



Travis ECHS
ECHS Renewal Application
2018-2019

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Background

District Affiliation

AUSTIN ISD

DC #: 227901

Region: 13

Mailing Address (Line 1): 1111 W 6TH ST

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78703

School Affiliation

TRAVIS H S

CDC #: 227-901-007

Region:

Mailing Address (Line 1): 1211 E OLTORF ST

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78704

Academy Information

ECHS Academy Name:

Travis ECHS

What grade level range will your academy serve in the 2018-2019 school year?

9-12

Grade Level	Number of Students
9	70
10	67
11	56
12	40

Contacts

Superintendent

Job Title: Superintendent
Full Name: Dr. Paul Cruz
Email: superintendent@austinisd.org
Phone Number: 512-414-2482

Applicant

Job Title: Principal
Full Name: Mr. Ty Davidson
Email: ty.davidson@austinisd.org
Phone Number: 512-414-7789

IHE Liaison

Affiliation: Austin Community College
Job Title: Executive Director, High School Relations
Full Name: Dr. Shasta Buchanan
Email: shasta.buchanan@austincc.edu
Phone Number: 512-223-7679

Narratives

ECHS Model

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the ECHS academy.

Evaluation

Would your campus would like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OMBs.

No

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

Provide a link to the academy's written admission policy and enrollment application.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant language(s) .

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's written communication plan for targeting identified audiences,

parents, community members, school board, higher education personnel, etc.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the final, signed, and executed MOU.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's leadership meeting agendas and minutes.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's school board and board of regents' presentations.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's description of each member and role in committee.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's 60 college credit hours crosswalk.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's calendar of family outreach events.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's professional learning community agendas and notes.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's advisory/study skills curriculum material.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's master schedules.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's calendar of TSI test administration dates.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's aggregate reports of TSI exam performance.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's tutoring and bridge program schedules.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's Bridge Program curricula.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's mentor/induction program plans.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's leader/liaison meeting agendas and notes.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Provide a link to the academy's leadership team member bios.

<http://www.travisrebels.org/early-college-high-school-at-travis.html>

Free-Response

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

A climate survey is completed and reviewed annually to identify the concerns of the campus in a process that ensures teacher voices are heard. The data is analyzed and reviewed by Administration and in March results are presented and feedback/solutions are solicited. Campus Administration utilizes the feedback and highest priority concerns and incorporates the needs into the planning of the Campus Improvement Plan.

Additional systems in place to ensure staff needs to address the turnover challenge are:

1. SLCs - Small Learning Communities are small groups of teachers that meet together once every 2 weeks to do in house Professional Development, classroom walks and cover any calendar issues that might come up. This decreases the need for after school meetings.
2. PLCs - Professional Learning Communities are small groups of like content teachers that meet to plan, review lessons, student work and adjust instruction if needed. This meeting time is built into the master schedule and is an important component of the campus culture. The expectation is that teachers collaborate and support each other to maximize instruction and perfect the "first time" teach. A strong first time teach leads to a decreased need for intervention lessons.
3. Department Chair Meetings - These monthly meetings are a way for our Department Chairs to receive information and disseminate it to department members to create consistency across content areas for all teachers. The focus of these meetings are teacher support and alignment of academic expectations. This avenue is also used to relay needs and concerns to Administration through a single point of contact.
4. Campus Leadership Team (CLT) Meetings - This focus of this quarterly meeting is to bring all campus stakeholders to the table to address campus concerns, needs and successes. Campuswide alignment and open communication is just one of the ways our campus works to improve campus climate and achievement. The structures we have in place center around open and regular communication to ensure we are proactive in addressing the needs of our staff that work tirelessly for our students.
5. Travis Peer Leadership Alliance (TPLA) - TPLA provides an opportunity for new teachers to discuss teaching strategies as well as new teacher needs with seasonal veterans.
6. Travis Instructional Leadership Team (TILT) - TILT focuses on evaluating and leading professional development on our campus. The "FISH Philosophy" is used to create a culture of teamwork, peer support, and recognize faculty and staff. The four principles of the "Fish Philosophy" are: "Being There, Play, Make their Day, and Choose Your Attitude." The "Fish Philosophy" helps our school build morale and teamwork, engaged, learning, positive behavior, environment, and leadership.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

Satisfactory Academic Progress (SAP) report-

An ACC policy that defines the minimum academic requirements needed to maintain eligibility for financial aid, including a minimum GPA of 2.0. ACC will then schedule meetings with students who do not meet the requirements. Students discuss how to improve their academic standing with the counselors.

AVID-Advancement Via Individual Determination-

All students in Early College High School are also part of the AVID program promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one tutorial session each week, and the weekly review of assignments and projects. The AVID teacher provides individual student feedback designed to support and motivate improvement where needed based on the weekly review. AVID also uses WICOR- an acronym for strategies.

Student Midterm Progress Report-

The self-report document tracks each course the student is taking and gives current course grade average that is based on Tests, Assignments, Quizzes, Attendance, Participation, Projects/Papers, and Labs. The document is distributed to Student, ECHS College Advisor and Austin Community College High School Relations. This report is an effective method of communicating. The ECHS academic advisor, professor and student can meet in time to agree on services that will help return the student to a course of academic success.

Grade Level Electronic Child Study Team (eCST) Meetings-

These meetings are used to problem solve the issue/s that may affect ECHS student/s. The meetings include parent/teacher concerns, problem solve with a Tiered support system. Tier I, Tier II and Tier III (if needed) are supports for the student, which includes increased levels of supports depending on what is determined by the problem solving team. The team goes over Academic Interventions needed and recruit for additional support from the Counselor, parent support specialist, graduation coach or Community in Schools (CIS) to assure student is receiving the appropriate academic, social and emotional support needed to be successful in the program.

Endorsements

Identify the current endorsements that are offered:

- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of Arts General Studies	Provides a broad based education in core curriculum courses.

Identify all level one certificates offered to students.

Certification	Description
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Identify all level two certificates offered to students.

Certification	Description
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TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
