no cost to the student, all the while earning their high school diploma. Schools designated ECHS are designed to meet the needs of individual students, still increasing college readiness by providing rigorous instruction with academic and social emotional support. The ECHS program provides a full day program, implemented by a highly qualified staff and institution of higher education. The ECHS must meet annual benchmarks as mandated by the Texas Educational Agency which include the following:

1. Targeted Population-serve students in grades 9-12, and at risk of dropping out of school as defined by the Public Education Information System (PEIMS) and who might not otherwise go to college. The high school will seek to create new opportunities to recruit students who will be a good match for the campus and meet the targeted population requirement. Collaboration with the network high schools will allow the 3 schools to work together to support the targeted population initiative.

2. Partnership Agreement-all ECHS must acquire a memorandum of understanding (MOU) with an institution of higher education. Travis and San Antonio College have built a strong relationship since the program's inception in 2008.
3. The Leadership Team is made up of campus leadership, district, and institution of higher education members. San Antonio College and SAISD Leadership hold an Annual ECHS Meeting to review school design, implementation, and sustainability. Travis leadership and the Dual Credit Office meet weekly to discuss courses, scheduling and college and student concerns.
4. Curriculum and Support-provide a rigorous course of study that allows participating students to earn a high school diploma and the Texas Higher Education Coordinating Board's core curriculum, obtain certificates, or earn an associates, or earn at least 60 hours of college credit. Additionally, ECHS must provide students with academic, social and emotional support. (Reference the paragraphs below) Students at Travis participate in a 100% dual credit program. Additional coursework available to students include Advanced Placement course offerings offered simultaneously with Dual Credit courses. The network high schools will collaborate to develop support systems in the area of assessments in the core areas.
5. Academic Rigor and Readiness-students will participate in the Texas Success Initiative (TSI) college placement exams. ECHS will provide accepted students with academic preparation classes and non-accepted students with interventions to be successful on the TSI. Interventions are provided and students are tested approximately every 3 weeks. Department Chairs and Master Teachers work with students to provide support in the classroom, after school, and on Saturdays.

Instruction is based on the Texas Essential Knowledge and Skills (TEKS), as well as college courses to fulfill state and higher education requirements. Students are made aware of learning targets (TEKS) in efforts to foster goal setting and ownership of learning. Student mastering of TEKS is demonstrated on end of course exams. TEKS alignment is regularly evaluated through lesson plans and teacher appraisals.

Advanced Placement (AP)

Instruction in AP courses is based on Collegeboard standards. Teachers abide by a content course frameworks design by AP College Board, based on college and university curriculum experience. The course framework includes two components: course skills and course content. As mentioned above, Travis ECHS currently has increased it's AP course offerings in the last 3 years. Students are prepared throughout the year to take AP exams. Students that score between 3-5 have the opportunity to transfer college credit depending on the institute of higher education.

Instructional Support Systems

The systems that we have in support of these models are listed below:

One system utilized is the Common Instructional Framework (CIF) to engage students in authentic learning and meet college readiness standards. Faculty are trained annually in CIF strategies, which include collaborative groups, literacy groups, scaffolding, writing to learn, questioning and classroom talk. Collaboration Group Work involves bringing students together in small planned and strategic groups to engage in learning. Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in higher levels of discourse. In these groups, each student is assigned a role with distinct responsibilities. Scaffolding helps students connect prior knowledge and experience with new information. It helps facilitate thinking about a text by asking students to draw on the subjective experience and prior learning to make connections to new material.

Writing to Learn is a strategy in which students develop their ideas, their critical thinking ability and their writing skills to increase fluency and of written conventions. Questioning challenges students to use effective questioning to further intellectual inquiry. Classroom talk provides students the opportunity to articulate and strengthen their position.

Course content is delivered in a four-tiered, cycled instructional model whereby teachers provide content through direct, modeled instruction, whole-group guided instruction, small-group guided instruction, and independent practice. The goal of this content delivery is for students to acquire various academic skills such as analysis (identify theme, literary elements, voices, perspective, attitude, tone, implied meaning); language and conventions (vocabulary appropriate to literary content analysis, use of a variety of grammatical and syntactic structures, present information logically); argumentation (present information in a descriptive form, create thesis that states purpose, organize information, concepts with logical and coherent progression of ideas); literary discussions and presentations (discuss texts and contexts in a variety of interactive written formats, create and deliver oral presentations related to course content in a variety of formats).

Advancement Via Individual Determination (AVID)

Another system we implement to support our model is AVID (Advancement Via Individual Determination); the program provides support with courses at each grade level through strategies and tutorials. AVID strategies include:
1. Socratic Seminars: a group discussion format in which students support one another in understanding ideas, issues, and context.
2. Cornell Notes/focus notes: a note taking system, developed at Cornell University, which utilizes learning theory to provide a systematic format for organizing and condensing notes.
3. Inquiry Methods: student centered learning that focuses on the use of asking questions.
4. Pair-share activities: a collaborative learning strategy where students work together to problem-solve.
5. Organization and time management skills: use of agendas and goal setting to set priorities and plan ahead.
6. Tutorials: through the AVID class, students participate in structured tutorials on a biweekly basis, where students participate in peer-led collaboration and intervention.
7. WICOR: *Writing* to Learn-Authentic Writing Cornell/Focus Notes, learning logs, quick writes and reflection; *Inquiry*-(Critical thinking-)-Costa's Levels of thinking, Socratic seminars, investigations (labs), Tutorials, *Collaboration* -(formal & informal meaningful discussion); Group activities, Socratic Seminars, Tutorials/Collaborative Study Groups (CSGs), Service Learning projects, Organization (goal setting); graphic organizers, focus note taking, planners and agendas. Support reading with use of deep reading strategies, focus note taking and summarizing.

Within AVID we integrate interventions to support the ECHS model and TEKS and AP College board standards. Academic interventions at the 9th and 10th grades are provided after students' initial assessments. Data is used to group students by TEKS mastery in English, Math, Social Studies, and Science. This system of grouping students by TEKS and College Board Standards, allows teachers to create individualized targeted instruction.

 AVID also addresses social and emotional learning by aligning with Collaborative for Academic, Social, and Emotional Learning (CASEL). AVID upholds that expectations and achievement gained through hard work and determination are predicated on strong student-teacher relationships and collaborative classrooms. In AVID students are exposed to lessons and activities that focus on CASEL's five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers develop safe classrooms, where students are fully engaged and confident in taking academic risks. Activities cover

community-building, emotional safety, and student-centered discipline. Furthermore, AVID integrates social-emotional learning opportunities into academic learning with the goal of fostering the academic mindset, achieving academic objectives, and building pedagogy. AVID SEL lessons and activities are age appropriate and culturally responsive.

Academic Planning and Counseling

Our counseling department also provides academic support to our students, including one-on-one academic planning. Individual planning assists students in developing and addressing academic, career, personal and social goals. Individual planning helps students understand the course plan required to obtain a high school diploma/college degree. One-on-one counseling helps students stay on track throughout the four years of high school as student progress is reviewed yearly. Student graduation plans are created to identify course selection as career interests are considered both at the high school and college level. The opportunity to build internships, job-shadowing and mentorship into our program will support our students identifying appropriate career interests. The counselor serves as a liaison/advocate for students that are struggling academically, and plans are developed to ensure student success. Academic plans help students develop tools for time management, tutoring and mentoring as needed. Incoming ninth graders face transition struggles and the counseling department provides "College 101" sessions, which walk students through the fundamentals of the college requirements and expectations. Students are informed of the needed coursework, grade requirements, how to access and use their college account to access courses, grades, and email. Support is available to all students at the college as well as Travis (peer tutors) to help support academically struggling students be successful in both college and high school level courses. The expectation that Travis will continue to increase the number of enrollment of students in specific special populations with possible academic and social-emotional needs will lead to further defining academic support systems.

Teacher Support

To support our new and current teachers in these models we implement instructional rounds to ensure continual professional improvement in our teaching practice. In this formal peer review process, teachers conduct classroom observations of their colleagues. The goal of instructional rounds is not necessarily for feedback for the observed teacher. The primary purpose is for the observee to compare their instructional practices to the teachers that they observed. Overall, teachers are drawing on one another to create rigorous instruction so students can meet the standards. As mentioned above, we have recently started to participate in network PLC. The goal of network PLC is to share our successes and to learn from one another. Teachers have responded very positively to network PLCs. Teams have been established and have been meeting outside scheduled network PLC dates. We find that the benefit from these meetings is in the meaningful discussions that take place among teachers at the different campuses.

Social and Emotional Support System

Social and emotional support is a key element to the added success of our academic model. As mentioned above, SEL is addressed in the AVID program. In further support of our SEL, we are restructuring our support into a tiered system in which students, teachers, counselor, leadership, and outside partners would work to provide appropriate social skills and coping mechanisms in a safe and secure setting. This new tiered system would include current SEL curriculum (AVID) and successfully implemented support. The referral process between tiers would be streamlined so that students needing to move up through tiers could receive immediate and appropriate support.

1. Tier 1:
   a. All students receive SEL in the AVID classroom.
      i. One SEL strategy used in the Senior AVID classroom is affirmations. Affirmations consist of a note with a positive message intended for peer-to-peer, teacher-to-student, and student-to-teacher. Affirmations are done on a weekly basis.
      ii. Another strategy used is the practice of the UBUNTU philosophy, which means humanity, and teaches the notion, " I am because we are." It is the idea that we are not alone, and promotes collective care and support.
      iii. AVID teachers as models teach students how to acclimate to college, specifically self-efficacy and perseverance. For instance, students learn how to communicate with professors. They are taught how to conduct themselves in interviews. Students are being provided opportunities to develop their skills in order to effectively communicate and collaborate in an array of diverse settings.
      iv. As part of AVID, students are required to volunteer(service learning) to gain more of a connection with the community. Classes geared towards students to advocate on behalf of themselves to navigate and influence their environment. Students are required to accumulate a set number of community service upon graduation.
      v. Students perform goal setting exercises, as well as self reflection on their own learning styles.
      vi. Another aspect of SEL, that is covered in AVID is bullying. Students are required to take a digital citizenship course where a cyberbullying component is included. This helps students to participate fully in their communities and make smart choices online.
2. Tier 2:
   a. Students that need further SEL support receive target interventions based on their needs. These interventions include peer or community mentoring. Our lead counselor also provides one-on-one counseling as needed. The emotional needs of students are as diverse as each child and often, students lack coping skills that help them deal with the day to day situations. Students are provided a safe area to share concerns and an opportunity to learn how to deal with their specific concerns i.e. communication skills, conflict resolution, problem solving and how to deal with peer pressure and self-esteem concerns. Students walk away with tools that support daily interactions and help them better understand their own feelings and validation/acceptance of others. While this may sound like a one-time occurrence some students require more support than others. Meeting the emotional concerns of our students is a direct correlation to their success in school and a must if we want to help they reach their full potential.
3. Tier 3:
   a. Students receive referral services for additional support and counseling (list of outside agencies) for further independent exploration. For instance, students can be referred to the Juvenile Outreach and Vocational Educational Network (JOVEN). JOVEN is a non-profit organization that is partnered with SAISD and our campus. Joven provides mental health care services and treatment to individuals who need social/emotional support. The primary goal of JOVEN is to provide prevention/intervention-based interactive didactic life skill training to help students and families deal with academic and social challenges faced in school. We are also in the process of hiring a social worker and part-time student support specialist. The social worker would be able to provide students with additional resources and counseling. From our observations we have concluded that some students do not have the coping mechanisms to deal with the rigors of college. For these students, Tier 1 and 2 do not meet their needs.

Special Student Populations

Eligible students with disabilities are provided a free appropriate public education in accordance with the student's Individualized Education Program (IEP). The IEP is created in the Admissions, Review, and Dismissal process (meeting) by a committee of administrators, teachers, specialists, parents, and students.   The committee abides by The Individuals with Disabilities Education Act (IDEA), a federal law, when drafting the IEP. The IEP must be reviewed every year by the committee. A copy is provided to the student's teachers to ensure individualized instruction and related services, such as speech therapy and supports like accommodations are being appropriately serviced.

Travis ECHS supports our Limited English Proficiency (LEP) population in a similar fashion to our students with disabilities in that a committee is responsible for reviewing LEP student's bilingual education and ESL student's performance each year for the purpose of making educational decisions that support student achievement and language acquisition. LEP students are consistently monitored and evaluated for growth (TELPAS). Additionally, we offer our LEP students in class support such as reading intervention, intentional seating, word banks, discussion stems, etc.

Gifted and talented (GT) students are serviced through the advanced placement classrooms that include: pre-AP, AP, and dual credit course. Teachers in these classes have the required 30 hours of gifted and talented training to teach gifted children. In addition teachers must follow up their initial 30 hours of GT training with a yearly 6 hour update. GT students have opportunities to think more in depth, critically, and creatively about the content they are learning. They practice communication skills, research skills, and problem solving skills.

School Network

The network is comprised of three "A" rated schools, Fox Tech Magnet High School, St. Philip's College Early College High School, and Travis Early College High School, each with excellent achievement records. The mission of the three schools is to change the life trajectory of underrepresented students by providing them excellence and access in a college setting leading to a career of their choice and a new legacy. The vision is to cultivate leaders who advocate and serve to develop a better tomorrow. We believe that the network has the capacity to increase the number of options offered to students and that the work of three high performing schools will enhance the performance for all students across the network. The network will consistently review data, student needs and workforce demands together to identify and address opportunity gaps. The goal is to graduate students who are ready for academia and the workforce.

We believe in developing a strong network so that we can expand our reach and extend excellent practices to others. We understand that the three founding schools will meet capacity and expanding the network to additional like minded schools will be vital to the growth and sustainability of the network. Our network academic model will include new pathways for students that will be phased in and could include restructuring programs to better facilitate workforce demand and degree offerings. For example, within 3-5 years, the network will create a shared pathway in education using a "grow your own" model that reaches a mirrored demographic make-up of the district. The education cohort will enter the program as freshmen and take fundamental courses that will lead to a bachelor's degree with an emphasis in secondary education. The teaching residency will exist within the network and graduates that are committed to SAISD could receive tuition reimbursement and job placement.

As a high school network, we hope to enhance the success of all students at Travis by collaborating with the two high school campuses. We envision this element of our academic model will address challenges previously mentioned in the following ways:

As a new high school network, Travis will work with the other two campuses to create specific EOC STAAR and TSI Tier III interventions. The three high schools will further collaborate to establish clear recruiting systems to increase enrollment at each campus and to meet the expectations of the ECHS blueprint. Lastly, Travis will initiate an internship/job shadow program after lengthy discussions with the two network schools who already have established partnerships with the community.

9.　Data and Continuous Improvement

Travis has cultivated a persistent culture of academic success. Tracking and reviewing data is fundamental to our success and drives our instructional practice at Travis ECHS. Our current plan for collecting, reviewing, analyzing, and reflecting on data has garnered high student achievement rates. We use Eduphoria to track formative and summative assessments. We are in the process of incorporating a database system called All in Learning. Teachers are required to evaluate student progress with formative assessments every three weeks. Previously, assessments were created in Performance Matters/Eduphoria, and pre-printed scantrons were used to record student answers. Completed scantrons were then scanned into the Eduphoria database. Then teachers used Eduphoria to analyze the data. Eduphoria disaggregated student responses by TEKS mastery. Teachers used this data to supplement lessons and plan interventions to address student learning gaps. One of the main reasons for switching to All in Learning was its capability to do all the functions of Performance Matters and Eduphoria under one platform. Also, All in Learning gives teachers direct access to assessment resources and templates. Additionally, teachers are capable of maneuvering data to create various reports not available with the previous systems. Teachers have the capability of collaborating with teachers on and off their campus using the group share feature on All in Learning.   As we transition from Performance Matters/Eduphoria to All in Learning, we are providing teachers with training and professional development. The data collection system is intentional, actionable, and consistent. Aligned to standards, this systematic practice provides opportunities to collect and react to formal and informal data with all in one provided reports from the new software. This is especially true as a means of improving STAAR End-of Course (EOC) student performance. We plan on EOC teachers participating in regularly scheduled professional development focused on assessment analysis utilizing Lead4Ward and All In Learning. Also, teachers participate in monthly PLCs led by the campus principal where data is reviewed.

Travis ECHS continuously strives to find new strategies for improving student performance on the state mandated STAAR end of course exam. Student STAAR data is collected over the summer bridge with new incoming 9th grade students. Reading, Writing, Math, Science and Social Studies data from middle school is collected using STAAR, MAP, TELPAS, etc. to begin to identify student academic needs/gaps in the learning. By the first week of school teachers have established various patterns of student performance and designed intervention for after school support. End of course teachers utilyze Lead4ward strategies to then further plan for instruction to meet student needs. Teachers use formative/summative assessment data to help students set goals and carefully align TEKS with activities. The implementation of the Gradual Release of Responsibility supports the consistent improvement of academic success. EOC teachers meet with administration every other week of the calendar year to review assessment data, analyze academic success for at-risk students, identify weak TEKS and make projections for upcoming simulations. End of course teachers will also meet in the Fall semester as a group to plan and calendarize meetings, full exam simulations and Saturday interventions based on need. Interventions include Algebra I Blitzes, Science Night at the Museum, etc. Student / teacher conferences are held throughout the year to help students identify and self-reflect on strengths and weaknesses through effective feedback.

Attendance is reported out to teachers by the attendance clerk on a daily basis. The goal is to collect insights to help students be more successful and reach a successful attendance goal of 98%. Weekly student attendance reports are provided to the teachers, as well as weekly attendance reports for AVID classrooms. Excessive absences are monitored weekly. Teachers are responsible for addressing 2 absences or less. The attendance committee monitors and takes action for 3 or more absences. Travis achieved the 2nd highest attendance rate in 2018-2019 for the district. The goal again is to reach 98% attendance rate for this school year.

10.   PROPOSED AUTONOMIES

Proposed Autonomy	Description of Autonomy	Rationale
ACADEMIC PROGRAMS		
Curriculum/ Assessment	● Request for the opportunity to create campus curriculum/assessments ● Opportunity to select and use student materials and textbooks other than those required by the district. ● Opportunity to opt out of administering second semester exams and district assigned CBAs using criteria such as student attendance, enrollment in AP courses, and other criterias that administration deems appropriate. ● We request the autonomy to administer state and national assessments based on student needs.	● Travis ECHS provides students with an accelerated curriculum. Rigorous curriculum and assessments are implemented by teachers providing deeper learning than those typically provided by the district in order to reach our special populations. Our goal would be to better align our work to meet campus goals. ● Teachers will supplement TEKS with college and career readiness standards to prepare students for the rigors of college courses. This will include the selection of books, resources and technology. ● Students who have mastered content and have met attendance requirements and/or students who are enrolled in an AP course and complete the exam, may opt out of taking final exams. ● Due to conflicts between the high school and college schedule, flexibility to change dates will support students by removing multiple assessments scheduled on the same day. This will maximize student performance.
Lesson Plans	● Teachers have the professional responsibility to write lesson plans based on individual content areas and standards and utilize the format deemed most suitable by the individual teacher.	● Teachers would have the autonomy to be able to write lesson plans in a format that is most effective for their content. ● We will create a campus - wide platform to share and archive lesson plans within the campus and across the network.

Schedule & Calendar	● Autonomy to design and implement a campus master schedule, calendar, and bell schedule that merges high school and ACCD course availability to further enhance the Dual Credit opportunities for students. ● Autonomy to access student record information using a program information portal (i.e. PEIMS) to fulfill the needs of the early college program to include summer bridge in June.	● Further re-design of the master schedule and campus calendar to align with the college will maximize teacher professional growth and student instructional support. ● The early college high school functions on an earlier and more prescribed timeline.
Teacher Conference Period	● Campus will determine its own guidelines in providing teacher conference periods in order to ensure that teachers have sufficient time for collaboration and support to meet all student learning outcomes.	● Re-design of the master schedule will maximize teacher support/time, collaboration, data analysis, planning and reflection on the needs of the students.
Grade Reporting and Placement	● Increase rigorous standards for promotion and graduation requirements to include community service hours, internship/externship participation, job shadowing, etc. ● Create own reporting system such as standards based grading, and/or deviate from the standard nine week cycle in the grade reporting. ● Provide access to college grade reporting to high school Point-Of-Contact (POC).	● Student requirements will include career awareness, career exploration, preparation and work related experience. ● Determine appropriate grade reporting timeline to align with college courses by grade level. ● Access to college grade reporting will allow the high school to appropriately intervene when academic issues develop in a timely manner.
OPERATIONS		
Budget	● Design a campus budget and allocate funds based on the needs of the campus. ● Compensation will be provided to staff for extended responsibilities and time beyond the regular work week to include teachers, support staff, and administration. ● Allow current campus positions to be converted to dollars if they are no longer needed. ● Allow the rollover of unused funds. ● Flexibility in the assignment of stipends for positions held by teachers that currently do not receive a stipend.	● Flexibility to allow the campus to budget based on creative and innovative efforts of department chairs, master teachers, grade level leads, etc. in order to meet the individual needs of the campus. That means requesting the flexibility to use stipends as a way to meet the specialized needs of the campus.
District & Vendor Services	● We request the autonomy to select our own vendors from the list of district-approved vendors, and the ability	● Typically the district is able to negotiate better prices in bulk, thus making is more cost efficient for

	to request that new vendors be added to the approved vendor list when necessary.	the campuses. However, we request the ability to add new vendors to the already approved vendor list because the approved vendor list does not always provide specific goods/services needed by the campus.

	SCHOOL CULTURE & IDENTITY	
Campus Leadership Team	● Opportunity to select a site based decision structure other than the traditional CLT.	● New leadership team will work directly with and between key campus leaders and all stakeholders; create a campus advisory board that advocates for the needs of the campus.
Campus Organization	● Organize the campus to support "small learning communities" or houses, grade levels or cohorts.	● Further refine the current grade levels to create pure teams or houses in order to best support student academic performance and social-emotional learning.
Student Discipline	● Adopt restorative practices or another research based program that reduces campus incidents and promotes student self-correction.	● Nurture school community and manage conflict by incorporating SEL strategies, interventions, and activities, 9-12th grade.
Community Partners	● Flexibility to select and oversee the school's partnerships with external nonprofits & businesses.	● Create relationships with external nonprofits and business within the community to bring more opportunities for students, such as programming, internships, externships, job-shadowing, and mentoring.

	TALENT	
Professional Development	● Opportunity to determine the number of professional development days and how that time will be used by campus. ● Opportunity to opt in/out of district professional development, including all or part of professional development. ● Ability to select professional development vendors and establish formal relationships with vetted providers by contract or MOU.	● An opportunity to tailor professional development opportunities to meet the needs of a grade level, department, and professional goals. ● Strengthen partnership relationships between the high school and college in an effort to select and provide professional development to campus teachers and adjunct staff. ● Faculty and staff will support the ECHS mission and vision, will attend needed professional development

		as needed, such as summer training and participate in summer bridge to support campus initiatives.
Recruiting/Hiring	● Create campus-specific hiring systems, such as creating job descriptions, interview protocols, and timelines. ● Determine selection criteria, as long as all candidates complete required background checks and have required credentials. ● Host network job fair or opt out of district job fairs. ● Opportunity to hire candidates of our own selection pool; exemption from hiring from displaced personnel.	● By establishing our own recruitment and hiring methods we will meet the academic and social-emotional needs of ECHS students. ● Opt out of current district recruitment, interview and recommendation process to be able to select the most qualified candidates.
Staffing Allocations	● Choose the type and number of positions on the campus allocated to meet the specialized needs of the ECHS program. ● Revise existing roles and/or create new roles (hybrid teacher/admin positions, specialists, specialists in specific programs, or new teaching positions); ● Determine non-teaching duties that teachers are required to perform; ● Ability to develop and plan for stipends for teachers in non-traditional roles that regularly meet the needs of the students/campus to include leadership opportunities.	● Additional staff would be required to support students that would benefit from a manipulated schedule and calendar that affords the flexibility to offer college classes in the late afternoon, evenings, and on Saturdays. ● The request to create new positions as needed with the addition of new roles and stipends as needed will allow us to address student needs.
Modified Work Day	● Allow teachers and staff the flexibility to work modified hours in order to best meet the needs of the campus.	● Flexibility in scheduling needs to meet the needs of the high school and college expectations before/after school, evening and Saturday classes. ● Staggered personnel will support safety for our students as they may take morning and evening classes.
Teacher Certification	● Allow the hiring of specialized teaching staff not necessarily certified by the state of Texas. ● Preference to hire teachers with Master's degrees in their field.	● Ability to hire specialized teaching staff would afford students access to more Dual Credit options.
Substitutes	● Manage the school's substitute budget according to the school's needs.	● Flexibility in the use of substitute funds; allow the campus to reallocate monies into professional development funds if needed.

11.   SCHOOL NETWORK DEVELOPMENT PLAN

A. RELEVANT EXPERIENCE

Adrianna L. Arredondo, Principal of Travis Early College High School (ECHS) since 2016, initially served as its assistant principal from 2014 to 2016.   Under her leadership the programs at Travis ECHS have expanded and flourished, increasing associate degree completion from 77% (2016) to 96% (2019). With a goal of servicing the intended targeted demographic, Ms. Arredondo has increased male, at-risk, and economically disadvantaged student populations. Additionally, the school has maintained its high level of academic achievement and has been designated an "A" rated campus by TEA, earning national recognition as a National Blue Ribbon School in 2017. As principal, Ms. Arredondo manages the campus budget, the Title I Plan, campus improvement plan, student activities and building supervision, master schedule, San Antonio College Dual Credit Associates Program, special programs, counseling program, graduation, transition to high school and university, Fundraiser/Activity Accounts, T-TESS/Staff Evaluations, professional development, national, state, and local testing, and recruitment and enrollment.   She maintains collaborative partnerships with San Antonio College, PTSA Organization, and Community Outreach. At the helm with 28 years of experience and a background in counseling, Ms. Arredondo exemplifies the philosophy of "teaching the whole child," and as a result has helped shape Travis ECHS mission, to provide the traditionally underserved students access to higher education and ensure college readiness.

Derrick Thomas, Ed.D., Principal of St. Philip's College ECHS has served in various roles during his 38 years in education. He has taught kindergarten through the college level. He has served as an administrator in both the public and private school settings at the elementary, middle, and academy (Pk-8) levels. Currently, he serves as a high school principal at an "A" rated campus. He has campus and central office leadership experience where he served in the district's first cohort of Instructional Guides (Campus instructional coaches) and was Senior Coordinator of both the mathematics and Reading departments. Further, he has written and/or operated grants with budgets as high as three million dollars. He developed leadership teams and faculty that have taken low or stagnant performing schools to high levels of performance and achievement. One example of this is the Martin Luther King Academy, where the leadership team and faculty took the school from a "low performing" to "recognized" rating and were one of one hundred campuses statewide to receive the Governor's Educational Excellence Award (three-year grant recipient) due to the campus performance.

Jennifer Benavides who serves as the principal of Fox Tech and has contributed new ideas and built new systems at Fox Tech. She has 18 years of experience in education, has been a principal for 5 of those years, and started in July of 2017 at Fox Tech where she initially analyzed the health and law magnet programs to determine needs and develop better opportunities for students. Within the first year, a partnership with The University of Texas at San Antonio began and students were offered 6 dual credit courses at the university in addition to two courses at San Antonio College. Also, it was the first year to offer Certified Nursing Aide Certification course to 19 students via a partnership with Goodwill. She implemented a data tracking database called All in Learning that has been pivotal in assisting teachers in increasing academic performance across all grade levels and has implemented a campus based intervention system. Under her leadership, Fox Tech has made significant academic gains: an increase in masters scores by 9%, increase in distinctions by 75%, and increase in enrollment by 17%. She has also increased the dual credit options from UTSA and SAC by 50% and currently has 45 students enrolled in either Certified Nursing Aide Certification or Certified Medical Assistant Certification courses. Her contributions to this process are vital and her leadership influential in ensuring sustainability of these programs and continued academic success.

B. SYSTEMS

All decisions regarding unified systems and decisions in the network will be driven by our network mission and vision. The network will focus on sharing practices across schools, then tailoring them based on student needs, interest, and performance. We will share our practices through collaboration and planning days with teachers from all three campuses. Through flexible scheduling we will continue hosting professional development days where teachers from all three campuses meet at one campus to learn and work together. We will establish norms around elements of teaching and learning we expect to see implemented with fidelity across the network. We will prioritize processes and procedures around how to structure and execute rigorous data cycles, and how to support and provide feedback to teachers around their practices. Teachers will have the flexibility over their teaching practices to positively impact student learning and student success, while keeping in mind our vision and mission for the network and each individual school.

Establishing unified systems for the network will happen in the areas of academic programs, operations, school culture and identity, and talent. We will modify and/or create systemic programs in these areas to implement across the network for the benefit of the individual schools.

System/Structure	Modification and/or creation
Academic Programs	
Database	All campuses and teachers will utilize the *All in Learning* data management system to collect and report data. This will assist with the analysis of data at the teacher, department, campus and network level. Data will be used for PD and instructional planning. The *All in Learning* system will allow when needed for student data to travel with the student even when participating in shared programing on other network campuses.
Data Analysis	The network will create a system for analyzing data; network leadership will review comprehensive network data. Data could include but is not limited to academic performance, social emotional data (SEAD Survey), attendance, college performance data, outcomes based measures as stipulated in the ECHS/P-TECH blueprint.
Curriculum and Assessment	As a network, we will work together to support each school in developing a curriculum to meet the mission and vision of the network and the individual schools. All of the instruction will be data driven and standards based. Teachers and/or teacher teams will collaborate on writing cycle and/or semester assessments.
Graduate Supports	The following systems will be evaluated for implementation and modification towards unification as appropriate: systems to prevent failures, EOC interventions, senior year college activities (scholarships, applications, FAFSA, essays, college tours and visits, on-site admissions, advising, college fairs, etc.) and the overall social emotional health of the students (SEAD Survey).

Network leadership team walkthrough protocols	The network principals and associate principals need to have a strong understanding of classroom instruction and a pulse of the daily teaching activities. Each week, campus associate principals will conduct walkthroughs together at one another's campuses and input this walkthrough data into a shared database. This database is a way for all members of the leadership team to have shared access to information and to keep a steady coaching cycle with teachers. Network leadership will conduct walkthroughs at the network campuses to ensure calibration of expectations across the network, stimulate meaningful coaching opportunities, and allow the network leaders to facilitate conversations that are beneficial for all stakeholders.
Academic calendar	Each campus will develop an instructional calendar aligning, as much as possible, to each other and our partner colleges, to enable network leaders, teachers, students, families and key partners to benefit from being part of the network.
Operations	
Communication	The network senior operations coordinator will continually modify existing systems to find the best ways to communicate network news and events to parents, district, and the community across our schools.
Meeting Calendar for Network	The network associate principal and network senior operations coordinator will work with network principals to create a network meeting calendar.
Regular Network Leadership Meetings	Network leadership will meet regularly. These meetings will alternate locations and will be listed on the network meeting calendar. The meetings will focus on identifying network and campus needs, discussing how each campus can be supportive in addressing these needs, work on mitigating risks, leverage support and resources and planning professional development so it is mutually beneficial to the network. Members present for each meeting will be determined based on needs.
Common Governing Board	All three schools forming the network, (Fox Tech High School, Travis Early College High School and St. Philip's Early College High School) will share one common network advisory board (1882 governing board) that will align systems for the benefit of all schools. Each school will establish its own campus governing board for day to day academic and organizational decision making and to support critical needs identified by the network principal and campus associate principal.
Network Operations	We will observe and evaluate existing network systems in order to provide a stream-lined and best practice approach to a unified school network. The network principals will work with leadership to develop the network operations plan.
School Systems	The network senior coordinator of operations will gather data to analyze operating systems and write a proposal for systemic improvement across the network.
School Culture and Identity	
Self-Discipline	We will create a set of guiding principles and habits of success for the network that will serve as expectations for all students. We will develop a shared system to promote student self-management and self-advocacy.

Electives	In order to prepare a robust high school elective program and meet requirements for graduation, we will ask that elective positions be based on enrollment of the network and that positions be shared across the network to the extent possible. There is the possibility of modification to staffing due to current co-existing shared elective programming.
Extracurricular	As a network, we understand that extracurricular offerings will be secondary to the building of a strong academic program. Even though academics is primary, the extracurricular needs of our students are paramount to developing the "whole" child. We will work together as a network to develop a strong extracurricular and cocurricular program for all students. There will be a designated person at each campus that will be charged with creating and supporting collaborative, network extracurricular programming. Examples of additional network programming may include: Intramural individual and/or intramural team sports, network dances, network field trips, UIL academic events, house competitions, network student field days, network graduation activities, etc.
Community outreach	We will evaluate and modify for unification our recruitment and enrollment processes in order to extend programming across Bexar County. The network will allocate resources and personnel to fulfill recruitment needs.
Volunteer systems	We will create a unified process to clear, share and train volunteers. Intensive training will be provided to serve the network needs of out of town and/or overnight trips (i.e. HEB Camp, college visits, etc.).
Parent Involvement	FACE Specialists from each network school, working in collaboration with the network senior operations coordinator, will form a network parent advisory council, parent university and parenting sessions with the goal of self-empowering parents to organize and build community.
Talent	
Professional Learning Communities (PLCs):	Each campus will facilitate high-functioning professional learning communities that focus on data, planning, instruction, and action plans. PLC sessions are planned during campus-specific team meetings. Barriers are discussed at network meetings to identify how the other campuses can add value.
Yearly Professional Development Calendars & Supports	The network associate principal will conduct a needs assessment and plan a yearly professional development calendar to address campus and network needs. A network professional development calendar will allow teachers to learn and collaborate with each other and will provide opportunities to improve pedagogy through instructional rounds.
Staffing Model	The staffing capacity of the network will be evaluated for efficiency and sustainability. We will develop a unified process for talent management to include but not be limited to recruitment, job expectations and descriptions, interview and onboarding process. Network Principal: Lead campus initiatives and build and implement network plan Network Associate Principal: Support network initiatives. Campus Associate Principal: Support campus initiatives.

Accountability and Evaluation Systems	Network principals will create systems to enhance reflective practices. Our goal is to maximize the use of high performing teachers to guide and lead instruction on the campus and across the network. We want to build avenues for teachers to become instructional leaders.

C. MITIGATING RISKS

Developing a network of three schools is challenging and several needs must be addressed so that each school maintains their high state accountability rating, and as a result creates and sustains a successful network. Challenges include:

- Bringing all schools together as a network while maintaining each school's individual identity
- Clarifying and calibrating what systems are centralized and unified across the network and what is unique and maintained at each campus
- Identifying and clarifying the various roles, responsibilities and accountability measures of network leaders, and
- Preparing campus associate principals to manage the campus in the absence of the network principal

Risk	Mitigating Strategies
Increased demands of time and energy of network principal Network principals are tasked with balancing our role as a coach to the network associate principal, senior operations coordinator and campus associate principals while maintaining the established campus standards and building the capacity of the network.	Ensuring that the associate principal has the leadership ability, time management skills and instructional vision for the school is the single greatest mitigation for this risk. With the increase in responsibilities away from the campus for the network principal it is vital that the campus associate principal can fluidly carry out the day to day operations. ● We will utilize a phase-in model to transition clearly defined roles and responsibilities from the network principal to campus leadership. ● We will clarify the roles and responsibilities by creating an organizational chart that specifies the responsibility and relationship among roles. ● Campus associate principal will meet with the network associate principal and network principal to discuss priorities and action plans. ● Campus associate principal will maintain high standards for all students, faculty, and parents to support rigorous academic programs, safe and encouraging learning environments, and a campus of support for all stakeholders. ● We will create a system to grow our own network leaders and promote from within as appropriate. ● In summary: ○ The network principal will oversee the academic fidelity of their specific school while working together to cultivate leadership and talent in the network.

	○ The network principal will work with campus associate principal and the network associate principal to oversee the day-to-day instruction and operations that occur on campus. ○ As an instructional leader, the campus associate principal will lead campus professional development, coach and evaluate teachers, lead data analysis, and work to uphold the mission of the campus.
Low Enrollment Lack of resources and tools to recruit and persist to find "best fit" students from Bexar county.	● The senior operations coordinator will work with campus teams to develop fiscally responsible strategies to increase our recruitment, enrollment and persistence rates by utilizing innovative strategies and coordinating with district departments as appropriate. ● The senior operations coordinator will conduct hands-on technology training for faculty and staff and help create a consistent vision (elevator speech) to share with families at recruitment and enrollment nights. ● The network will create a recruitment manual that will address recruitment, marketing, enrollment and retention strategies. ● The network will analyze retention practices across schools to determine supports needed. ● We will increase enrollment by adding additional like minded schools to the network.
Efficient 1882 Alignment and Effective Communication Clear communication across the network and with the 1882 non-profit partner about major projects that include all campuses is necessary.	● A single point of contact will streamline the process for all network projects. The network senior operations coordinator will utilyze project mapping to ensure efficient and effective completion of projects.
Clarifying Roles and Responsibilities Apprising the 1882 non-profit partners of the mission of the network, and who is fulfilling which roles and responsibilities on our campus? Especially when these roles may not be the same as a traditional campus.	● Transition planning will occur with the 1882 partners to apprise them of the timeline, changes and needs of our network and schools. We will notify them of the authority/decision making of network principals, network associate principals and associate principals and ensure understanding of the granted autonomies of network schools.
Leadership Transition The transition/succession of network leadership and/or addition of network schools is a risk.	● The network will build systems and structures that support a collaborative, data driven, continuously improving network to include transition and succession plans as well as criteria for adding schools to the network to ensure student success

	and sustainability. These systems will be shared with the 1882 non-profit partner.

12. HUMAN CAPITAL

At Travis ECHS, faculty and staff care for the whole child, and not simply academics. Travis is a place, in which faculty and staff show empathy, compassion, and respect for their students and colleagues. Moreover, Travis ECHS is an organization where commitment is not a term to be used lightly, where relationships with students are one-to-one, and where faculty, staff, and students work and learn in a small, safe, and secure environment. Faculty and staff are encouraged to think outside the box, and learning is hands-on. Faculty expose students to real-world applications to gain a better understanding of the content in the classroom. Students are taught to feed their curiosity by asking questions. Faculty are given the resources and time to develop engaging classrooms, and to collaborate to benefit student success. Data is used intentionally to drive instruction and support student learning. Accountability is only one factor to the school's success.

Faculty, staff, and students are recognized and celebrated for their accomplishments. Administration invests in faculty and staff leadership development by providing multiple opportunities for teacher professional growth. Faculty and staff attend district lead and online professional development. These cover a variety of topics, strategies, and certifications including AVID and Advanced Placement Summer Institutes.   Teachers attend continuous education opportunities with Region 20. Recently, teachers have been able to collaborate with other high schools through network professional learning community (PLC). Faculty collaborate with each other to find new ideas and strategies to increase student success. Faculty collaborate via meetings, teacher content and grade PLCs, planning periods, and staff development days. Travis faculty and staff are consistent and fair, yet open to the diverse cultural needs of students and community. At Travis social emotional learning is for all members of the learning community.

Travis ECHS seeks highly qualified individuals that embody a growth mindset, teachers who are willing to grow their leadership and credentials, who are capable of instructing at high levels of expectancy to meet college and advanced placement standards, who are willing to commit the time necessary to grow and improve their classroom practices, who are open to collaborate and support their peers. Forty percent of the teachers on the campus hold advanced degrees , which enables the campus to offer more dual credit/college level courses. This is a major benefit to our students because they can take a variety of courses. Currently, we have four master degreed teachers in their areas of expertise, who provide students access to advanced curriculum in the areas of math, English, art, and Spanish.

We have a collaborative relationship with SAISD Talent Management. We participate in the recruitment and hiring process for SAISD and SAC; however we have autonomy over our recruitment and hiring methods. For instance, we create our own job descriptions, and interview questions, as well as, the selection criteria.   We can host network job fairs with our partner high schools and/or opt out of district job fairs. This includes requesting the opportunity to hire candidates of our own choice from the district; and our exemption from forced removal of personnel. Teacher and staff retention for the past three years has remained solid with over 80% retention (refer to Appendix A). We account are retention numbers to the professional opportunities we provide our teachers and staff.   We are very supportive of teachers pursuing their education, promote teachers in leadership roles, and support professional development opportunities to grow in their content or pursue master teacher status. Teachers are invited to participate in various decision-making groups; we value their input. Teachers have

great autonomy in their lesson planning and curriculum. Leadership, management, teamwork, and communication has allowed us to create a positive culture that results in teachers and staff retention.

13. CLIMATE & CULTURE

Travis is small, safe, and secure. Our climate and culture is welcoming to parents, students, and community.   The building is a mecca to college readiness, the halls are adorned with university swag from all over the country.   The building is decorated with academic vocabulary that embodies college core values, such as integrity, respect, self-determination and commitment. The classroom atmosphere is one of actions and routines that promote effective teaching and student centered learning. Classrooms are print rich and there is evidence of student work. Spaces are available throughout the campus for students to congregate and collaborate on high school and/or college course work. Technology is up to par with 21st century tools. Each classroom is equipped with a set of chromebooks and a SMART board. Teachers and students have access to computer labs.

Travis is a small campus, but its size is one of its biggest benefits. We are able to service parents, students, and community on an individual basis. Students in programs receive the needed one on one support from teachers, counselors, or administration. Moving into the next school year, services will include social-emotional proactive support. A second benefit is our proximity to SAC. It is convenient for students that their college classes are short walking distance to the campus. Students attend class under the watchful supervision of Travis faculty and staff. Students will take their classes at the college, with college professors and in college classrooms. The proximity of the college allows SAC faculty to service our students as mentors to help them be successful. Many professors at the college schedule conferences with students as a way to provide individual support. Some professors will come to Travis to address students needing help in the form of mentoring. Students have easy access to resources at SAC such as the library, study rooms, technology, internet, math/writing labs, and printing services, to include after school and on Saturdays. In addition, support from San Antonio College will come in the form of job shadow/internship opportunities.

At Travis students are responsible for understanding the academic, social, and behavioral expectations. Students are expected to hold a 2.5 GPA for college classes and to pass all their high school classes. Students must write their essays in MLA format, make oral presentations, and complete all homework assignments.   Students and parents have opportunities to make academic decisions based on their interests.   We support students academically with interventions needed to graduate with a diploma, associates in liberal arts, and/or public administration certificate.   Interventions focus on course work completion and support at the high school and college level.   These include TSI prep, tutorials, ACT/SAT/PSAT prep, academic counselling and SEL instruction. We also keep parents abreast of their child's progress through regular conferences and annual credit audit checks at the 11th grade. This has been widely successful, that we will be extending these practices to 9th and 10th grade parents. Students that meet these expectations are recognized and rewarded. Students are recognized for high honor roll, honor roll, and perfect attendance. Seniors are recognized for scholarship attainment by the campus and district. Additionally, students are recognized for acceptance into universities. Students that complete the program walk the stage during both Travis and SAC graduation ceremonies.

Addressing the social and emotional learning of all students is important to Travis. In preparation for the high expectations and rigor, it is a requirement that all students take AVID elective for all 4 years. As addressed earlier, AVID aligns its lessons and activity with CASEL social-emotional learning. Thus, in AVID students learn how to deal with the high levels of expectations and stress associated with college. In AVID we teach Ubuntu philosophy, a cultural belief that we are part of something bigger. Ubuntu is the common thread that helps us

maintain unity among the campus community by promoting compassion, reciprocity, dignity, harmony, and humanity. We teach the concept of Ubuntu via TED Talks, team building, reflection, and modeling.   Students are taught to give back to the community, and are required to have 200 service hours by graduation.

Additionally, we acclimate students to the campus the summer prior to their freshman year. Our students come from different schools and areas; it is one of our goals with Summer Bridge to unite them as one. Summer Bridge is a three to five day transition period where students participate in college readiness and team building activities. Students are introduced to college level expectations for writing, mathematics, communications, campus resources , and study skills. Students are assigned their first homework assignment, a novel based project , exposing them to the campus social and behavioral expectations.

Travis ECHS uses restorative practices to address discipline incidents. It is our understanding that student infractions or mistakes are a part of maturation; therefore, behavior is addressed with a focus on goal setting, and self correction.   When patterns of behavior develop, other interventions are implemented. This is reflected in the data from the past three years which shows a decline in in-school and out-of-school suspensions. The decline in suspensions is intentional as students are given other forms of discipline that are in line with natural consequences for each violation of the student code of conduct that includes student-to-student remediations, student-to teacher remediations, parent conferences, and solution-based consequences that promote a change in future behavior. Data shows an increase in DAEP placement. This increase in DAEP placements is a direct result of adhering to guidelines set forth by the SAISD Office of Access and Enrollment, whereby students who commit a level 3 or 4 offense may return to the campus where the infraction took place. It was the practice in past years that students who violate the student code of conduct at the level 3 or 4, were removed from the campus and enrolled in their "home" campus. Consequently, the instructional days lost due to DAEP placements were recorded with the receiving campus and not Travis. Now that students return to Travis after placement, our records reflect accurate disciplinary data.

14.   School Communication

Parents
Travis provides various opportunities for parents to interact with the campus staff, administration, and teachers with a focus on meeting student academic goals. It is our goal to foster positive and frequent communication with parents in creating school-to-home partnerships that best support students' academic and social/emotional achievement. We understand that parents are our greatest resources as we work toward student success. Our three main means of promoting 2-way communication to our parents is via the FACE specialist, administration, and teachers.

The FACE specialist plays an important role in our two-way communication by developing, planning, and implementing systems of communication and events for parents. Examples include social media accounts, communication apps, parent social events, volunteer drives, and parent training sessions. The goal of these systems and events is to promote parent dialogue with not only the campus, but with fellow parents. Using social media allows us to promote campus and student achievements that give parents a non-threatening means to communicate with the campus community. Communication apps like Remind are used to link the campus with parents directly regarding school events, academics, or opportunities. Remind has the option for parents to open up conversations with the sender if they have questions or need additional information. Parent social events like our annual parent luncheon are used to build community and encourage positive dialogue in a welcoming environment. The FACE specialist frequently conducts parent volunteer drives. It is important that parents are

active participants in the school community, as well as partners in facilitating student success. Our FACE specialist strives to provide our parents with opportunities to attend trainings/conferences at Region 20. She takes parents and students to visit colleges and universities during the school day or on Saturdays. Lastly, it is very important to us that parents have forums to learn about the transition from high school to post-secondary education.

Administration in conjunction with the counseling department, have adopted an open door policy where parents may communicate their child's needs and concerns. It is a campus value that parents have access to get immediate feedback and support based on individual student needs. Moreover, parents are required to attend in-person annual "credit audits" conducted on a one-on-one basis to review student progress, discuss concerns, and collaboratively create plans of action. Current Travis parents will coordinate and prepare to present the Travis program to potential and interested 8th grade students/parents at scheduled information nights held at Travis. We recognize that parents are instrumental partners in ensuring student progress. For all other daily concerns we recognize that parents are not always able to communicate in person. Thus, administration and the counseling department try to make communication convenient by using various means of communication (i.e. email, phone, etc.). Our main goal at the administrative level is to provide communication that is current, transparent, and relevant to our families.

Teachers are a vital part in our two-way communication with parents. Teacher communication is significant because of its direct impact on each student's long-term success. Our teachers use the Remind app, email, phone calls, and parent conference as a means of communicating course expectations, deadlines, performance, concerns, and support opportunities. These modes of communication also allow parents to address their own concerns and contribute to the individualized student support plan. Most importantly, these means allow parents to have open and honest communication with teachers.

Community
We acknowledge that the secondary campus does not take on the challenge of educating our students alone. We do so in conjunction with our partnered community. Our two-way communication goal with our community is to grow relationships in an effort to support student development. We collaborate specifically with San Antonio College, our network sister-schools, and other community support organizations.

One of our major community partners is San Antonio College (SAC), who not only serves as the basis for our students' college credit achievement, but they also provide various support services for our campus. We are able to maintain a positive and open means of communication via weekly scheduled meetings with the Dual Credit Office. The agenda for these meetings varies widely, and can cover but not limited to topics like course offerings, student academic support, resources, calendaring, and safety procedures. These meetings are very important in that they allow the campus and college the opportunity to pass information between partners in efforts to act in students' best interest. Another means of communication is through the college liaison, a staff member at the college that represents the interest of the campus. For instance, from textbook acquisition to academic support opportunities. The college mentor's efforts are steered toward improvement of student's academic standing and continuation of associate degree attainment. They communicate with students on an individual basis, and provide mentorship on specific issues affecting the student (i.e. time management, deadlines, responsibility, etc.).

Moving forward beginning with the next school year, we will build out a plan to initiate job shadow and internship opportunities for Travis students, beginning with seniors. With the support of the school district, the newly formed high school network and a new academic committee, Travis will support its students with opportunities for job related experiences so students can determine if that is the pathway they want to proceed with.

A new stakeholder in our community is the network high school partnership. As discussed above the network high school partnership is comprised of Fox Tech Magnet High School, St. Philip's College ECSH, and Travis ECHS. Communication within the network is achieved through regular scheduled network principal meetings, network professional learning community meetings, partnered professional development, and team building events. Network principal meetings are a medium for leadership to share develop systems and procedures for the review of data, needs, and opportunities for students on all three campuses. Network professional learning community meetings allow teachers on all three campuses time to share evidence based strategies and collaborate on data analysis and lesson planning. Teachers appreciate working with their network colleagues because they are allowed to communicate with teachers in their subject areas, which they are not able to do on their own campus because they may be the only teacher that teaches a particular subject on that campus.   When available the network high schools will have combined professional development as it relates to shared initiative. For instance, the network has combined PD for data desagregation with All In Learning. Teachers are able to work with one another with tangible products, also teachers are able to support each other with understanding. The network team building events not only encourage positive relationships but open communication.

Finally, we strive to maintain two-way communication with local community organizations such as Temple Beth-El, a neighboring synagogue, and JOVEN, a community counseling organization for youth via our FACE specialist and lead counselor, who organize mentorships and counseling opportunities. Our goal is to support the social and emotional development of our students with our community partners who offer a wealth of resources. One of our future goals is to develop communications with industry and business organizations in support of creating job shadowing, internships, externships, and mentorships for our students. Initially, we would like a representative like the FACE specialist to develop outreach materials to attract industry and business organizations.

Teachers
Two-way communication with teachers is fostered through an open door policy, where by a culture of openness and transparency is promoted. Teachers are able to speak with leadership regarding expectations in an environment that encourages free appropriate discussion. In addition, teachers are provided structured opportunities to engage with administration and other teachers, such as grade level meetings, faculty meetings, T-TESS conferences, PLCs, and campus level professional development.   Teacher-to-teacher communication and collaboration is part of the early college program. Classroom assignments are based on department consensus with the intention that proximity encourages community, while conference periods are based on grade level to ensure that teachers have the opportunity to discuss issues other than academics affecting their grade level.

Students
Students give and receive communication through various means with the intention of keeping students informed, but also as an avenue of promoting participation in one's own learning outcomes. Students are kept up to date with assignments and deadlines with the Teacher initiated Remind app. Students are allowed to interact with their teacher in a give and take exchange using the app by submitting responses, questions, and comments. Students also have interactive communication with their teacher and peers through the google classroom. Students taking AP courses also have access to the AP Classrooms app through College Board. These communication systems are more collaborative in that students and teachers can discuss and work on topics/assignments relevant to the course. The college communicates to students through Naviance, a college planning and career assessment software tool.   Naviance allows students to store college applications, forwarding requests to teachers for review, input, and recommendations. Students can view teacher responses to requests.

One of the best benefits of these student two-way communication forums is that it allows students to work on these activities during school time and after school.

Students also act as advocates for themselves by participating in student leadership councils. These councils are involved in major projects for student, teacher and parent engagement activities. They communicate the interests and concerns of the student body to campus leadership.

Evaluation of Communication

Communication effectiveness is generally assessed through surveys. For instance, for our network PLCs teachers provided feedback through google forms. Also, review of strategy effectiveness will be one of the items that the new governance board will be charged with evaluating.

15. FAMILY AND COMMUNITY ENGAGEMENT

Family and community engagement is essential to student success. As mentioned in the section above, we keep our parents informed of what is going on in their child's life.   Still, it is important to us that parents are not only informed but directly involved in their child's educational decisions.   Our FACE specialist takes a major role in designing, organizing, and implementing our parental and community programs and events. She collaborates with teachers, students, administrators, parents, and community partners to increase their participation.

Travis models its family and community engagement program in accordance to the district adopted framework, Joyce Epstein's Framework of Six Types of Involvement:

1. **Parenting**: Our goal is to help our families establish home environments to support student success. Examples: Parent information meetings and/or workshops to include FAFSA Night, Testing dates and strategies, Open House, Meet the Teacher, Teen stress and anxiety, and College Nights. Parent advisory board-members are actively engaged to support their child. One way to increase parent participation is to strive to move beyond parent presence at the campus. Parents will play a stronger role in their child's education, at times learning alongside their child.
2. **Communicating**: Our goal is to design effective forms of school to home communication and home to school communications about school programs and child's progress. Examples: REMIND, phone calls, emails, home visits, marquee, Smore Campus Highlights, campus website calendar, Report Card Night, Parent/Teacher Conferences, translators, parent bulletin board, and parent surveys.
3. **Volunteering**:   Our goal is to recruit and organize parent volunteers' support. Examples: Parents have the opportunity to volunteer at various events on campus through the Volunteer Program. A parent room is designated for planning meetings, trainings, staging areas and work areas. Volunteer opportunities are sent through REMIND, emailed to cleared volunteers through APP Garden and are posted on the parent bulletin board. Chaperones
4. **Learning at Home**:   Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. Examples: grade level parent nights, (classwork/homework policies, attendance) Teacher information contact info/conference hours, calendar of events, college nights, FAFSA nights, Café College Workshops, Region 20 Workshops, Social Studies Night, homework resource links.
5. **Decision Making**: Include parents in school decisions, developing parent leaders and representatives. Examples: PTSA, Parent Advisory Committee, Campus Leadership Team.

6. **Collaborating with Community**: Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development. Examples: Café College and Region 20 offer workshops and info sessions for parents that involve a variety of topics that are linked to learning. Local churches, businesses, and organizations offer support and resources to families. Information is regularly distributed to parents on outside programs (academic, recreational, health & wellness) available to their child from community partners. Outside presenters are invited to attend parent meetings to share information, resources and/or services.

We assess our parent and community engagement utilizing a campus rubric that is evaluated by the district Office of Family and Community Engagement. There are three designations: acceptable, recognized, and exemplary. This is the first year that the district is evaluating family and community engagement on its campus using a rubric. As stated above, we strive to improve our parental and community involvement. As we recognize parents as an extended resource, we know that parental involvement can generate opportunities for our students outside the classroom. Also, our community is filled with untapped resources that could be beneficial to the needs of our students. We would like to utilize our parents as an initial resource to plan our future internships, job shadowing, and mentorship programs. Many of our parents are professionals in different fields of industry and businesses that can help attract more students with various career pathways. Our goal is to increase parental presence on campus where parents, alongside their child, will become a vital component of the learning environment. As a result our parental involvement rate would increase to 50% by the end of the upcoming school year (currently at 38%), and progressively improve each year.

16.   STUDENT RECRUITMENT AND RETENTION

Travis ECHS has demonstrated a track record of success and developed a reputation as a premier college readiness campus. Travis is an "A" rated campus with 4 TEA distinctions and Blue Ribbon School status. At Travis ECHS students can earn tuition-free college credit and associate degree attainment that also satisfies high school requirements. Students attend classes both on the Travis and San Antonio College campuses. Students can access support services including college advising, career counseling, and tutoring. Resources such as transportation, textbooks, and technology are provided by Travis at no cost to students. Students choose Travis because it offers a life changing opportunity in a secure learning environment with small class sizes, caring teachers, and motivated student body, all set in a college atmosphere. More importantly Travis ECHS is an environment that can guarantee an overwhelming sense of accomplishment and pride. Students stay at Travis ECHS because through communication and action, we have built a culture of reciprocated trust. As students gain more and more responsibility, they also gain independence. They become self-advocates in support of their education and their futures. They learn to seek resources based on their personal awareness, and manage their own time and schedules. All the while, Travis ECHS is there to support and guide students as needed. Furthermore, students stay because as they progress through the program, they become vested in the numerous benefits such as college readiness skills, academic supports, and social emotional balance.

Travis ECHS is not a neighborhood school, thus students do not automatically attend based on their home address. Recruitment is important in order to define the school's brand, communicate its mission, and maintain enrollment numbers. It is also important to note again that while Travis ECHS tries to recruit using the Early College High School guidelines set by TEA, we do participate in a blind interdistrict lottery system. Thus recruitment tactics are not fixed, instead tactics continuously change based on data and research to improve our enrollment numbers. We employ a campus recruitment team that develops yearly strategies to attract new students. The campus recruitment team consists of the network senior operations coordinator, administrators,

counseling staff, and FACE specialist. This team meets monthly with the SAISD office of innovation to review enrollment data and trends. The campus recruitment team will identify potential student candidates, design and attend recruitment events, visit middle and elementary schools, and create and distribute marketing materials. For the most part, our yearly recruitment plans consist of parent/student information nights, school tours, middle school class visits, mini-fairs (middle schools), district fairs, and city-wide events. We also schedule application support nights to assist our families in completing the choice school application process. We conduct some commercial advertising through our local businesses, mailed marketing flyers , and district-wide PENS messaging. We look to devise new ways to reach out to the community, parents and students throughout the year to promote the ECHS program, and not just during the recruiting season. Many of our families are not familiar with the ECHS program. Building these relationships will increase awareness and trust in the program that Travis ECHS may be a good fit for their child.

"Are you seeking a pathway to college? Travis Early College High School is a leader in college readiness. A National Blue Ribbon High School with a Texas Education Agency 'A' rating, Travis provides students with a safe learning environment and valuable exposure to college life. You can take college courses as early as freshman year with our partner and neighbor, San Antonio College. You will not only satisfy high school graduation requirements, but have the opportunity to earn an Associate's Degree. We believe there is no obstacle that determination cannot overcome. Come join us! The journey begins with Travis Early College High School!"

17. CAMPUS GOVERNANCE

A. ROLE

The new campus governance will serve to promote excellence in education for all students through board based representation. Its main function will be to provide valuable input to the campus decision making bodies. The new governance will hence be known as the Travis Campus Advisory Board (TCAB). In this advisory role the TCAB will be charged with evaluating current and projected campus planning, improvement, operations, and programs. Additionally, members will attend campus activities, serve as liaisons, and act as advocates. The TCAB's responsibilities will include but not limited to:

- Evaluation campus educational goals and objectives for the purpose of improving student performance.
- Evaluation of communication systems.
- Design and implement needed committees
- Advise principal on curriculum, assessments, calendar/schedule, professional development, and staff needs.
- Evaluate and report on campus operations and facility improvements.
- Advise and assist in the development of parent involvement and community out-reach activities.
- Assist in the development of industry and business partners (i.e. job shadowing, mentorships, and internships).
- Perform all other advisory tasks as assigned by the campus principal.

B. STRUCTURE

Travis Campus Advisory Board (TCAB) will be comprised of campus-based professional staff, parents, business representatives, students, and community partners. TCAB will have at least 9-12 members.

TCAB will meet at least four times a year (quarterly) with one annual introductory meeting held at the beginning of the year to acclimate new members. The TCAB can hold official meets if at least 51% members of the advisory board are present. Roles and responsibilities will be developed with the establishment of the first board meeting. These roles and responsibilities will be reviewed on an annual basis.   Agendas will be established by administrative leadership to include updates, goals, and campus data. Agendas and minutes will be posted on the campus website. The principal will act as a liason for the TCAB when the network advisory board meets. In addition, the principal will advise the TCAB on network updates.   Committees will be created based on the needs of the early college high school program. Committees to address recruitment and enrollment and academic outcomes will be reviewed.

C. SUSTAINABILITY

Travis will have two systems in recruiting members for the TCAB.   Teachers and students will be selected by nomination and ballot system. Teachers will have 2 year terms on the TCAB. Student representatives (plus one alternate) will be nominated by grade level AVID teachers. Students will have an annual term membership. Candidates will have the choice of declining membership, as all members will be on a volunteer basis. If a candidate declines membership the runner-up will be offered membership. Elections will be held in the second week of September. Campus leadership and support staff such as the principal, counselor, Family and Community Engagement (FACE) Specialist will have automatic membership and no limit on consecutive terms.   College representatives will be recruited from the SAC Dual Credit Office. The principal will make contact with the Dual Credit Office to have two representatives assigned. Our FACE specialist, will be in charge of recruiting two community members and parents to sit on the TCAB. Membership for community members and parents is voluntary. Members must maintain regular attendance to meetings. If a member is delinquent in their attendance or responsibilities they may be relinquished of their role. The TCAB will set up those guidelines of expectations and procedures for filling vacant seats.

D. ACCOUNTABILITY

As stated under Role, one of the TCAB's responsibilities will be to evaluate campus educational goals and objectives for the purpose of improving student performance. Utilizing campus data, the TCAB will progress monitor if the campus is fulfilling its obligations under the charter and campus improvement plan. Also, the TCAB is to lend guidance to the campus in order to fulfill those responsibilities efficiently and objectively. If the campus does not meet its goals the TCAB will convene to create an action plan with quarterly goals. The TCAB will continue to progress monitor and reconvene during the quarterly checkpoints.

E. MEMBERSHIP

Board Member Name (First and Last)	Affiliation or Role	Relevant Expertise
1. Adrianna L, Arredondo	Principal	administrative leadership, budget experience, and regulations and policy expert
2. Jovita Ratnayeke	Counselor or social worker	social emotional leader and college course coordinator

3. Yvonne Hernandez	FACE Specialist	parent and community engagement
4. TBA	Student	student perspective
5. TBA	College Rep (administrative position)	administrative leadership, college regulations and policy expert, college enrollment, and college life experience.
6. TBA	Community / Business rep	speciality in specific industry field and business liaison
7. TBA	Community / Business rep	speciality in specific industry field and business liaison
8. TBA	9th or 10th Teacher	content and individual or college needs expert (1 teacher with a dual credit perspective)
9. TBA	11th or 12th Teacher	content and individual or college needs expert (1 teacher with a dual credit perspective)
10. TBA	AVID Coordinator	content and individual needs expert
11. TBA	Parent	parental advocate
12. TBA	Parent	parental advocate

18. BUDGET EXERCISE

Item Description	Estimated Cost	Rationale	Sustainability Plan
Community partnerships, internships, job shadowing, and mentorship opportunities.	$80,000	Purchases to expand career field based programing include: ● Transportation-job sites ● Supplies ● Equipment ● Technology ● Training ● Uniform ● Meeting space	use 1882 fund thereafter
Recruitment/Enrollment	$30,000	Purchase marketing materials for target recruiting efforts, to include: ● Marketing supplies (i.e. pamphlets, pens, swag, etc.) ● banners ● flyers ● advertisement ● transportation ● food	use 1882 funds thereafter
SEL Resources / Supports	$150,000	Salary to secure social-emotional support staff: ● Social Worker ● Part-time Student Support Specialist	use 1882 funds thereafter

	$200,000	Purpose of PD is to strengthen programs and build capacity. ● Ongoing support for AVID training ● Social/Emotional PD ● Administration PD-Include College Staff in PD ● Leadership Training-i.e. Harvard ● Customer Service PD for support staff ● PreAP and AP Institute-College Board ● Annual National & State Content conferences ● SAT/ACT training ● TSI Training	use 1882 funds thereafter
Professional Development			
Pilot use of student IDs to address safety in high school in SAISD	$50,000	Cost would cover ID materials including: ● Badge Technology (access points) ● IDs ● Software ● Labor-installing technology and software.	use 1882 funds thereafter
Building maintenance/upkeep/furniture	290,000	Immediate need to address roof damage, areas in school with minor leaks. School needs exterior and interior painting. Classroom furniture is not adequate for 21th century learning. Need new student desks/chairs, to better utilize space. Classrooms need new teacher's desk and storage areas. Students need new lockers to replace dated and damaged lockers. Need to address mold remediation.	no need to re-fund thereafter

19. IMPLEMENTATION PLAN

The operation of a charter is numerous in activities and milestones, below are the most critical tasks that would need to be completed prior to the first day of school.

PRIORITY	TIMELINE	TASKS	RESPONSIBLE PARTY

Recruitment and Enrollment	● September: Create Campus Recruitment Plan ● October: Purchase marketing supplies ● October through January: Community / campus outreach	The Campus Recruitment Team, in conjunction with the Office of Enrollment and Innovation, will create a plan targeting subpopulations outlined in the ECHS Outcome Based Measures. Campus Recruitment Team will analyze middle school demographic data available through TEAs Texas Academic Performance Reports (TAPRs) to identify targeted student populations in the Bexar County Area.	Senior Office Coordinator, Administration, Counselor
SEL	● Summer (June): Summer Bridge Program ● Fall (August): AVID Classes, SEAD Survey, Hiring of Social Worker and part-time student support specialist ● Fall: (October) College 101 sessions ● Spring (January): College Tours, College Pep Rally, College 102 ● Ongoing: SEL Team reviews student data for SETS	Travis ECHS will provide students the necessary social/emotional skills and supports to ensure academic success at an early college campus. The Summer Bridge Team will provide transitional support for incoming students with a focus on teambuilding, academic strategies, relationship building during a 5-7 day summer bridge. Social Emotional Tier System (SETS). Students will complete SEAD Student Survey to help in achieving a baseline to determine student social and emotional awareness. Lessons will be provided in AVID, support staff will address Tier 2 & 3 students.	Summer Bridge-9th grade, select 10th grade and Master Teachers SEAD Student Survey-Counselor Hiring Support Staff-Administration and Hiring Committee
Community partnerships, internships, job shadowing, and mentorship opportunities.	● Year 1: Conduct community survey and student survey to determine best fit internship opportunities. ● Year 2: Solicit community	Survey will be used as a basis of measure to determine possible internships, job shadowing, and mentorship fields. Conduct an interest survey to determine student desired	Administration Counselor College Bound Advisor SAC Dual Credit Office FACE Specialist

	partnerships and define goals and expectations for business and campus ● Year 3: Implement, review and assess internship/job shadowing initiative	academic and career pathways. Solicit business and community persons for student internships, job shadowing, and mentorship opportunities.	
Intervention Planning	July: Identify and target areas of growth and enroll struggling students in intervention /support courses September/January/May: MAP testing to measure growth in EOC areas October: SAT/PSAT/ACT enrichment sessions Yearlong (on a monthly basis): TSI review of student performance that leads to intervention and retesting January/February: EOC simulations	EOC Intervention TSI, ACT, PSAT and SAT Prep Classes	Administration Master Teachers Grade Level Leads/Dept. Chairs

APPENDIX A – DATA TEMPLATE

DIRECTIONS: Please enter data into the cells shaded YELLOW. Do NOT enter any information into the non-yellow cells. If a data point is not applicable for your school, then please type "N/A" into the corresponding yellow cell.

SCHOOL NAME: Travis Early College HS

	2016-17	2017-18	2018-19	Change Y1 to Y3	% Change Y1 to Y3
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	**9-12**	**9-12**	**9-12**	N/A	N/A
Total Enrollment Count	**433**	**389**	**381**	-52	-12%

B. Student Population					
% African-American	**2%**	**2%**	**2%**	0%	0%
% Asian	**0%**	**0%**	**0%**	0%	0%
% Hispanic	**94%**	**95%**	**94%**	0%	0%
% White	**4%**	**3%**	**3%**	-1%	-25%
% Other Race/Ethnicity	**0%**	**0%**	**1%**	1%	0%
% Economically Disadvantaged	**68%**	**76%**	**73%**	5%	7%
% English Language Learner	**1%**	**1%**	**3%**	2%	200%
% Special Education	**0%**	**0%**	**1%**	1%	0%
C. Student Persistence					
% of Students who Remain at School from Previous Year (All Students)	96.0%	97%	98.%	2%	3%
% of Special Education Students who Remain at School from Previous Year	**0%**	**0%**	**100%**	100%	0%
PART 2: ACADEMIC OUTCOMES					
A. STAAR Grades 3-8 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)					
% of Students who Meet or Master Standards (Math)					
% of Students who Meet or Master Standards (Writing)					
% of Students who Meet or Master Standards (Science)					
% of Students who Meet or Master Standards (Social Studies)					
B. STAAR EOC Outcomes (if applicable)					
% of Students who Meet or Master Standards (English I/II)	**95%**	**90%**	**95%**	0%	0%
% of Students who Meet or Master Standards (Algebra I)	**73%**	**62%**	**74%**	1%	1%
% of Students who Meet or Master Standards (Biology)	**89%**	**81%**	**95%**	6%	7%
% of Students who Meet or Master Standards (U.S. History)	**83%**	**94%**	**99%**	16%	19%
C. Self-Selected Outcomes *(Select up to 3 data points to share)*					
College Readiness (measured by TSI)	89%	95%	99%	0.1	11%
Associate of Liberal Arts Degree Completion	**80%**	**95%**	**94%**	0.14	18%
Advanced Placement Passing Rate	30%	36%	43%	0.13	43%

Part 3: HUMAN CAPITAL					
Select 3 data points to share. *(Examples: average years of teacher experience, % of teachers who remain from preceding year, # of master teachers, average TTESS proficiency scores, average # of staff absences, Insight survey results, etc.)*					
# of teachers who remain from preceding year	84%	79%	89%	0.05	6%
# of Master Teachers	2	4	3	1	50%
# of Master Degreed Teachers	11	8	8	-3	-27%
Part 4: STUDENT DISCIPLINE					
Select 3 data points to share. *(Instructional days lost due to disciplinary action)*					
OSS	38	14	21	-17	-45%
ISS	39	40	32	-7	-18%
# of DAEP Day	0	0	86	86	N/A

ADDENDUM – COMPLIANCE WITH IN-DISTRICT CHARTER LAW AND DISTRICT POLICY

The School certifies that this in-district charter application complies with Texas Education Code Section 12.059, as follows:
1. The education program being offered is described in the charter application.
2. The continuation of this charter is contingent on satisfactory student performance on state-required assessment instruments, satisfactory financial performance under state financial accountability provisions, and on compliance with other applicable accountability provisions.
3. In accordance with SAISD Policy EL(LOCAL), the SAISD Board may place this School on probation or revoke the charter in accordance with the School's performance contract if it finds that the campus charter:
   a. Violates a provision of applicable state or federal law, which may result, after a cure period, in revocation at the conclusion of the School year;
   b. Violates student achievement provisions of the charter, including the failure to meet the metrics set forth in the performance contract for the campus charter after a three- or five-year review period;
   c. At the end of two School years, the campus charter may be revoked or placed on probation if it is rated as "improvement required" or fails to meet state accountability standards or is at the bottom five percent in comparison to all campuses in terms of student achievement in the District based on the school performance framework; or
   d. After a cure period, the charter fails to meet generally accepted accounting standards for fiscal management.
4. The School will not discriminate in admissions on the basis of national origin, ethnicity, race, religion, or disability.
5. The governing structure of the campus is described in the charter application.
6. In order to ensure the health and safety of students and employees, the School will comply with Texas Education Code Chapter 38.
7. The District will conduct an annual audit of financial and programmatic operations of the School in accordance with state and federal law and District policy.
8. The School will provide all information necessary for the District to participate in PEIMS reporting.

In accordance with EL(LOCAL), the School and the SAISD Board of Trustees agree as follows:
1. This charter has a term of ten years, beginning with the 2020-21 school year and ending with the 2030-31 school year, with a three- or five-year performance review and renewal cycle, as defined in EL(LOCAL).
2. The Board waives all applicable District policies and procedures per EL(LOCAL) and the School's In-District Charter Application and Partnership Agreement.
3. The School will comply with its Board-approved school performance contract, and the District's annual process for reporting and reviewing the performance contract.
4. The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment, district policy and procedure will govern.
5. The School will participate in District-wide NWEA MAP testing, or its future replacement assessment, as determined by the District.