

Brownsville Independent School District
Brownsville Early College High School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of the Brownsville Early College High School, working in partnership with the University of Texas RGV and Texas Southmost College is to develop knowledgeable citizens and emerging leaders who are engaged in the life of their community. We embrace teaching excellence, active inquiry, lifelong learning and rigorous scholarship in service to the common good. We honor the creative, cultural and environmental heritage of our region.

Vision

BECHS will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing society by utilizing all resources to provide equitable opportunities for all students.

Value Statement

We believe that: high expectations are essential in fostering higher achievement; academic success nurtures lifelong learning; everyone flourishes in a safe and healthy environment; all persons in our educational community have inherent value, gifts and strengths; the success of each student, teacher, staff member, administrator and family is essential for the success of the entire school community; families share responsibility for the development and mentoring of our students; perseverance and hard work are essential for success; sensitivity is essential to understanding the needs of others; and students are the number one resource for our future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brownsville Early College High School, BECHS, is located at 343 Ringgold Road in Brownsville, Texas. BECHS is one of nine high schools in the Brownsville Independent School District, BISD. BISD is an Early College district which includes six comprehensive, school within a school, early college high schools. However, BECHS is the only standalone early college high school and is considered a Title I campus. The campus was established in 2008 at the Clearwater Elementary campus until a new building was built on land donated by Texas Southmost College. Today, the new campus building is located a short walk from the University of Texas Rio Grande Valley and Texas Southmost College (UTRGV/TSC). We are in partnership with both UTRGV and TSC.

The student population at BECHS is approximately 420 and serves students in grades 9 through 12. This year we will have our seventh graduating class. BECHS students have the opportunity to enroll in dual credit courses as early as their 10th grade year while juniors and seniors are enrolled at the university full time. Our goal at BECHS is to ensure all students graduate core complete. As a result, students earn their 42 core hours and up to 60 hours towards a bachelor's degree.

We have a 99.2% Hispanic student population where 90% are classified as low socioeconomic status. Therefore, all of our students qualify for a free breakfast, lunch, and dinner. We have at-risk, migrant, ELL, and 504 students enrolled in our campus. Enrollment numbers are increasing as the community becomes aware of BECHS and the opportunities it provides.

According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic - 99.2%, White .53%; African American 0%; Asian .27%; Economically Disadvantaged 86%; Limited English Proficient (LEP) .27%; At-Risk 26.47%; Migrant .53% and Special Education/504 -- 4%. Additionally, the mobility rate is 2%; the retention rate is 0% for All Students, for At-Risk students and for all other categories of special populations. Overall, the attendance rate for the school year is 98.9% for all students. The completion rates for the school year is 100% and the graduation rate is the same --100%-- for all students and for at-risk students. Consequently, the dropout rate for the school year is 0%.

The current staff at Brownsville Early College High School is comprised of 19 teachers, two campus administrators, one security guard, one nurse, two counselors, three staff members and two custodians. The teaching staff is 47% male and 53% female, GT certified, and Advanced Placement trained through College Board. Additionally, 47% of our teachers hold a master's degree.

Demographics Strengths

We extend our recruitment efforts to all 8th grade counselors. We meet with them as a group to explain what distinguishes BECHS from other early college high schools and to explain the importance of the embedded rigor in each of the core area classrooms. In our recruitment efforts, we are explicit about the supports which are provided to our students (before and after school tutorials, peer mentoring) to encourage those students who are unsure of themselves that BECHS is a viable option as an educational choice for them to consider. We are able to help those students who might normally struggle on their own. Because our students are individually interviewed along with their parents and/or guardians prior to entering BECHS, students have a clear understanding of the expectations of a college preparatory academy. The students understand that this is a school of choice, and that it will be academically rigorous. Students select this school because they are academically focused and have a desire to attend the university. All of our students are TSI ready by the end of their sophomore year. We offer a credit recovery program (A+, Edgenuity/Compass Learning) in case students fail a course. Students are encouraged to participate in clubs and are encouraged to participate in community projects. Edgenuity/Compass Learning and APEX among other resources are used to prepare students for ACT/SAT, TSI, Advanced Placement tests, End of Course

The students of Brownsville Early College High School are recipients of a well-balanced curriculum. Our students follow both the Student Code of Conduct (prepared by BISD) and the Student Handbook (a product of both UTRGV and BECHS). Courses are offered in every subject area necessary for college admission as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and dual credit in collaboration with the University of Texas RGV and Texas Southmost College. Students at our school have access to various graduation plans: these include the Foundation High School Plan and Distinguished Level of Achievement, with endorsements and performance acknowledgments. All students are required to meet the passing standard of the five assessments which comprise of the State of Texas Assessments of Academic Readiness (STAAR).

DEMOGRAPHIC CHALLENGES (NEEDS)

According to the PEIMS data review of our Campus Profile, 99% of our student population is Hispanic and is identified as economically disadvantaged. The majority of our students are first generation college attendees, 2% are classified as Limited English Proficient and a majority of our students speak both English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women Infant Children (WIC) nutrition program, subsidized housing and medical assistance.

In order to provide and increase the availability of a wide variety of courses, we must increase the number of highly qualified dual enrollment and AP qualified teachers. We must also provide professional development opportunities to increase teacher content and pedagogy knowledge. With the increase of courses, there is a need for additional classrooms. Currently, BECHS has two floating teachers. The teachers' workroom is being utilized as a makeshift library, limiting student resources such as books, media, and technology.

Student achievement ceremonies, informational student assemblies, speaker presentations, college and career fairs, and monthly parent meetings are held in the cafeteria. However, we do not have a lecture hall or a room spacious enough to hold all students and parents. An updated sound system, projectors and monitors are necessary to provide optimal assemblies.

Although emergency notifications through the district's School Messenger are provided, there is a need for parents to have a better connection to the UTRGV alert system.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The teachers' workroom is being utilized as a makeshift library **Root Cause:** No Space available

Problem Statement 2: There are 2 floating teachers. **Root Cause:** There is no space available

Student Academic Achievement

Student Academic Achievement Summary

Overall students at BECHS perform well on the state End of Course, EOC, exams. Currently, we only have 2 students that need to retest on 1 or more EOC exams. Campus and district benchmark data is used to plan targeted and effective instruction. This data also facilitates the planning EOC Prep Tutorials in place for all tested areas. Tutorial sessions are provided daily in the morning, during lunch, afterschool, and occasionally on Saturdays.

Moreover, all students are expected to pass all three parts of the Texas Success Initiative, TSI, so they can enter the university on their 11th grade year. All freshmen and sophomores are provided the opportunity, throughout the school year, to pass each of the three sections before the university deadline. To achieve this, students take advantage of the tutorials offered before and after school, the peer mentoring, and retesting opportunities.

On the state-generated report card, BECHS received distinctions in 4 areas: Academic Achievement in Reading/English Language Arts, top 25% in Student Progress, Top 25% in Closing Performance Gaps and Postsecondary Readiness.

End of course -- all students' summary:

100% passing Meets: 97% Masters: 26%

English I:

English II: 99% passing Meets: 94% Masters: 14%

Algebra I: 100% passing Meets: 65% Masters: 35%

Biology: 99% passing Meets: 88% Masters: 38%

U.S. History: 100% passing Meets: 93% Masters: 58%

When student performance scores were compared over a period of years, it confirmed that the rigorous curriculum at BECHS results in superior performance by all students, regardless of special population status.

Performance variation between all student groups:

Reading and Writing: 100% passing

Math: 100% passing

Science: 99% passing

Social Studies: 100 % passing

Student Academic Achievement Strengths

Teacher moral and motivation is high, resulting in cultivating and embracing new ideas to deliver instruction. This attitude reflects upon the students and their own motivation to succeed. To ensure student success, parents are encouraged to sign up to access Home Access Center, HAC, to ensure they keep abreast of their child's progress throughout the school year. Parents are provided with a progress report every three weeks, and teacher call, email, and hold parent conferences when students are at risk of failing.

Students at BECHS attend the university during their junior and senior year as part of their high school experience. Therefore, everyone needs to be TSI ready by the end of their 10th grade year. The university promotes a strong partnership with BECHS and frequently communicates information necessary to provide support to our struggling students, and to provide additional educational opportunities available.

Students' academic successes are celebrated often on campus. These National Honor Society Induction, Sociedad Honoraria Hispanica Induction, Graduation Ring Ceremony, and Awards and Achievement Night. Announcements of student successes are made through the intercom and displays student awards, trophies and certificates are visible in the office and on the campus website. One of the most celebrated events on the campus, which includes all stakeholders, is graduation. Graduation takes place at the TSC Fine Arts Center where all participants (students and faculty) wear their academic regalia.

Student Academic Achievement Needs

Every student needs to have a personal graduation plan and a program of study. After making these decisions, student support needs to come from every member of the campus staff, starting with their counselors and teachers, and including campus administration. Personal graduation plans are individualized and unique for every student. It is necessary to give counselors extra time (supplemental duty) to ensure students are being successful and to provide socio-emotional support.

To support academic achievement, attendance is important. BECHS has the highest attendance rate of all high schools in the district. However, students still need to be encouraged to attend class every day and be on time. Incentives will be provided to students that have perfect attendance every 3 weeks and at the end of the six weeks.

Over the four years at BECHS, the maturation process allows them to understand and value the education they are receiving. Too often the 9th graders want to give up when they encounter the rigor in the classrooms and the high expectations of their instructors. Students need to be taught to overcome these difficulties rather than quitting. It is imperative that incoming 9th graders attend a two week Summer Bridge program to help strengthen their math, reading, writing skills, test taking strategies for EOC, TSI, SAT and ACT, and to introduce them to a rigorous curriculum at BECHS. The rigorous curriculum at BECHS encompasses some electives that require individual and group presentations and research. HB 5 requires the campuses to cover cyber security. We offer computer etiquette and cyber security lessons during summer bridge. Instructional supplies for Summer bridge will be ordered.

Our 9th and 10th grade students enroll in Pre-AP/AP courses while students in 11th and 12th grade attend UTRGV and are enrolled in dual courses. Students are given the opportunity to take and challenge AP tests in the different content/elective courses. BECHS will provide the AP exams by paying for them

through budgeted funds.

At the beginning of the school year, students new to BECHS will be given their first writing and math Texas Success Initiative (TSI) exam. The diagnostic information from this exam will be used to focus on their strengths and weaknesses once they enter BECHS. APEX program is used as an instructional tool to better prepare students for the TSI, EOC, ACT/SAT. BISD and BECHS offer the TSI at no cost to the students. TSI units are bought with budgeted funds to ensure we give every student multiple opportunities to test on the TSI. Teachers utilize data from benchmarks, TSI exams, and EOC assessments to determine students who are at risk. The data will help us better meet our student needs. Based on the data, tutorials sessions are offered to students before school afterschool. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes.

Student's success is our ultimate goal. In order for us to continue on our path to success, each student must be part of AVID grade specific. Teachers need to be AVID trained in order to better prepare students for our rigorous course work offered at BECHS and for their Dual Credit courses. AVID Summer institutes are held at different locations around the nation. Teachers will attend the AVID summer institute in order for BECHS to implement AVID curriculum and instruction. Teachers provide instruction on notetaking (Cornell Notes), planning, time management, and college and career options. In order to be part of AVID and receive training and best practices an annual membership is required along with an subscription. It is imperative we provide workbooks, composition books, copy paper in order to provide the opportunity for students to take notes and teach necessary study skills necessary for college and career success. Curriculum alignment and teacher training are necessary to ensure student success in all areas of testing, course work and post-secondary. Along with training and AVID strategies, BECHS tries to provide a college going culture by ensuring students are exposed to the different universities, colleges by displaying thier banners and/or institution flags. The banners are a great way to promote curiosity and in turn students will be more willing to do research and have a point of reference. We have university onsite registration and admission from different local, state and national universities.

English I and English II teachers need additional dynamic professional development to address the needs of students struggling with writing concepts, writing within a time limit, and those who struggle with revising and editing. In addition, professional development needs to include ways to incorporate dictionary skills, the use of new and innovative technology to help engage and assist students with difficult concepts.

Teachers need access to computer labs, COWS, projectors and software that will help with implementing curriculum. Presentation and whole group tutorials are done in the cafeteria for current 11th and 12th graders on EOC preparation, College scholarship opportunities, and SAT/ACT . The cafeteria is in need of monitors, projectors and a new sound system to better carry out instruction and tutorial. To improve our collegiate climate, we need to purchase new computer desktops/laptops and new projectors for the teachers so that teachers can continue to utilize technology in the classroom. We need to continue to have copy paper available for teacher use. Copy paper is essential to provide tests, benchmarks and necessary assignments. Our CTE teachers need the most updated computers and programs to carry out their demands of the courses offered. We need to have computer labs accessible to our students at all grade levels. We don't have rooms available for computer labs. We need to improvise and purchase lap tops and carts to hold those laptops to have Computer on wheels available for check out.

For the current school year college textbooks, supplemental materials are required by the university. Books, curricular materials and laptops are a yearly expense. Also, students are taught time management skills through their enrollment at BECHS. The use of student planners is essential in the success of the students. The purchase of planners to distribute to the students will be done to ensure students are planning thier semesters accordingly. The Memo of Understanding between the university and BECHS states books, supplemental materials, transportation, are a district expense. Implementing the MOU is

imperative for the effective operation of the school and essential to promote student and parent confidence that these funds be deposited into the correct accounts at the beginning of the budget year (July). University professors do not make allowances for students who attend class on the first day without their books and other materials. In some cases, students are assigned work prior to the first class meeting and they are expected to be able to discuss this material in the class. We need to provide these materials to the students prior to the first class day, so our students are not at a disadvantage. When the District funds us in July, it allows sufficient time to order books and all necessary supplementary materials as well as to prepare the laptops for student use.

To ensure students are rewarded when they excel, we must be able to reward them throughout the year. We celebrate success by recognizing them at awards night, attendance recognition ceremonies, movie nights, encampment end of year celebration and ultimately Graduation. Graduation night is ultimately the most important event where we recognize students' achievements and accomplishments. In order to accomplish recognitions we must provide supplies for increased student participation and achievement.

Instructional Materials must be purchased to better meet the needs of the students.

During summer bridge we have the custodians ensuring we have the necessary supplies to maintain the facilities clean and user friendly.

School Processes & Programs

School Processes & Programs Summary

The close partnership with UTRGV promotes high teacher expectations from students. The two years of high school are taught with advanced placement concepts to ensure students are ready for the rigor they will face in 11th grade when they enter the university full-time. All students attending the university are projected to complete up to 60+ hours of university classes (the requirements they need for students to be core complete). Teachers implement I3 teaching strategies and PreAP/AP rigor. Additional professional development is required for teachers to remain GT/PreAP/AP certified. Campus data shows students are successful on End of Course.

Students must successfully complete their EOC exams necessary for graduation. Students must pass all three parts of the TSI test and all their classes before they can be enrolled at UTRGV. Students who struggle academically have the opportunity to attend targeted tutorials, before, during and afterschool. Saturday academies will be made available to students who need reinforcement and reteaching of concepts. The Saturday academies will focus on reading, writing, math skills.

Student mentoring program is in place to help struggling students. The National Honor Society has initiated a mentorship program to help struggling BECHS students. Coupled with the best practices exhibited by AVID teachers and the use of TSI tutorials, APEX and other programs, students of all populations have access to a great deal of necessary academic support. Programs such as A+, Edgenuity/Compass Learning, and Turnitin are used to reinforce concepts, regain credits and check their academic honesty before turning in any research projects/papers. BECHS orientation is required so students understand the importance of all the responsibilities associated with being a BECHS/UTRGV student.

Presentations and report-outs by core area department chairs and counselor at all meetings keep all who attend informed of student successes and needs. There is close monitoring by our counselors of student grades with rapid follow up and parental conferences/meetings, as needed.

Staff Quality, Recruitment, and Retention Summary:

BECHS works in closely with UTRGV. We have implemented professional development idea sharing days with professors from UTRGV. We are aligning our teaching and instruction to better meet the needs of the students attending the univeristy. Since UTRGV works hand-in-hand with BECHS, it is preferred that our teachers have a Master's Degree with five years of teaching experience in the field assigned. All core area teachers are experienced and are aided by support personnel of non-core area teachers (AVID, Spanish, Art, Computer Technology, Physical and Health Education and engineering), two campus administrators, two counselors, two custodians and one LVN along with three office staff members. There is little turn over at this campus. When recruitment is required, generally there are excess teachers at another campus and they are interviewed for the needed position at BECHS.

School Processes & Programs Strengths

Curriculum, Instruction, Assessment Strengths:

BECHS teachers work will together and work well with the districts Curriculum Specialists. Teachers write targeted curriculum and revise as the needs of the student change. Teachers work on their own assessments for each of the marking periods and disaggregate thier students data in a timely manner. They provide tutorials based on thier locally developed assessment. The teachers are excited about the use of technology, mobile devices at school and at home. The TST teacher provides training to teachers on various technological software and hardware.

Curriculum, Instruction, Assessment Needs

New English Language and Reading TEKS have been revised and will be in full implementation next school year. All teachers need to be trained on the new TEKS and revisions to the ELAR TEKS. Teachers need to align TEKS cross curriculum to ensure students are being successful at all levels. Increased communication between university professors and BECHS staff is strongly encouraged. Teachers are requesting to meet with our IHE professors to ensure we bridge the gap. Profesional development days need to be scheduled for this and subsequent years.

All teachers need to work on alignment of subject area skill sets. BECHS needs to provide the opportunity to do curriculum alignment based on prior years success and concerns on State assesments, TSI, SAT/ACT and college course work. Curriculum writing will enable teachers to work into the scope and sequence college and career readiness standards, TEKS amendments, and provide focused instruction supported by materials, equipment and software for effective lessons.

Teachers will be given the opportunity to attend the Advanced Placement Summer Institutes. The advanced placement institutes are also available during the school year. The institutes are a great way for teachers to gain knowledge and be able to acquire different teaching strategies.

All Teachers need access to technology, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career.

Tutorials, summer bridge programs are necessary to ensure students are successful in the courses taken at BECHS and eventually UTRGV, state assessments, TSI and nationally recognized tests.

During the course of summer bridge, tutorials, and Saturday academies custodials supplies will be made availabe to ensure the campus is neat and clean and provides a environment conducive for learing.

Staff Quality, Recruitment, and Retention Strength:

BECHS is fortunate to have dedicated teachers that insist on rigor in the classroom. Having a small school environment, ensures teachers have the opportunity to identify students' strength and areas of growth. All teachers are AP, Pre-AP, and GT trained, turnover rate is extremely low amongst the staff. Since, we only have 9th and 10th grade teachers, they are able to meet and discuss students progress, attendance and behavior. All teachers are involved with student clubs and community service. Teachers take ownership of the student's success. Students are individually selected and their efforts are strongly supported by administration.

Staff Quality, Recruitment, and Retention Needs:

Perceptions

Perceptions Summary

The early college designation of a standalone high school encourages teachers and students to excel, fostering a culture and climate of excellence. The expectation elevated by a rigorous curriculum ensures students become successful full-time university students. All stake holders collaborate to guarantee BECHS students are successful at every level.

Teachers actively seek professional development opportunities for their own professional growth and stay up to date with current teaching strategies. Teachers and students uphold the mission to engage in the life of the community by volunteering their time and donating monetary or necessary items to local nonprofit organizations, becoming knowledgeable citizens and emerging leaders.

Leadership at BECHS ensures fostering of effective communication and relationships with family, community, and stakeholders by involving them in the academics and activities offered to the students. Our commitment to fulfill our student needs include providing hot meals for breakfast, lunch and dinner.

Perceptions Strengths

Our small school culture allows students to form strong bonds with their instructors and form cooperative study groups. Highly effective tutorials are implemented and individualized student data disaggregation takes place through Aware and Tango. Some laptops are available for students to facilitate university curriculum, promote email communication between university professors and students, between BECHS, and between teachers and students. Our goal at BECHS is for every student to have access to a laptop, ensuring a means to submit university assignments. BECHS communicates its successes, needs, and progress throughout the year via announcements, call-outs, and the campus website to the community. Additionally, parents are notified via flyers and school messenger, in both Spanish and English, about parental involvement meetings held to update parents concerning assessments (district, state & national), activities, projects, expectations and to address general needs, concerns, questions and annual goals.

We utilize the parent liaisons provided by the Parental Involvement Department to present to our parents on district topics. These individuals are bilingual and well trained. Meetings in English and Spanish help parents feel comfortable. The meetings are informative and dialogue is highly encouraged. All brochures are produced with the teacher's classroom phone number, conference period, and email address to promote increased communication. Brochures and booklets are update for easy reference. Additionally, parents have access to the campus website, where materials are available for their convenience.

BECHS adheres to the TITLE I regulations. Teachers understand and know how important parents are to the success of our students and our TITLE I incentives. We ensure students take home and return the Title I parent -teacher- student compact. BECHS holds a TITLE I parent meeting to provide them a review of federal money expenditures.

Parent activities include - mini health fairs, fall festival, open house and volunteer opportunities.

In addition, the parent meeting dates are listed on the web site. The meeting dates of the year are published and the subsequent meeting is announced at the current monthly meeting. To further entice parents to attend, local speakers from the community are brought in to discuss areas of interest. Teachers provide their email address to parents who, in turn, utilize email to voice their concerns. All faculty and staff emails are listed on the school website. Forms for Home Access Center, HAC, are available to parents.

PERCEPTION CHALLENGES (NEEDS)

In order to maintain our college going culture and climate, we need to update technology on a yearly basis. This year we were able to obtain another counselor to help monitor student graduation plans and bridge the gap to the university. Both principal and school counselors need access to the students' university grades via Blackboard UTRGV System. There is also a constant need for teachers to meet regularly with university professors to discuss university expectations and student success.

Currently, emergency notifications through the district's School Messenger are provided, but there is a need for parents to have a better connection to the UTRGV alert system. Parents and surrounding community need to be informed about the opportunities available to students through BECHS and UTRGV.

Also, student achievement ceremonies, informational student assemblies, speaker presentations, college and career fairs, and monthly parent meetings are held in the cafeteria. However, we do not have a lecture hall or a room spacious enough to hold all students and parents. An updated sound system, projectors and monitors are necessary to provide optimal assemblies.

Students increase their proficiency of technology through the use of laptops for class projects, and this allows students to utilize the much-needed on-line library data bases, as BECHS does not have a fully functional school library on site. Due to the constant use of supplies from school year to school year, the replacing of aging and non-functional equipment is imperative. This includes: projectors, TI-Inspire Calculators, math specific protractors, digital handheld recorders, and batteries for calculators.

Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments.

Printers, laptops, classroom smart TVs and projectors are needed for student use for all class subjects. Smartboard and Smartview software upgrades are essential in order to use the Ti-Inspire calculators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The outdated classroom equipment (projectors, teacher desktops, sound system, monitors) hinders effective teaching **Root Cause:** Lack of funds to update equipment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Critical Success Factor(s) data
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional development needs assessment data
- T-TESS

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





Performance Objective 1: Brownsville Early College High School student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in English I, English II, Algebra I, Biology an US History by 5 percentage points

Evaluation Data Source(s) 1: STAAR/EOC performance report

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) All teachers will utilize proven academic strategies in the core area classrooms to engage students, provide timely rationales for the importance of the material and to ensure student success in all core areas.</p> <p>Population: AR, GT, LEP, MI, DYS, ED Timeline: August 2018-May 2019</p>	2.4	Principal Assistant Principal Department Chairs Counselors Teachers	Walk through forms, EOC results, TSI results, discussions w/UTRGV professors, semester averages, course completion study, professional development sign-in sheets, professional development agendas. T-TESS Formal Observations Dept. Meetings Data Meetings Chair Meetings				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Instructional Materials will be provided to our teachers to facilitate the implementation of the state curriculum, AP curriculum. Essential Instructional materials will include but not limited to school supplies, supplemental resources for all subject areas.</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: August 2018-June 2019</p> <p>CNA page: 9</p>		Principal Assistant Principal Department Chairs	Students will perform well in all courses offered at BECHS and UTRGV. Students will perform well on standardized testing.				
<p>Funding Sources: 211 Title I-A - 34000.00, 199 Local funds - 5000.00, 162 State Compensatory - 6540.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide curricular academic support and counseling help to all students who are encountering significant obstacles to their college-going success. Counselors will provide extended day services to students struggling with core classes, EOC and TSI. Counselors will interpret data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019 CNA: 8</p>	2.4, 2.6	Principal Counselors	Students will be given the opportunity to test TSI afterschool. Counselors will facilitate the extended day tutorials and testing for TSI.				
<p>Funding Sources: 211 Title I-A - 5000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Summer Bridge will be held during the summer to help students bridge the gap between 8th and 9th grade. Summer bridge will include core area and elective area curriculum to include TSI preparation and testing. Custodial supplies will be ordered for the upkeep of the campus during the summer.</p> <p>All student populations. SPED, GT AT RISK, GT, ELL Title I Timelines June 2018- August 2018</p> <p>CNA 8</p>	2.5	Administration	School Climate and culture				
<p>Funding Sources: 211 Title I-A - 15000.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Teachers will implement tutorials to provide intense instructional support for students in need. Tutorials and regaining of credit courses will be available after school, before school, during lunch and Saturday.</p> <p>All student populations. SPED, GT AT RISK, GT, ELL Title I Timelines August 2018-June 2019</p> <p>CNA 9 & 11</p>		Principal Counselor Teacher	Increase in all areas: EOC/TSI/ACT/SAT				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: PFS, MI, Timeline: August 20, 2018- May 31, 2019</p>	2.4, 3.1	Principal PEIMS DATA Entry/REGistrar Counselor Main office Migrant Office	Students will be able to catch up and ensure they are being successful.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: BECHS Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) All 9th and 10th grade students will be enrolled in a CTE course. Students will be highly encouraged to participate in BPA and TSA to ensure BECHS is represented at all levels for competition.</p> <p>Population: AR, MI, Econ Dis, GT, ELL, Title I</p> <p>Timeline: August 2018- June 2019</p>		Principal counselor PEIMS Supervisor CTE teachers	Student numbers in CTE increase.				





Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Brownsville Early College High School will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Source(s) 3: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) BECHS will purchase AP tests to provide Students the opportunity to take and challenge AP tests thus, enhancing the opportunity to gain college credit. Meanwhile, teachers will implement SAT vocabulary in context cross the curriculum in order to better prepare for college entrance exams.</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019</p> <p>CNA page 8</p>	2.5, 2.6						
Funding Sources: 211 Title I-A - 8000.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) BECHS will purchase necessary resources, access codes and textbooks for students enrolled and attending UTRGV. The students need to be ready from the start of the semester with their resources because professors require reading before the actual start date at the university.</p> <p>All student populations. SPED, GT AT RISK, GT, ELL Title I Timelines June 2018- August 2019 CNA page 9</p>		BECHS Administration Advanced Academics UTRGV Dual Credit Director	Students will be ready for the first day of class at the university				
Funding Sources: 199 Local funds - 115000.00, 211 Title I-A - 10000.00							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) BECHS will purchase student planners to ensure students remain current with assignments, projects, and exams/quizzes.</p> <p>Population: AR, GT, MI, SPED, DYS, ELL, TITLE I</p> <p>Timeline: July 2018-August 2018</p> <p>CNA page 9</p>	2.5	Principal AVID Teachers Content Teachers Counselor	Students will be better prepared for assignments and six weeks, semester and final exams. Projects will be turned in on time.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) Annual AVID Membership and subscription will be bought to ensure teachers and students are aware of the current best practices.</p> <p>Population: AR, GT, MI, SPED, DYS, ELL, TITLE I</p> <p>Timeline: August 2018-August 2019</p> <p>CNA Page 9</p>							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) BECHS will display the different university, colleges and university conferences banners, pennants and flags to promote a college going culture. The banners/pennants will provide a point of reference to engage their curiosity thus, in turn want to do some research about the university/college being displayed.</p> <p>Population: AR, GT, MI, SPED, DYS, ELL, Title I,</p> <p>timeline: Aug 2018-June 2019</p> <p>CNA page 9 Goal 1.3.5</p>		Counselor Admin AVID Teachers	Student engagement and curiosity about universities in the different conference in the nation. Create a college going culture and promote post secondary learning and curiosity.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

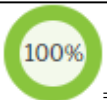

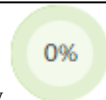

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) BECHS Students will be able to choose and participate in various activities of their choice. Transportation will be provided to students attending different co-curricular or instructional relevant events.</p> <p>Population: AR, LEP, MI, SPED,ED</p> <p>CNA 9</p>		Teachers Principal Counselor	Students will participate in extra co-curricular activities.				
Funding Sources: 199 Local funds - 2000.00							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Brownsville Early College High School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) BECHS will promote energy conservation tips to support BISD and UTRGV system. Population: Campus Timeline: August 2018- August 2019</p>		BECHS Administration Custodians Teachers Counselors	Complete implementation of BECHS energy conservation plan and compare its usage to prior years. Formative: Monthly comparison of energy consumption Summative: Annual comparison of annual energy consumption				
<p>Critical Success Factors CSF 6</p> <p>2) BECHS will provide necessary equipment, resources, supplies, to custodial staff to ensure the campus is safe, clean and is sound learning environment sound for our students.</p> <p>Population: AR, MI, LEP, GT, ED</p> <p>CNA page 12</p>		Administration Custodians	Provide clean environment conducive to learning.				
<p>Funding Sources: 211 Title I-A - 2014.00, 199 Local funds - 3400.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Brownsville Early College High School will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) BECHS will support and monitor the effective usage of all funds based on student needs assessment. Population: All stakeholders Timeline: August 2018-June 2019</p>		<p>BECHS Administration DEIC/SBDM Committees</p>	<p>BECHS budget allocated funds will be base on priority student needs. Formative: monthly budget reports Summative: end of year budget reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Brownsville Early College High School will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) BECHS will have teacher and student recognition celebrations and/or ceremonies to highlight successes throughout the year. Teachers will receive recognition and appreciation gifts during Teacher appreciation week. Population: All Faculty and Staff Students: AR, MI, DYS, SE, LEP, GT Timeline: August 2018-June 2019</p> <p>CNA: 5,8 9</p>		BECHS Administration	Student and Teacher recognition will motivate and create a culture of appreciation and increase teacher quality.				
Funding Sources: 199 Local funds - 10000.00							
<p>2) BECHS will implement a positive school culture by providing breakfast, luncheons, snacks and having drawings once a month.</p> <p>Population: AR, MI, Econ Dis, GT, SE, DYS</p> <p>Timeline: August 2018- June 2019</p>		BECHS Administration	Positive school culture by praising and rewarding teachers periodically.				
							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Brownsville Early College High School will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide the Public Information Office with newspaper articles, television interviews, student/parents/staff and community events.</p> <p>Population: AR, MI, Econ Dis, ELL, SPED, DYS</p> <p>Timeline: August 2018- May 2019</p>		BECHS Administration Faculty	Regular media showcasing the accomplishments of the students, faculty, staff and parents.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: BECHS will follow the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) BECHS will ensure to follow the district of innovation school calendar. The calendar will be shared to our IHE partners yearly to better plan for the upcoming school year.</p> <p>Population; AR, MI, Econ. Dis., GT, LEP, SPED</p>		<p>BECHS Administration Teachers IHE Partners</p>	<p>Regular monitoring of schedules for both the district and the IHE.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 4 CSF 7</p> <p>1) Communicate UTRGV and BECHS expectations through dissemination of Student Code of Conduct and Student Handbook (which combines expectations from BECHS and UTRGV). Required BECHS Orientation also reinforces these expectations and provides guidance for student safety. Students will be given an ID to ensure we are able to identify students 9th-12th grade. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019</p>		Principal Assistant Principal Teachers Counselor Nurse Security Officer	Event sign-in sheets, campus attendance records, event agendas, EOY incident reports, Review 360, medical reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) BECHS teachers will be using Review 360 to document student behavior. Population: AR, MI, LEP, ECON. DIS, SPED, DYS timeline: August 2018-June 2019		Principal Assistant Principal Counselor	parent conference will be held on need basis to come up with a behavior plan				
							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: BECHS will refine and implement all safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide inservice trainings to faculty and staff to practice crisis intervention plans to address emergency procedures. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019		Principal Assistant Principal	Monthly logs of practices and trainings, sign-in sheets, agendas, attendance				
Critical Success Factors CSF 1 CSF 6 2) Security Officer will be on campus throughout the school day for the school year, including all campus and off-campus events. Security issues will be addressed with parents as needed. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019		Principal Assistant Principal Security Officer Parent Involvement Liaison	End of year incident reports Review 360 Calendar of events				
Critical Success Factors CSF 3 CSF 6 3) The school nurse will available during the day for the entire school year to help students and staff to promote healthy practices. This increases attendance and helps with disease prevention. Nurse is available as needed to provide general health information to all faculty and staff members. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019		Principal Assistant Principal Nurse	Agendas, sign in sheets, attendance Medical reports Incident reports Review 360				
							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: BEHCS will have a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Adhere to Title 1 Parental Involvement requirements: share decision-making through Meetings; increase parental involvement meetings; host parental meetings to share information regarding district and state mandates as well as expectations of campus programs and UTRGV at BECHS cafeteria using sound system and video presentations that are clearly visible to all attendants (use of sound system and pull down projection screen). Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019 CNA: p. 13	3.1, 3.2	Principal Assistant Principal Parental Involvement Dept. Counselor	Formative: Use of Sign in Sheets Summative: Surveys				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> 2) Provide snacks during the parent meetings, open house, transitional meetings to parents. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019 CNA:p. 13	3.1, 3.2	Principal Assistant Principal Counselor	Formative: Sign in Sheets Summative: Surveys				
Funding Sources: 211 Title I-A - 1300.00							

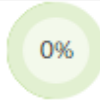
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents Timeline: August 2018- June 2019</p>		Principal Migrant Office	Formative: Graduation plans, entry/withdrawals Summative: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

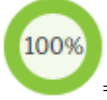



Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will attend the Advanced Placement Institutes either during the school year or summer. Teachers will gain knowledge by attending the APSI.</p> <p>Population: All student populations. SPED, AT Risk, GT, EL. Title I</p> <p>Timeline August 2018-August 2019</p> <p>CNA page 5 & 12</p>	2.5	BECHS Administration	<p>Increase teacher efficacy and content knowledge.</p> <p>Increase the ability to incorporate higher order thinking skills.</p> <p>problem based learning and projects.</p>				
Funding Sources: 211 Title I-A - 2000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Teacher will attend AVID training/institutes to better prepare students for the rigor of the course work offered at BECHS.</p> <p>Population: AR, MI, Econ Dis, GT</p> <p>CNA page 5, 12</p>	2.5	BECHS Administration	<p>Increase College Readiness</p> <p>Increase knowledge on how to incorporate Cornell notes in all subjects. Align all teachers in teaching strategies.</p>				
Funding Sources: 211 Title I-A - 8000.00							





<p>3) Teachers will attend National, State and Regional Conferences and/or trainings to gain knowledge on research based interventions, gain knowledge on new and innovative teaching methodologies.</p> <p>Population: All student populations. SPED, AT Risk, GT, EL. Title I</p> <p>Timeline August 2018- August 2019</p> <p>CNA pg 5, 9</p>		<p>Administration Counselors Teachers Dept. Chairs C n I specialists</p>	<p>Gain knowledge in TEKS. Incorporate Higher Order Thinking Problem Solving Techniques. Questioning Techniques</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Substitutes will be hired to give teachers the opportunity to plan once every 9 weeks. Core teachers will plan and produce classroom instructional materials based on student performance on exams.</p> <p>Population; AR, GT, Econ Dis, LEP, SPED, timeline: August 2018- May 2019 CNA pg 9</p>		<p>Principal Teachers</p>	<p>Completion of instructional materials including exams, quizzes, and group activities.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:



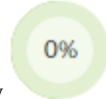

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) BECHS teachers will participate in on going professional development to stay current with new technological advances. Teachers will implement learned technology strategies in the classroom to heighten the rigor in all areas.</p> <p>Population: AR, GT, MI, Econ. Dis., LEP, SPED</p> <p>Timeline: August 2018- May 2019</p>		<p>CTE Teachers CTE Department BECHS administration</p>	<p>The use of technology will broaden students knowledge base.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: BECHS will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will be provided a laptop, ipad & opportunities to use the technology TEKS in order to complete classroom assignments and participate in classroom activities. Software for the laptops, ipads and ipad covers will need to be purchased. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019 CNA: 14</p>		Administration, Teachers, TST	Lesson Plans, student surveys, student assignments and projects, student lab progress reports, grades from credit recovery and acceleration , website user reports, surveys,generated reports, Professional development system				
	Funding Sources: 211 Title I-A - 10000.00						
<p>2) Purchase and implement instructional software to support student's credit recovery, acceleration and remediation through the A+ and Edgenuity/Odyessy software. Living With Science software for the science department. The use of a software to check authenticity of work being turned in. TurnitIn program helps student prevent plagiarism.APEX for TSI, ACT/SAT PRE Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2018 thru June 2019 CNA page 5, 9</p>		Principal Assistant Principal Technology Support Teacher (TST) Teachers	Review of budgetary expenses to view purchases. Review of student's credit recovery on Compass Review of A+ and Odyessy use Review Living With Science Turnit In Software will be used to chek student authentic work				
	Funding Sources: 211 Title I-A - 25000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: BECHS will increase the overall attendance rate to 96% for all students and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) BECHS will hold celebrations for students that have perfect attendance every 3 and 6 weeks. Awards, ice cream, popcorn to name a few will be give to students as a recognition for attending school.</p> <p>Population: AR, ELL, LEP, Econ. Dis., GT, Title I, SPED</p> <p>Timeline: Every 3 weeks August 2018- May 2019</p>		PEIMS Supervisor Principal Counselor Teachers	Accurate records of attendance. Increase attendance rates.				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Increase the High School Completion Rate to 99% and increase/maintain the High School Graduation Rate to 99%.

Evaluation Data Source(s) 2: Drop-out and Graduation rate reports.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) BECHS will continue to work with students that may be struggling academically. Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-Risk Students Population: AR, GT, Econ. Dis., LEP, SPED, DYS Timeline- August 2018- June 2019</p>		Administrator for State Compensatory Education, Administrator for Special Programs					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: BECHS will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate and reduce the retention rate. Population: AR Timeline: Aug. 2018 thru June 2019</p>		Counselor Administration Administration for ARE	Monitoring of attendance for all at risk. Academic progress. Attendance to tutorial.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: BECHS will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 7</p> <p>1) A food pantry and clothes closet will be implemented at every campus to provide to identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline August 2018- June 2019</p>		State Compensatory Principal Counselor Teachers	Students will have available resources accessible to them.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

State Compensatory

Budget for Brownsville Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-EOC	6118 Extra Duty Stipend - Locally Defined	\$3,017.00
6100 Subtotal:		\$3,017.00
6300 Supplies and Services		
162-11-6396	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6399	6399 General Supplies	\$4,540.00
6300 Subtotal:		\$6,540.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed with the help of all the teachers, counselors and administration. Groups were developed based on the multiple measures and discussions happened around the strengths and needs of the campus. We had a gallery walk and everyone initialed and added to the recommendations for the needs assessment.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All BECHS faculty and staff helped develop the CNA and CIP. WE used multiple data resources to ensure we had a targeted plan developed. Data sources such as EOC scores, AP Scores, attendance, discipline and teacher reports were used to develop the Campus Improvement Plan.

2.2: Regular monitoring and revision

Our CIP is monitored quarterly. During steering committee meetings and SBDM meetings the plan is divided up amongst the teachers and they give input to ensure we are on target to meet our goals. During the SBDM meeting the plan is reviewed, budget discussed and recommendations are made to update or revise the plan.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is published in English to our website. During the Title I yearly meeting we advise parents where to locate it and what the document represents.

There are multiple opportunities for us to share the plan in spanish to parents.

2.4: Opportunities for all children to meet State standards

BECHS offers multiple opportunities for tutorials. Teachers are available mornings, afterschool and on Saturdays. The teachers are well trained and use academic strategies to engage all students.

Our counselors provide morning, afternoon and Saturday services for TSI. Counselors will provide a socioemotional support to student who are struggling.

2.5: Increased learning time and well-rounded education

Multiple opportunities are given to the students at BECHS to ensure academic success. Summer bridge is offered and mandatory for all incoming 9th graders. During this time the 9th grade teachers give them a preview of what to expect in the classroom. Not only are the core areas covered, we cover multiple courses that revolve around cyber bullying, cyber safety, collaborative group assignments to ensure they can work collaboratively with others.

We offer a preview to the AP curriculum and TSI. We want every students to be well rounded in academics.

2.6: Address needs of all students, particularly at-risk

We provide necessary tutorials for all students. Students at risk of failing or students who are not attending school the counselor will provide social emotional support. She will ensure students take advantage of the Saturday academies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

BECHS provides meeting times for parents. We have our annual Title 1 parent meeting and offer snacks, coffee and water. We inform parents about our expenditures and how they impact student learning.

3.2: Offer flexible number of parent involvement meetings

We offer multiple meeting times. We may have a repeat of the same meeting a week later to ensure parents are able to attend.

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Aimee Garza-Limon	Principal
Non-classroom Professional	Deborah Ross	Counselor
District-level Professional	Juan Chavez	Administrator CTE
Community Representative	Michael Aldape	Director of Dual Credit
Classroom Teacher	Diana Bryant	Teacher
Classroom Teacher	Santa Estrella	Teacher
Classroom Teacher	Alberto Garcia	Teacher
Paraprofessional	Georgina Marin	Secretary
Classroom Teacher	Erika Guevara	Teacher
Classroom Teacher	Miguel Molina	Teacher
Non-classroom Professional	Nora Gonzalez	Nurse
Business Representative	Rose Pulido	Drivers Ed Owner
Business Representative	Javier Aguirre	Attorney
Parent	Gabriela Molina	Parent
Community Representative	Joel Hernandez	Owner
Parent	pending parent	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199-11-6399	\$5,000.00
1	3	2	College materials for each course to include textbooks and accesscodes	199-11-6321	\$115,000.00
1	4	1		199-11	\$2,000.00
2	1	2		199-51	\$3,400.00
3	2	1		199-11-66498	\$10,000.00
7	1	3		199-11-6411	\$4,000.00
7	1	4		199-	\$1,963.00
Sub-Total					\$141,363.00
Budgeted Fund Source Amount					\$141,363.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$6,540.00
1	1	5		162-11-6118	\$3,017.00
Sub-Total					\$9,557.00
Budgeted Fund Source Amount					\$9,557.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials	211-11-6399-	\$34,000.00
1	1	3	Supplemental Duty	211-31-6118-00-008	\$5,000.00
1	1	4		211-11-6118	\$15,000.00
1	1	5		211-11-6118	\$25,000.00

1	3	1	AP Exam and score cards	211-11-63-6339-00	\$8,000.00
1	3	2		211-11-6321	\$10,000.00
1	3	3	Student Planners	211-11-6399	\$1,500.00
1	3	4	AVID Membership, Subscription and Curriculum	211-11	\$4,500.00
1	3	5	Pennants, Banners, FLags	211-31-6399	\$800.00
2	1	2	Custodial Supplies	211-51	\$2,014.00
6	1	2	parent meeting resources	211-61	\$1,300.00
7	1	1		211-13-6411	\$2,000.00
7	1	2		211-11-6411	\$8,000.00
7	1	3		211-11-6411	\$8,558.00
7	1	4		211-116112	\$3,000.00
8	1	1		211	\$10,000.00
8	1	2		211-11-6249	\$25,000.00
Sub-Total					\$163,672.00
Budgeted Fund Source Amount					\$152,872.00
+/- Difference					\$-10,800.00
Grand Total					\$314,592.00