

Brownsville Independent School District
Brownsville Early College High School
2016-2017 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 resource for our future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Brownsville Early College High School

Campus Narrative

Brownsville Early College High School is located in Brownsville, Texas. The Brownsville Early College High School is one of ten high schools in the Brownsville ISD. The campus was initiated in 2008 with a limited number of classrooms in the former Clearwater Elementary Campus. The new campus building now sits on the newly named UTRGV/TSC site where now all students and staff are now located. Our new school is built on land donated by Texas Southmost College. We are affiliated with both, the University of Texas RGV and Texas Southmost College.

The student population at Brownsville Early College is approximately 425 and serves students in grades 9 through 12. This year we will have our eighth graduating class. According to the PEIMS data review of our Campus Profile, 99% of our student population is Hispanic and is identified as economically disadvantaged. The overwhelming majority of our students are first generation to take college classes, 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.

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 (which is 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 Enrollment in collaboration with the University of Texas RGV and Texas Southmost College. Students at our school also have access to various graduation plans: these include the Foundation Plan, the Minimum, Recommended, and the Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the five assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR). Our scores were amongst the best for the End-of-Course tests.

The current staff at Brownsville Early College High School is comprised of 18 teachers, two campus administrators, one security guard, one testing coordinator, one nurse, our own cafeteria staff, one counselor, one professional support personnel and two non-classroom staff members. The teaching staff is also 39% male and 61% female and the majority have Master's Degrees and are classified as Master Teachers.

Demographics

Demographics Summary

We are a small school of 425 students. We are 99.2% Hispanic and all our students qualify for free lunch. 90% of our students are classified as low socio-economic. There are only four English language learners and one migrant student in the student body so close monitoring is possible. We also welcome 504 labeled students and have at least 10 on our campus at one time. Enrollment numbers are increasing as the word about BECHS continues to spread. However, we still have too many students who initially enroll, but who leave during the first 3 years because they find the requirements to be too strenuous and, in communicating with their friends who attend comprehensive high schools, they find that they must work much harder. In addition to the state originated definitions for at-risk students we widen this group to provide support to other struggling students. We categorize students who are failing 2 or more classes also as at-risk and we bring them in to discuss the myriad of support services that are available to them. Our teacher demographics mirror those of our students.

The student population at BECHS is approximately 425 students and serves all students in grades 9-12. 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. The **attendance rate** for the school year is 98.9% for all students as well as for all special populations. The **dropout rate** for the school year is 0% for all students as well as for all subpopulations. The **completion rates** for the school year is 100% for all students including each of the special populations. The **graduation rate** is the same --100%-- for all students and for at-risk students.

Demographics Strengths

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, it will be academically rigorous and there is no sports or band program here. Students select this school because they are academically focused and have a desire to attend the University (all our 11th and 12th grade students are enrolled in the University). Students are encouraged to participate in clubs which mirror their interests and all students are encouraged to participate in community projects.

Demographics Needs

In our recruitment efforts, we are explicit about the supports which are provided to our students (before and after school tutorials, peer mentoring Link2Success at the University) to encourage those students who are unsure of themselves that BECHS should still be 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. We will continue to attract these students.

Student Achievement

Student Achievement Summary

Overall students at BECHS perform at a very high level. All but one of our students passed all of the EOC exams this past year. Our ELL students do have to work hard to pass the reading and writing portions, but, ultimately with tutorial help they do pass. All our students have passed TAKS. All our students are expected to pass all three parts of the Texas Success Initiative (TSI) so they can enter the University in their 11th grade year. All students are given opportunities throughout the school year to test in each of the three sections of the TSI in order to pass each one before the due date set by the university. To accomplish this, students take advantage of the tutorials which are offered before and after school, the peer mentoring and retesting opportunities. 11th and 12th graders utilize the Link2Success academies at the University which are part of their grade. To support academic achievement, attendance is important. BECHS has the highest attendance of all high schools in the District. On the state-generated report card, BECHS received commendations in all 6 areas: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, top 25% in Student Progress, Top 25% in Closing Performance Gaps and Postsecondary Readiness.

End of course -- all students' summary

English I: 97%

English II: 99%

Algebra I: 100%

Biology: 98%

U.S. History: 100%

The trends identified when student performance scores were compared over a period of years demonstrate that the teaching done at BECHS results in superior performance by all students, regardless of special population status.

Performance variation between all student groups:

Reading: all populations passed: 100%

Writing: all populations passed: 100%

Math: all populations passed: 100%

Science: All populations passed: 100%

Social studies: At-Risk - 1 student did not pass; Economic disadvantaged - same 1 did not pass; Hispanic - same 1 student did not pass; White - 100% passed, Female - same 1 student did not pass; male - 100% passed; Gifted and Talented 100% passed; LEP - 100% passed, Migrant - 100% passed, Special education/504 - 100% passed.

Student Achievement Strengths

Student strengths include: all students here are attending the University as part of their high school experience. Thus, everyone studies, everyone takes academic rigor seriously and students help each other. Our students are fortunate to take advantage of our excellent counselor who provides both guidance and support. The University promotes a strong partnership with BECHS and communicates frequently with us on the campus in order to provide support to those students who may be struggling. Because parents are invited to monthly meetings and the parents were part of the initial interview process, parents check student grades and communicate frequently with staff through emails, telephones in the teacher's classroom and staffing meetings (at parent or teacher request).

There are many celebrations observed on the campus: these include National Honor Society Induction, Ring Ceremony, Awards and Achievement Night, Spanish National Honor Society Induction, as well as announcements and displayed pictures of students winning awards, trophies and certificates. One of the most celebrated events on the campus which includes all stakeholders is graduation. It is held at the Jacob Brown Auditorium where all participants (students and faculty) wear their academic regalia.

Student Achievement Needs

All students who enter BECHS in their 9th grade year are young. Over the four years here, 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. Many of these students are not used to these challenges and are accustomed to receiving A's for simply turning in assignments. 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 and writing skills and to gently introduce them to a rigorous curriculum. At the beginning of the school year, students will be given their first writing and math TSI exam. The diagnostic information from this exam will be used to focus on their strengths and weaknesses once they enter BECHS. (3.1.2)

School Culture and Climate

School Culture and Climate Summary

The school culture and climate is an at extreme high as it sits surrounded by a beautiful resaca.

For the current school year supplementary materials are required by the university. Books, curricular materials and laptops are a yearly expense and since administration has agreed to the MOU, it is imperative for the effective operation of the school and 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.

School Culture and Climate Strengths

Small school culture allows students to form strong bonds with their instructors and form cooperative study groups. Highly effective tutorials are verified through the review of lesson plans by Department Chairs and as evidenced by the number of students who pass their classes. Individualized student data disaggregation takes place through Aware and Tango. Laptops are distributed to all 11th and 12th grade students in order to allow effective dissemination of classroom curriculum, promotes email communication between university professors and students and BECHS and between teachers and students. Students increase their proficiency on laptop use through class projects and through the use of laptops in all school classes. Laptops also allow students to utilize the much needed library data bases as BECHS does not have a school library on site.

School Culture and Climate Needs

Needs of students still require an addition at-risk counselor. Link2Success provides additional college tutoring for students; it is mandatory and forms part of the student's final grade. Both principal and school counselor need access to the students' university grades. The replenishing of aging and non-functional equipment is needed due to the constant use of equipment from school year to school year and including Summer Bridge. Materials, equipment and/or supplies that are essential for teaching and organization for all courses for example and not limited to classroom projectors, TI-Inspire Calculators, printing paper, math specific protractors, graph and patty paper, batteries for calculators and tape recorders, blank cassettes, testing scantrons, cassette recorders and now the much needed digital handheld recorders for AP testing, are all needed. Science specific (chemistry & biology) supplies and equipment like aprons, preserved dissecting kits, microscopes, probes, loggers and eyeware and are needed in order to conduct safe productive experiments. Printers, laptops and projectors for student use to print and use as needed for assignments for all class subjects and tutorials are always a need. Smartboard software upgrade and

also Smartview software in order to use the TiInspire calculators.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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, Speech, Art, Computer Technology, Physical and Health Education and Robotics), two campus administrators, one counselor, one campus testing coordinator, one security guard, two custodians and one LVN along with three office staff. There is little turn over at this facility. When recruitment is required, generally there are excess teachers at another campus and they are interviewed for the needed position at BECHS.

Staff Quality, Recruitment, and Retention Strengths

Experienced teachers can insist on rigor in the classroom. Through experience in working with willing students, teachers become instructional leaders. Small school environment ensures that no child is left behind, all teachers are AP trained, turnover rate is extremely low, true collegiality amongst staff, all teachers are involved with student clubs and community service. Common planning periods are in place through the master schedule. Teachers take ownership of the student's success. Teachers are attracted to and remain on campus because of its small and enrollment. Students are individually selected and their efforts are strongly supported by administration. To ensure teachers can continue to utilize technology in the classroom, we need to periodically purchase new computers, and projectors for them.

Staff Quality, Recruitment, and Retention Needs

Our BECHS website is still going through construction issues but is formulated to show off the strengths of our campus. This in a way helps attract and retain quality teachers. Surprisingly the same core area teachers who were selected in 2008 when BECHS first opened are still here today. Should we need to recruit teachers, we would ask our present slate of teachers to make recommendations and sit in on interviews; this would make certain that we select quality teachers who are familiar with a college-attending culture. It is also crucial that we purchase new computers and calculators for our teachers and provide projectors so they can embed technology into their classroom work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BECHS sets high expectations for all attending students. The close partnership with UTRGV promotes high teacher expectations from students. The two years of high school are taught with advanced placement concepts to ready students 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 60+ hours of university classes (the requirements they need for their major). Students must successfully complete their EOC exams and all three parts of the TSI test as well as pass all their classes, helping them is the software Shmoop to name one. National Honor Society has initiated a mentorship program to help struggling BECHS students. Coupled with the best practices exhibited by AVID teachers and with the support of Link2Success tutorials provided by the university, students of all populations have access to a great deal of necessary academic support. In addition, after extensive investigation, Compass computer materials were purchased for students who are struggling. These materials are taught on the computer by a real teacher and are at an advanced placement level. These modules have been purchased for all major subject areas.

All classes are tailored to help students complete their work at the college level; this prevents "sticker shock" when they enter the University full-time. Through the required orientation process that all entering 11th grade students must complete and through continued exposure to the university's expectations, students here are successful in gaining college credits and continue to go to college. BECHS orientation is required so students understand the importance all responsibilities associated with being a BECHS/UTRGV student.

Curriculum, Instruction, and Assessment Strengths

A stronger Leadership Team (aka Steering Committee) comprised of community leaders (BEDC, business people) and Deans from the University come prepared to meetings to discuss what can best be done to strengthen the curriculum for the students and to ensure their success. Strong partnerships and good communication with the university is promoted by meeting with the Vice-President of Student Affairs at UTRGV. Discussions at our Brain Trust meetings (SBDM) centers around alternatives to help students succeed and to discuss problem areas amongst all staff. Increased communication between university professors and BECHS staff is strongly encouraged. Presentations and report-outs by core area department chairs and counselor at all Brain Trust meetings keep all stakeholders up-to-date on student needs. There is close monitoring by our counselor of student grades with rapid follow up and parental conferences/meetings, as needed. Classroom observations by administrators and department chairs provide evidence of proven teacher practices in the classrooms. AVID concepts are mirrored in each classroom. Parents are encouraged to go on-line to monitor student's attendance and grades. Close monitoring of tutorials will be kept by counselor and administration to ensure student success.

Curriculum, Instruction, and Assessment Needs

BISD personnel plus additional business partners coming to campus to provide input on curriculum and student success is welcomed. More discussion

centering around curriculum issues when the faculty meets either as a whole group or by departments is constantly encouraged

Family and Community Involvement

Family and Community Involvement Summary

Leadership at BECHS ensures fostering of effective communications and relationships with family, community and stakeholders by involving them in the academics and activities offered to its students. BECHS communicates its successes, needs and progress throughout the year in announcements, in call-outs, and on our website. Its purpose is to communicate our school's goals and vision.

Parents are notified via flyers in both Spanish and English, through School Messenger (phone calls by administration) for parental involvement meetings held in order to update parents on upcoming assessments (district, state & national), activities, projects, expectations and to address general needs, concerns, questions and annual goals. There is always a question and answer session at these meetings. In addition, the parent meeting dates are listed on the web site. The meeting dates of the year are already publicized and the subsequent meeting is always announced at the current monthly meeting. To further entice parents to come, local speakers are brought in to discuss areas of interest to our families. Parents increasingly utilize email to voice their concerns and teachers communicate their email address to parents. All faculty and staff emails are also listed on our school website. All meetings are conducted in both English and Spanish.

We allow parents to meet together after our organized meetings to discuss general areas of interest and to promote collegiality amongst our families. Paperwork is available to sign up our parents for Home Access Center at each meeting.

Family and Community Involvement Strengths

Because BECHS is a school of choice, parents and students have been individually interviewed and have been exposed to the rigorous curriculum and climate of this high-performing campus. We continue to utilize the parent liaisons provided by the Parental Involvement Department. These individuals are well-trained and are bilingual so they help to make our parents feel comfortable and are also well-versed in the issues of concern to our parents. The meeting is very open-ended and parents are strongly encouraged to ask questions. All brochures are produced with the teacher's classroom phone number and email address to promote increased communication along with each teacher's conference period. We consistently update brochures and booklets to give our parents for easy reference. Parents have access to the web site where our materials are also published for their convenience. BECHS has a parent-friendly front office staff who work well to make parents feel comfortable and to politely address their concerns.

Family and Community Involvement Needs

We are currently extending 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. We then have a question and

answer session. In this forum, we believe the 8th grade counselors will get a better idea of what is expected from our in-coming students and how important it is to extend this opportunity to all students. We will also continue to invite parents of 8th grade students to all recruitment meetings. We have now set up parental meetings at least once per month. During these meetings the pull down screen will be utilized for all attendants to see video presentations with clear sounds. (6.1.2)

Brochures and booklets will continue to be updated and will evolve based on information parents request. The web page will continue to be improved and updated. (8.1.5)

School Context and Organization

School Context and Organization Summary

We have found that highlighting small sections of information and data promotes a more in-depth discussion on the part of all our faculty. Thus, whatever issues are pending, they are placed on the agenda of our Brain Trust Meetings. All faculty and staff are invited to attend. Both organizational issues and contextual issues are discussed. To ensure board-based discussion, each department chair is required to weigh-in on all issues presented.

School Context and Organization Strengths

A new mentoring/tutoring program has been introduced to our university students this year: Link2Success. This is a highly structured program and our students are required to attend these tutoring sessions as part of their grade. These academies provide additional practice and more in-depth explanation of individual subject- matter. An additional peer mentoring program has also been introduced through the BECHS National Honor Society. Students who are in need of help are linked to one of their more successful peers. This appears to be very successful for both participants. Students are encouraged to participate in clubs and community service projects. Students are held accountable for their assignments and are expected to communicate their concerns to their counselor, teacher and/or administrator. Less fortunate BECHS students are helped through donations made by faculty & staff into our Food/Clothing Pantry

School Context and Organization Needs

All new in-coming 9th grade students should attend two weeks of Summer Bridge to ensure their familiarity with the expectations of the college preparatory school. Our students still need access to additional physical activity. The TSC Recreational Building (REK Center) would be perfect and, before the split between the two institutions, was available for use to our students. This must change and should be re-opened for our students' use under direct supervision. It is mandatory that a continued partnering and strengthening of the relationship between UTRGV and BECHS must exist in order to promote more shared activities and co-teaching. Open invitations for participation of university students in Robotics, Drama Club, Dance Club, Chess Club, Soccer, and etc. must be taken advantage of by UTRGV. Request that Region 1 and our own district provide a "best practices" professional development tailored entirely to early college campuses and their curriculum practices including the "how to" of technology in the classroom. More specifically because of this digital age we are apart of. We want to continually promote that students take responsibility for their success.

Student and staff safety are primary concerns for all. In addition to Crisis Management Booklets, the campus has practice drills covering all types of crisis which can occur. In addition, there is a school nurse present during all school days to make sure student health is addressed. There is a security guard assigned to the campus during all student-centered activities to promote and ensure student, faculty and staff safety.

Increase more parental support for students working in a more rigorous environment, i.e. instead of removing the student when they struggle, work as a team

to guide students to the many supportive resources available which will ensure their ultimate success. Collaboration with the university is needed to provide one professor from each core area to work with the BECHS teacher to ensure student success.

Technology

Technology Summary

The Technology Committee met several times and looked at the STaR Chart, Fixed Assets Report, the results of the Staff/Student/Parent Technology Survey of Needs along with the current hardware and software being utilized across grade levels both here and at the university. The Technology Teacher (TST) was able to provide excellent information regarding input and the level of implementation and acquisition of the technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of training attended by teachers were noted. The TST scheduled a meeting with the Area Assistant Superintendent to discuss the technology needs of the campus and the projected shortfall of technology for the upcoming year. The TST also set up a meeting with the Technology Director to discuss the technology which is missing and needed at this campus.

Technology Strengths

At BECHS, our teachers emphasize technology implementation and see technology as a tool for delivering subject matter as well as addressing student interest with real life applications. Students have access to educational websites, view textbooks on line and create cooperative learning opportunities. These opportunities increase communication skills, address individual needs, and are able, to work on cross curriculum assignments with the use of software and equipment. BECHS maintains close communication with our parents by continually providing access to computers for parent surveys on campus, updating the BECHS website to enable a forum to showcase the strengths of our curriculum and student body, and providing access to eSchool Plus and Blackboard for parents to track student progress reports both at BECHS and the university. Computer access for students should be available in all classrooms. BECHS students take their standardized tests on the computer. Very few of our computers have sufficient capacity to work with the necessary software for robotics and higher level math issues. Our web page is continuously under construction as it is modified to answer questions parents may have and to provide a forum to showcase the strengths of our curriculum and student body.

Technology Needs

Although goals were met for the 2015-2016 academic school year, yet we still see the need to keep working in constant collaboration with BISD administration, BECHS administration, and teachers to maintain this status in our technology development and implementation for future years. BECHS technology committee recognizes the following ongoing needs:

Teachers need new computers; they are using the same ones given them when the school opened in 2008. A technology plan which allows for the rotation of

teachers' computers and other technology to make certain that we are keeping our teachers up-to-date and providing our students with the latest technology available to keep them current with the university.

Essentially, a budget line item needs to be established to allow the campus to determine how to best deploy the funds needed to replace the out-dated equipment. Curriculum and on-line materials are necessary for student success and are part of the coursework both at BECHS and at the university. This makes it imperative to provide teachers with newer computers with greater capacity to accommodate higher level math and science classes and projects which arise out of the robotics classes. New software and the renewal of software licensing is needed to provide the platform for the engineering classes to expand the student access to advanced coursework and to help students in their credit recovery through the use of A+ and Odyssey is needed for the Professional development to upgrade the teachers and TST skills. Living With Science software is needed for the science department. This allows the continued integration of sophisticated technology use and projects through the curriculum used in the classrooms.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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; gifted and talented students will be encouraged and challenged to meet their potential. Teachers need new computers which can utilize programs the students need at BECHS and at UTRGV. Projectors and other support technology are also required.

Performance Objective 1: BECHS provides all students with a variety of educational and professional opportunities in partnership with the University of Texas at Rio Grande Valley. This results in college ready, independent student learners.

Summative Evaluation: EOC and TSI test remain at 99% passing. This results in college ready 11th and 12th grade students enrolled at UTRGV.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">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. To ensure implementation of TEKS, curricular frameworks, and district Scope & Sequence, and TLI routines and strategies are being followed. To facilitate these aims, needed classroom teaching and organizational essential school supplies are needed along with new computers, calculators and classroom projectors will be available to our teachers. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 5</p>	3, 5, 9	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				
Funding Sources: Title I-A - \$5700.00, Title I-A - \$5000.00, Title I-A - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) Provide curricular academic support and counseling help to all students who are encountering significant obstacles to their college-going success. Counselors will interpret data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 8-9</p>	3, 9	Principal Counselors Teachers	Students continue to perform well on all standardized tests and pass all courses at BECHS and at UTRGV. Progress Reports, teacher Phone Logs, Tutorial Logs, Interventions RTI Module				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Teaching effectiveness will result in all students being TSI ready by the end of their 10th grade year and 90% retention of students entering UTRGV. Results will also enhance vocabulary to increase comprehension. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 8</p>	3, 8, 9	Principal Assistant Principal Counseling Department Chairs Teachers Testing Coordinator	All students are TSI ready by the end of 10th grade. 90% of students successfully enter UTRGV in 11th grade. T-TESS Walk-Through Tango Aware Counselor with Testing Coordinator will recommend additional tutorial TSI sessions after analyzing TSI test data. Teachers will analyze Benchmarks/EOC/TSI data in their respective subjects.				
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Students will implement SAT vocabulary in context cross the curriculum in order to better prepare for college entrance exams. This will also increase student comprehension of Text. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 8</p>	3, 8, 9	Principal Assistant Principal Teachers Counselor	Walk-throughs will provide evidence of teachers using SAT vocabulary in the classrooms. Examples are History, Science and English specific words found in context readings during class. Copies of all SAT vocabulary words are provided to teachers at beginning of each week and are then announce defined and used daily during class time.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers will utilize data from C & I testing banks and benchmarks in order to diagnose at-risk students' strengths and weaknesses and plan interventions, including individualized instruction and focused writing. Teachers will also use Eduphoria and Tango. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	3, 8	Principal Assistant Principal Department Chairs Teachers Counselor Testing Coordinator	Students continue to test at 85% or above on benchmark and teacher-made tests. Teachers change their instruction on their lesson plans in response to student needs. Teachers increase tutorial time in response to student need. Teachers check on Eduphoria and on Tango to diagnose individual student strengths and weaknesses. Teachers will participate in regular collaborative planning sessions.				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide student handbooks and Student Code of Conduct pamphlets to all which detail requirements of both BISD and UTRGV. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 5</p>	7, 9	Assistant Principal Teachers	BECHS retains copies of student signatures which indicate receipt of the pamphlets and booklets.				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Needed resources and/or writing and printing supplies, materials and equipment such as calculators, projectors, pens, pencils, printing paper and laptops will be provided for robotics and other advanced math and core/ non-core course offerings and tutorials. Resources such as calculators (TI-Nspire CX) for Math courses, EOC and PSAT and tape recorders w/cassettes for AP/CBE Testing and also used in the Language Arts courses and other core subjects. Testing scantrons for student use during tests. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 11</p>	3, 9, 10	Principal Assistant Principal Department Chairs Teachers Counselor	Students will be able to construct necessary robots to complete in FIRST competitions and Technology Student Association (TSA) competitions. Students have sufficient computing power to utilize sophisticated software needed for advanced engineering work and math problems.				
<p>Funding Sources: Title I-A - \$28383.00, State Compensatory - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>8) Science Dept. needs up grading of Science-specific Technology such as LabQuest2, and environment-monitoring programs. Biology and Chemistry required supplies such as aprons, dissecting equipment/supplies, probes, loggers and protective eye ware are also needed. math specific materials such as graph and patty paper, protractors, compass & rulers with Ti Inspire Smartview and Smartboard software upgrades are also needed. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 11</p>	1, 2, 3, 9, 10	Science teachers Math teachers assistant principal	student participation will be enhanced in UTRGV/BISD collaboration programs and at the BISD and Regional Science Fairs and Math competitions.				
<p>Funding Sources: State Compensatory - \$3000.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = 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; gifted and talented students will be encouraged and challenged to meet their potential. Teachers need new computers which can utilize programs the students need at BECHS and at UTRGV. Projectors and other support technology are also required.

Performance Objective 2: All gifted and talented students will be challenged to meet their full educational potential by excelling in the classroom.

Summative Evaluation: 100% of all gifted and talented students will pass their EOC exams and TSI. All will enter UTRGV in 11th and 12th grades.

Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

Performance Objective 1: Not Applicable

Summative Evaluation: Note Applicable

Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

Performance Objective 2: Not Applicable

Summative Evaluation: Not Applicable






Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: BECHS will maintain a 98% attendance rate and will maintain a 100% student achievement passing on all STAAR/EOC tests. The graduation rate will be maintained at 100%.

Summative Evaluation: STAAR, at-risk student attendance rate, retention rate, completion rate and graduation rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) To retain students in school, tutorials will be offered before school, after school and during the school day(for those attending UTRGV) and assist them to be academically successful in the class and with the EOC Test, TSI Test, PSAT, AP exam and the CBE. Population: AR, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	2, 3, 9	Principal Assistant Principal Counselor Department Chairs Teachers Administrator for State Comp Ed	Formative: eSchool Plus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observations, student progress reports, benchmark scores Summative: STAAR, retention rate, completion rate, and graduation rate counselor and administration will keep close contact with teachers to monitor student success.				
Funding Sources: State Compensatory - \$1876.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Summer Bridge is offered to all incoming 9th graders to introduce all students to the increased rigor required at a college preparatory academy. Students will be administered their first round of math and writing TSI tests at the end of Summer Bridge. Population: AR, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 9</p>	2, 3, 7, 9, 10	Principal Assistant Principal Department Chairs Teachers Testing Coordinator	Formative: Attendance reports, student progress reports Summative: STAAR/EOC scores and TSI Math & Writing tests				
Funding Sources: Title I-A - \$500.00							
<p>3) 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. 2016 thru June 2017 CNA: pg. 10</p>	10	Counselor Campus administration Administration for State Comp Ed Administrator for Special Programs	Formative: eSchool Plus at risk progress reports, eSchol Plus Dropout Monitor reports, eSchool Plus Special Programs Report, eSchool Plus CoHort Listing Report, Student logs, benchmark scores, Student Progress Reports Summative: STAAR, attendance rate, retention rate, completion rate and graduation rate. TLI SOY, BOY, MOY, and EOY reports as well as regularly scheduled data meetings.				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Provide computer based instruction in the foundation curriculum and adaptive-assisted device in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the detention rate. Needed supplies such as laptops, calculators and projectors will be purchased to support core and non-core areas. software like Shmoop will be utilized by students. Population: AR Timeline: August 2016 thru June 2017 CNA: pgs. 10 & 11</p>	2, 9	Campus Administration Administrator for State Comp Ed. Administrator for Special Programs	Formative: eSchool Plus master schedule, computer lab schedule, teacher lesson plans, classroom observations, benchmark scores, student progress reports Summative: STAAR, TSI, retention rates, attendance rates, completion rates and graduation rates				
Funding Sources: State Compensatory - \$28383.00, Title I-A - \$10000.00							






<p align="center">Critical Success Factors CSF 5</p> <p>5) 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 Timeline: August 1, 2016 - June 5, 2017 (As needed) CNA: pg. 19</p>	4	Administrator for State Compensatory Education, Administrator for Special Programs	ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) 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: Elementary, Middle and High School AR Students Timeline: July 2016 - June 2017 (As needed) CNA: pg. 17</p>	10	Administration Counselor (dry foods pantry) Campus Nurse (clothes closet) Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Pantry and Clothes Closet Inventory which is all through donations from faculty and staff, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged through college generated syllabi to meet their full educational potential and to become college ready.

Performance Objective 1: Provide curricular, extra-curricular academic support and counseling help to all students who are encountering significant obstacles to their college going success. Schedule additional counseling sessions for students who are struggling or are in danger of failing.

Summative Evaluation: The data collected and analyzed by the counselor and administration


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide extended day and extended week tutorials which focus on obstacles for students including additional literacy development for struggling students in order to ensure writing and literacy proficiency. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	3, 9	Administration Counselor Teachers	student schedules, tutorial schedules, teacher sign-in sheets, teacher time sheets, lesson plans, benchmark, class grades and EOC and TSI results				
Funding Sources: Title I-A - \$700.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Utilize data from benchmarks, TSI exams, classroom grades and teacher input to determine which students are most at-risk. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	3, 8, 9, 10	Principal Assistant Principal Department Chairs Counselor Teachers Testing Coordinator	Data disaggregation results in higher percentage of students passing TSI. Increased involvement of parents of at-risk students in promoting student success. Students increasing their participation in tutorials.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>3) Involve counselor together with administration in determining which students are most at-risk for dropping out or failing. Counselor and administration will participate in Brain Trust Meetings and Steering Committee Meetings to promote active discussion of at risk issues. Needed resources, will be provided like equipment, materials and/or supplies like paper, laptops and desktops, printers, projectors and calculators. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 10	Principal Assistant Principal Campus Counselor Teachers	Sign in logs from Counselor 85% cohort retained each year. 100% of students passing at end of school year. Students participate actively in credit recovery efforts.				
Funding Sources: Title I-A - \$2300.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) BECHS teachers compare their syllabi to the comparable UTRGV professor's syllabi in their subject area. Students will use purchased university textbooks (hard copy & online) to meet the rigor in subjects taken at UTRGV. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pgs. 9 & 13</p>	3, 10	Principal Assistant Principal Department Chairs Teachers	Comparison of syllabi of BECHS teachers with UTRGV professors. Students accept and understand the increased rigor in core subject areas.				
		Funding Sources: Title I-A - \$2000.00					
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Students are required to attend Link2Success academies for their college-level classes. This extra time is needed by students to pass these rigorous college courses and is part of the student's final grade. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 17</p>	2, 3, 10	Principal Assistant Principal Counselor Link2Success Mentors Teachers	Sign in logs from Link2Success 85% of students passing all core area classes at BECHS and at UTRGV.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) Teachers will use support materials in AVID to give at-risk students additional time to increase their skills in all core subject areas. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 3, 10	Principal Assistant Principal Counselor Teachers	Students communicate their needs to their respective AVID teachers. Fewer students failing at 6 week grading periods. UTRGV students utilize AVID to pass college-level classes.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>7) Counselor throughout the school year will conduct classroom presentations during AVID classes on importance of dual enrollment, college preparation, grades, career interests, BECHS/UTRGV partnership. Counselor will also discuss importance of communication, tutorials and required Link2Success participation. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	10	Principal Assistant Principal Counselor Teachers	85% of student are retained in their co-hort; students attend offered tutorials at BECHS and at UTRGV. Students have passing grades.				
		Funding Sources: Title I-A - \$40000.00					
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>8) BECHS Orientation is required for all junior level students. This Orientation is required to ensure the students understand the academic, social responsibilities and impact on financial aid from failures which are necessary to attend a major university. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	9, 10	Counselor Jr. level AVID Teacher	Sign in sheets from BECHS Orientation sessions				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged through college generated syllabi to meet their full educational potential and to become college ready.

Performance Objective 2: Schedule additional counseling sessions for students who are struggling or are in danger of failing.

Summative Evaluation: Sign-in sheets, progress notes, six-weeks grades






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Teachers will use support materials in AVID to give At-Risk students additional skills to be successful academically. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13	2, 3, 8	Administration, counselor, AVID teachers	lesson plans, benchmark, TSI and EOC results, class grades, credits recovered, counselor's sign-in sheets, attendance sheets				
							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: To reduce school discipline referrals, and suspensions to less than 1% in order to improve student success.

Summative Evaluation: Student improvement and teacher attitudes improve through expectations and student achievement shows improvement

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 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. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 10	Principal Assistant Principal Teachers Counselor Nurse Security Officer	Event sign-in sheets, campus attendance records, event agendas, EOY incident reports, Review 360, medical reports				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Schedule Brain Trust Meetings for all faculty and staff. Information is disseminated across the campus. Input from administration, counselor, Campus testing coordinator, District information, Department Chairs and teaching personnel is scheduled so all voices will be heard. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	5, 10	Principal Assistant Principal Testing Coordinator Principal's Secretary Front Desk Clerk Counselor Department Chairs Data Entry Clerk Security Personnel Nurse	Agendas, sign in sheets, attendance and staff surveys				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Schedule at least four Leadership Team Meetings per year to ensure exchange of information between BECHS and UTRGV. Information discussed will then be presented to faculty and staff during the next scheduled Brain trust Meeting Population: AR, GT, SE, LEP, MI, DYS, Parents Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	10	Principal Assistant Principal Counselor UTRGV Liaison Ass't Superintendent for ECHS Principal's Secretary Front Desk Clerk Parent Representatives	Agendas, sign-in sheets, attendance, Increased communication between the two institutions				

<p align="center">Critical Success Factors CSF 6</p> <p>4) 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. 2016 thru June 2017 CNA: pg. 17</p>	2, 4, 10	Principal Assistant Principal	Monthly logs of practices and trainings, sign-in sheets, agendas, attendance				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) 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. 2016 thru June 2017 CNA: pg. 12</p>	10	Principal Assistant Principal Security Officer Parent Involvement Liaison	End of year incident reports Review 360 Calendar of events				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 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. 2016 thru June 2017 CNA: pg. 12</p>	10	Principal Assistant Principal Nurse	Agendas, sign in sheets, attendance Medical reports Incident reports Review 360				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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.

Performance Objective 1: There will be a 15% increase in the number of parents involved in campus/district parental involvement activities during each school year. Parents will be strongly urged to participate with their BECHS students. School scheduled parental meetings monthly.

Summative Evaluation: Sign-in sheets, agendas, calendar of meetings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Invite community representatives to serve on the BECHS Leadership Committee Meetings in order to receive input from the public and allow them to be active participants on campus planning.</p> <p>Population: Parents and students AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 6, 10	Administration Counselor Teachers Committee members Parents	<p>Formative: Sign-in sheets, agenda presentations, survey results</p> <p>Summative: EOC and TSI results</p>				
Funding Sources: Local - \$0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Adhere to Title 1 Parental Involvement requirements: share decision-making through Brain Trust 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).</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 6, 10	Principal Assistant Principal Counselor Parental Involvement Liaison Teachers UTRGV Liaison	<p>Formative: Agendas, sign in sheets</p> <p>Summative: Parental surveys</p>				
Funding Sources: Title I-A - \$1455.00, Title I-A - \$0.00, Title I-A - \$600.00							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Host celebrations which emphasize student achievement such as Awards and Achievement Night, BECHS Orientation, Spanish National Honor Society Induction, National Honor Society Induction, Ring Ceremony as well as announcing trophies and awards won by our students. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 9</p>	2, 5, 6, 10	Principal Assistant Principal Counselor Front Office Personnel Club Sponsors Teachers	Formative: Lists of those students who participate in extra-curricular activities Summative: Number of students who win awards and trophies				
Funding Sources: Local - \$2000.00							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Schedule monthly parental involvement meetings to discuss key issues which affect our students. This includes the Campus Report Card, Campus Improvement Plan and other state data. Will stress the importance of attendance and its connection to student success in academics and importance of student participation in extra-curricular and community events. Use School Messenger to ensure high attendance. Q & A is encouraged to open communication. Distribute Parent Compacts. Population: Parents Timeline: Aug. 2016 thru June 2017 CNA: pg. 15</p>	2, 6, 10	Principal Assistant Principal Counselor Department Chairs Nurse Security Guard Testing Coordinator Teachers UTRGV Liaison Parent Involvement Trainer	Formative: Agendas, sign in sheets Summative: Survey results School Messenger results EOC results, TSI results, ACT and SAT results				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>5) Parents will be invited to involve themselves with school technology in the learning process, including, but not limited to, our school's website and the Home Access Center. Parents are also encouraged to support extra-curricular activities by attending the school related events such as robotic trials, History Fair, Science Fair, Destination Imagination, Mock Trial, Ballroom Dancing, Chess Tournaments, etc. Population: AR, GT, SE, LEP, MI, DYS, Parents Timeline: Aug. 2016 thru June 2017 CNA: pg. 15 & 19</p>	2, 6, 10	Principal Assistant Principal Parent Liaison Club Sponsors Participating Teachers Data Entry Clerk Parents	Formative: Sign in sheets, Surveys and Parental involvement numbers in HAC Summative: Survey Results EOC and TSI Results, Graduation rate, HAC Report				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Utilize School Messenger in English and Spanish to spread the word about opportunities for parents to come and visit the school. Verify student personal information during parent visits to school to ensure communication with parents so they are aware of assessments dates, activities, scheduled meetings and other deemed important events. Administration to record all School Messenger notices in English and Spanish.</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 15</p>	2, 6, 10	Principal Assistant Principal	Formative: Parent Registration on School Messenger Summative: School Messenger Report, Parent participation rate				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>7) Graduation will continue to be highlighted each year at the Jacob Brown Auditorium which was selected for this special event. BECHS faculty and staff participating will wear academic regalia. The ceremonial mace and BECHS Gonfalon will be featured and students will be highlighted wearing their academic cords and stoles.</p> <p>Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 9</p>	2, 6, 10	Principal Assistant Principal Counselors Teachers Data Entry Clerk Front Office Staff	Formative: Graduate list Summative Graduation rate, EOC results, TSI results, SAT and ACT results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: All migrant students remain at BECHS year round and are provided with the same rigorous educational opportunities as all the other students at BECHS receive. 100% of BECHS migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).




Summative Evaluation: All migrant students will pass all academic courses and pass their EOC and TSI Tests.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) In order to increase student study skills and proficiency on laptops, teachers will integrate AVID Study Skills and note taking into their courses. Population: PFS, MI Timeline: Aug. 2016 thru June 2017 CNA: pg. 12</p>	2, 3, 9, 10	Principal Assistant Principal Counselor Teachers	Formative: lesson plans, Benchmark results Summative: EOC results, TSI results,				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>2) Use rigorous curriculum for all courses including advanced level materials and programs for all students. Population: PFS, MI Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	3, 9, 10	Principal Assistant Principal Counselor Teachers	Formative: Increase daily and weekly academic and test performances Summative: Migrant students will pass all classes. Migrant students will pass TSI. Migrant students will transition into UTRGV.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) All migrant students will be issued a laptop and appropriate materials to remain competitive with all other BECHS students. Population: PFS, MI Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	2, 10	Principal Assistant Principal Counselor Teachers Principal's Secretary (accepting deposit from students-only) Front Office Clerk (accepting deposit from students only)	Formative: Signed paperwork showing that migrant students have been issued appropriate equipment. Summative: List documenting students use of laptops and other appropriate materials				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) 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. Population: PFS, MI, Timeline: September 1, 2016- May 31, 2017 CNA: pg. 8 & 9</p>	2, 10	Principal Assistant Principal Teachers Counselor	Formative: Timely placement into Interventions Summative: Report that show interventions were used				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>5) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * 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 Population: Migrant Students Migrant Parents Timeline: August 2016- June 2017 CNA: pg. 8 & 9</p>	3, 9, 10	Principal Assistant Principal Counselor	Formative: Graduation plans, entry/withdrawals Summative: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) High school migrant students will have credit accrual opportunities through the University of Texas Austin Correspondence Courses and/or Credit by Exams to ensure on time graduation. Population: PFS, MI Timeline: August 2016-July 2017 CNA: pg. 9</p>	3, 10	Principal Assistant Principal Counselor	Formative: credits listed Summative: Increased number of earned credits, on-time graduation rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I. Population: PFS, MI Timeline September 2016 As needed through June 2017 CNA: pg. 9</p>	2, 9	Principal Assistant Principal Counselors	Formative: Sign-in sheets Summative: Increased CAMP acceptances, scholarships awarded, completion of admission requirements				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes. Population: 9th Grade PFS & MI Timeline: September 2016 CNA: pg. 9</p>	2, 3, 9	Principal Assistant Principal Counselor Teachers	Formative: Strategy discontinued due to workshop not becoming available. 9th grade students will get the needed skills in their math class.				

<p align="center">Critical Success Factors CSF 1</p> <p>9) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well Population: PFS, HS Migrant Students- 11th & 12th grade</p> <p>Timeline: October 2016 CNA: pg. 9</p>	2, 10	Principal Assistant Principal Counselor Teachers	Formative: Strategy discontinued due to campus having one migrant student who is a 9th grade student.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Migrant Students recognized as Exemplary Migrant Students by the University of Texas at Austin will have the opportunity to attend the ceremony in order to enhance their self-esteem and experience the acknowledgement of their academic accomplishment. Population: PFS, HS Migrant Students Timeline: March 2017 - April 2017 CNA: pg. 9</p>	10	Principal Assistant Principal Counselor Teachers	Formative: Attendance records, Certificates of Recognition Summative: Increased college enrollment				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>11) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation. Population: PFS, High School Migrant Students 9th-12th Timeline: June 2017 CNA: pg. 9</p>	2, 10	Principal Assistant Principal Counselor Teachers	Formative: Summer program attendance sheets Summative: Increased on- time graduation rate, decreased dropout rates				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>12) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS/EOC assessment. Population: PFS, MI Timeline: March 2017 CNA: pg. 9</p>	3, 10	Principal Assistant Principal Counselor Teachers	Formative: Sign-in sheets, Summative: Increased EOC Scores for PFS students				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrating technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Teachers will integrate use of technology into lesson plans and all students will have laptops. Students will use laptops at least 40% of instructional time.

Summative Evaluation: Students use computer labs 90% of the time and 85% of our students use technology to research or produce a product. All 11th and 12th grade students who are enrolled at UTRGV utilize laptops daily for all course work.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Students may be provided a laptop & opportunities to use the technology TEKS in order to complete classroom assignments and participate in classroom activities. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	2, 3, 9, 10	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, ERO evaluations				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Students will work at computer stations on programs that will increase their reading, math and science skills. This will increase their academic performance plus increase their ability to produce computer-generated projects. Students will be able to lead in classroom instruction using technology such as computers and projectors. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 16</p>	2, 3, 10	Principal Assistant Principal Department Chairs Teachers TST	Increased student performance on standardized tests. Review of student driven, computer-generated projects.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Purchase and implement modular instructional software to support student's credit recovery and acceleration through the A+ and Odyssey software. Living With Science software for the science department. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 13</p>	2, 3, 10	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 Odyssey use Review of Smoop use Review Living With Science				
Funding Sources: Title I-A - \$10000.00							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Campus Technology Support Teacher (TST) together with the Professional Development Department will be given sufficient time to provide professional development in the area of instructional technology for faculty and staff in order to increase student performance and teacher technology skills. BECHS will purchase new computers for teachers to help focus on learning integrating software into the teaching and learning process. Professional development also needed for all teachers to implement interventions and data analyzes. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 19</p>	2, 4, 5	Principal Assistant Principal Counselor Campus Testing Coordinator TST Teachers Staff	Agendas Sign in sheets List of Interventions RTI Module				
Funding Sources: Title I-A - \$10000.00							
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Campus will originate and maintain a website with the school's up to the date information, brochures and booklets which can be accessed by BECHS faculty, staff, students, parents, UTRGV staff and community members. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 12</p>	2, 10	Principal Assistant Principal Website Construction Engineer	Number of "hits" to the site				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) All faculty will utilize Eduphoria Aware and Tango Trends online to identify and analyze student assessment data to create tailored learning strategies for student success. Population: AR, GT, SE, LEP, MI, DYS Timeline: Aug. 2016 thru June 2017 CNA: pg. 10</p>	2, 8, 10	Principal Assistant Principal TST Counselor Department Chairs Campus Testing Coordinator Teachers	Students perform successfully on all standardized tests. Tango Aware				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Brownsville Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-008-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$615.00
162-11-6118-00-008-Y-30-OK2-Y	6118 Extra Duty Stipend - Locally Defined	\$9,720.00
162-31-6119-31-008-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,470.00
6100 Subtotal:		\$83,805.00
6200 Professional and Contracted Services		
1211-11-6249-00-008-Y-30-0F2-Y	6249 Contracted Maintenance & Repair	\$10,000.00
6200 Subtotal:		\$10,000.00
6300 Supplies and Services		
162-11-6399-00-008-Y-30-OK2-Y	6399 General Supplies	\$17,480.00
6300 Subtotal:		\$17,480.00
6600 Capital Outlay Accounts		
162-11-6649-62-008-Y-30-OK2-Y	6649 Capital Assets - Locally Defined	\$2,400.00
6600 Subtotal:		\$2,400.00

Personnel for Brownsville Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school-wide program plan that includes all of the ten required components. The following ten components of a school-wide program are embedded within the campus improvement plan and its activities.

The Brownsville Early College High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (Brain Trust) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations (pages 24-43 in our CIP). Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, and Title I on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 school year and to increase the Advanced Level 3 performance level in all content areas (Please see EOC scores).

TEST	AREA	2013-2014	2014-2015	2015-2016
GRADE LEVEL		STAAR		
STAAR	Reading	93	Eng. I-99%	Eng. I-97%
GRADE 9	Math	Algebra 1 - 94	Alg I-100%	Alg I-100%
	Science	Bio - 83	Bio-98%	Bio-98%
	Social Studies	World Geo – 95	NA	NA

STAAR GRADE 10	Reading/ELA	Read – 97; /Writing 92	Eng. II-98%	Eng. II-99%	
	Math	Geo - 98	NA	NA	
	Science	Chem - 97	NA	NA	
	Social Studies	World His - 63	NA	NA	
STAAR GRADE 11	Reading/ELA	NA		NA	
	Math	NA	NA	NA	
	Science	NA	NA	NA	
	Social Studies	US Hist.- 98%	US Hist.- 98%	US Hist.- 100%	
STAAR GRADES 9-11	Reading/ELA	NA	NA	NA	
	Math	NA	NA	NA	
	Science	NA	NA	NA	
	Social Studies	NA	NA	NA	
STAAR Commended GRADE 9 TEST	Reading/ELA	R – 21% W-4%	Eng.I-19%	Eng.I-.2%	
	Math	Alg -0% Geo – 33%	Alg I-1%	Alg.I- 49%	
	Science	Bio-0%	Bio-20%	Bio.- 37%	
	Social Studies	World Geo – 15%	NA	NA	
GRADE LEVEL	AREA	2011-2012 STAAR	2012-2013	2014-2015	
	GRADE 10	Reading	14%	Eng. II-99%	Eng. II- .10%
		Writing	6%	NA	NA
		Algebra II	61%	NA	NA
		Chemistry	7%	NA	NA
		World History	0%	NA	NA
STAAR PARTICIPATION	Test Taking Rate	100%	100%	100%	

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children

to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (3) include strategies for meeting the educational needs of historically underserved populations include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards (5) address how the school will determine if such needs have been met ; and (6) are consistent with and are designed to implement the State and local improvements plans .

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. Only in emergency situations, will the school consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Those teachers who are Master Teachers, who have Master's Degrees and who are Advanced Placement trained and are approved to teach Dual Enrollment classes at the University level will be given priority during the hiring process.

Strategies to attract high-quality teachers to high needs schools will include participation in the District sponsored annual Teacher Fair (when it is initiated), selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies training . The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and will include Advanced Placement training, training which will result in teachers qualifying to teach Dual Enrollment classes as well as any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or District identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained.

Title I, Part A Funds will be used to partially finance increased parental involvement at the school and to purchase special materials used in the parent involvement program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, increasing their English fluency, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

BECHS Student orientation is held at the beginning of the school year by our counselor for incoming freshmen, where parents are issued a folder with the appropriate forms and a parent compact. They are advised and encouraged to discuss the requirements of the program.

Also, freshmen are offered a two week Summer Bridge program to prepare them for the upcoming school year and prepare them for their first time testing

with the TSI in the areas of math and writing.

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Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance . Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. As part of the district's mandates, BECHS allows the AVID program to be implemented into the curriculum. The purpose of AVID is to bring students into the Pre-AP/AP program that would not normally consider the classes and prepare them to be successful on the AP exams. All students are also given the opportunity to receive additional support through the afterschool tutorial program. BECHS ensures that all students receive supplemental instructional opportunities across all content areas and provide adaptive assisted instruction when needed. The Link 2Success tutorial program is used. Academic counseling by our school counselor is also provided as added assistance and support to students to help them become self-directed learners by teaching them the skills and habits needed for college success.

The school will coordinate and integrate programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and other District-determined funding sources, e.g., after school tutorial programs. Professional Development activities are also paid for from Local Funds. Title I Funds along with other funding BISSD makes available to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. SCE funds will be utilized by the campuses to purchase accelerated instruction software, provide supplemental instructional materials and provide afterschool tutorials to improve at-risk student achievement.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

CNA Procedures for Demographics: (strategy/activity 7.1.5)

BECHS serves 425 students of which 98% are Hispanic, 90% are of low socio-economic status and 40% are at-risk.

Both BECHS class of 2017 and 2018 are enrolled full time at UTRGV/TSC with all 85 and 113, respectively, passed all three college readiness measures. Currently 34 out of 111 members of the Class of 2018- 2019 have already passed all three measures and most have passed two of three measures. Our main focus on the academic success of our students is achieving both a high school diploma and 60+ hours of coursework towards a Bachelor's Degree.

BECHS uses a wide variety of performance assessments including STAAR/EOC, TSI, PSAT, SAT, ACT, AP Spanish Language and district benchmarks. Surveys of a variety of audiences and purposes are used and the campus participates in evaluations conducted by the assessment department. Student support services include peer and college student tutoring, Advanced Via Individual Determination (AVID) classes, counseling, academic advising, conferencing, and a wide variety of academic programs including gifted and talented and bilingual support services. We are still working diligently to raise our Advanced Level 3 scores in EOC.

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CNA Procedures for Student Achievement: (strategy/activity 3.1.1)

BECHS has developed and has continually maintained a profile of the school using several methods. The state provides an annual school report card which gives data concerning the school's performance score based on results from standardized test scores, student attendance rate and drop-out data. This data is used to analyze how we are meeting our academic goals and vision. Aside from the school report card, STAAR testing results, PSAT results, AP testing results, TOPT results and TSI results are also analyzed to assess the school's progress in achieving our mission.

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CNA Procedures for School Culture and Climate:(strategy/activity 5.1.1)

The leadership of BECHS begins with the Principal followed by the assistant principal, counselor and testing coordinator. The counselor, teachers and staff will report to the Assistant Principal who will, in turn, report to the Principal. Leadership decisions are dictated by the needs of the student population. The campus maintains a safe and disciplined environment conducive to student learning. There are 18 teachers on-site and one school counselor. In 2012-2013, we relocated to the University campus. All faculty and staff plus our security guard are responsible to ensure that a safe and disciplined environment is provided for all students. There is a written security and crisis management plan with appropriate training for stakeholders on the campus. An Emergency Operation Plan and BISD School Emergency Quick Reference Guide are made available. Students and faculty practice responses periodically throughout the school year as monitoring occurs by administration. New procedures were put in place and still hold for the 2016-2017 school year because of our proximity to Mexico and the border wall changes our risk factors. We have few discipline problems and this promotes a safe campus.

To continue to grow a highly successful campus and to promote a positive school culture and climate, the budgetary issues must be addressed and a reasonable amount must be set aside for those items listed in the MOU and which are required for the smooth running of a high school.

The administration provides teachers with the basic supplies such as paper and some supplies for robotics as well as batteries, blank cassettes, cassette recorders and some outdated calculators, needed to accomplish the school's vision. The administration also provides and encourages professional developmental activities. These activities can come in the form of conferences, workshops, seminars, best practices demonstrations and/or in-services. Observations and evaluations of teachers are conducted and shared with the teachers in order to ensure best practices are being used; therefore, the student learning is enhanced.

The teaching and learning process is guided by the alignment of lesson objectives to the Texas Essential Knowledge and Skills, and benchmarks. We address the needs of each child through a range of enrichment programs as well as in school activities and events such as awarding certificates, medals and patches. The Campus Improvement Plan is reviewed annually and is submitted to the Brownsville ISD school board. Our Campus Improvement Plan correlates with TEA requirements and expectations. All of our teachers are highly qualified and attempt to stay current in their field of teaching.

CNA Procedures for Staff Quality, Recruitment and Retention:(strategy/activity 6.1.3)

Since the UTRGV/Texas Southmost College 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. Our student population number is about 425. These parameters create a special setting where there are only nine core area classroom teachers, ten support teachers (AVID, Spanish, Speech, Art, Computer Technology, Physical and Health Education), two campus administrators, one security guard, two custodians, one LVN, one full-time academic counselor, and one campus testing coordinator and three support office staff. There is little turn over in this small faculty. When recruitment is required, ads are placed on the school district's Internet site and in the local newspaper. After hiring, the new teacher is welcomed and mentored by his/her colleagues.

CNA Procedures for Curriculum, Instruction and Assessment:(strategy/activity 5.1.3)

BECHS sets high expectations for all students enrolled. The close partnership with the University of Texas at Rio Grande Valley promotes high teacher expectations. The two years of high school are taught with advanced placement concepts to ready students for the rigor they will face in 11th grade as they enter the University full-time. All students attend the University and are projected to complete 60+ hours of University classes. Students must successfully complete their EOC exams and all three parts of the Texas Success Initiative (TSI) test as well as pass all their classes. Through a mentorship program provided by BECHS through National Honor Society coupled with the best practices exhibited by AVID teachers and with the support of Link2Success tutorials provided by the University, students have access to a great deal of necessary support. All classes are tailored to help students complete their work at the college level; this prevents "sticker shock" when they enter the University full-time. Through the required Orientation process conducted by the University which all entering students must complete and through continued exposure to the University's expectations, students are successful in gaining college credits.

All teachers followed the required TEKS and work industriously to ensure students score well on all standardized tests. BECHS students consistently score at the top of the scales as is evidenced by the different Distinction Designations awarded by the State.

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CNA Procedures for Family and Community Involvement:(strategy/activity 6.1.6)

The leadership at BECHS ensures fostering of effective communications and relationships with family, community and stakeholders by involving them in the academics and activities offered to its students. BECHS communicates its success, needs and progress throughout the year. Its mission communicates our school's goals and vision.

Parents are notified via fliers, in Spanish and English and through School Messenger phone calls by administration of parent meetings held in order to update them on upcoming assessments (district and state), activities, projects, expectations and to address general needs, concerns and annual goals. In addition, the parent meeting dates are listed on the web site. The meeting dates for the year are already publicized and the subsequent meeting is always announced at the monthly meeting. To further entice parents to come, local speakers are brought in to discuss areas of interest to our families. We allow parents to meet together after our organized meetings to discuss general areas of interest, i.e. all senior parents get together to plan a Senior Dinner. Staff is available to sign up our parents for Home Access Center at each meeting.

CNA Procedures for School Context and Organization:(strategy/activity 5.1.2)

We have found that highlighting small sections of information and data, promotes a more in-depth discussion on the part of all our faculty. Thus, whatever issues are pending, they are placed on the Agenda for our Brain Trust Meetings. All faculty and staff are invited to attend these meetings. Both organizational issues and contextual issues are discussed. To ensure broad-based discussion, each Department Chair is required to weigh-in on all issues.

CNA Procedures for Technology:(strategy/activity 8.1.1)

At BECHS, the Technology Committee met several times and looked at the STaR Chart, Fixed Assets Report, the results of the Staff/Student/Parent Technology Survey of Needs along with the current hardware and software being utilized across grade levels here and at the University. The Technology teacher (TST) was able to provide excellent information regarding input the level of implementation and acquisition of the Technology TEKS as observed per grade level. A grid was designed to outline the expectations per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of training attended by teachers were noted.

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies:

1. Provide opportunities for all students to meet high academic standards in classes that utilize effective instructional strategies. Needs of all students must be addressed.
2. Instruction is by highly qualified professional faculty.
3. All professional development must be of high quality and must be tailored to the needs of the early college high school.
4. Continue to provide surveys which illicit information from parents regarding what types of information they want and need in the parental involvement meetings.
5. Teachers are included in assessment decisions.
6. Continue to identify and ensure various kinds of assistance to aid those students who are experiencing difficulty in a subject area.
7. Coordination and integration of funding by federal, state and local budget functions to maximize effectiveness for student success.

3: Instruction by highly qualified professional teachers

Since the University of Texas RGV/Texas Southmost College work hand in hand with BECHS, it is preferred that our teachers have a Master's Degree with 5 years of teaching experience in the field assigned. Our student population number is about 425. These parameters create a special setting where there are only eight core area classroom teachers, ten support teachers (AVID, Spanish, Speech, Art, Computer Technology, Robotics, Physical and Health Education), two campus administrators, one security guard, two custodians, one LVN, one full-time academic counselor, one campus testing coordinator and three support office staff. There is little turn over in this small faculty. When recruitment is required, our present faculty is asked to make recommendations and sit in on interviews. This ensures that the staff we bring onto the campus will fit well into teaching community. After hiring, the new teacher is welcomed and mentored by his/her colleagues.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Professional development must be tailored for early college high school staff and their specific needs. "Best practices" should include focused training in rigorous, college-focused curriculum and professional development which builds confidence in young students to overcome obstacles they encounter in these classes.

2. Provide sufficient funding for substitutes to allow teachers to co-teach with the University counterparts as well as to attend professional trainings offered by the university during the school day.
3. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Department.
4. BECHS will provide access to high-quality, ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and will include Advanced Placement training, training which will result in teachers qualifying to teach Dual Enrollment classes as well as any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or District identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained.

5: Strategies to attract highly qualified teachers

1. Strategies to attract high-quality teachers will include participation in the District sponsored annual Teacher Fair (when it is initiated), selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies training. Recommendations from current faculty will be utilized to attract new staff.
2. Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired. Only in emergency situations, will the school consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Those teachers who are Master Teachers, who have Master's Degrees and who are Advanced Placement trained and are approved to teach Dual Enrollment classes at the University level will be given priority during the hiring process

6: Strategies to increase parental involvement

1. Title I, Part A Funds will be used to partially finance increased parental involvement at the school and to purchase special materials used in the parent involvement program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, increasing their English fluency, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting.
2. BECHS orientation is held at the beginning of the school year for all incoming freshmen, where a folder is issued with the appropriate forms and a parent compact. They are advised and encouraged to discuss the requirements of the program.
3. This school-sponsored orientation is held for parents and students once the student reaches 11th grade. This orientation acquaints the parents with the University's requirements and expectations. This orientation also introduces the support systems which are in place to help their child succeed.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.
2. . All teachers will closely monitor all students' performance based on daily exercises and periodic tests and through the use of Aware and Tango.
3. Students not mastering the objectives will be provided additional assistance in the after and before school tutorial program and/or enrichment courses based on his/her individual needs. As part of the district's mandates, BECHS utilizes the AVID program which is implemented into the curriculum. The purpose of AVID is to teach students appropriate study techniques and to encourage them to attempt strenuous coursework in areas they may not normally consider taking. AVID observes the students closely and provides additional help in the rigorous classes and prepares the students to be successful on their exams. All students are also given the opportunity to receive additional support through the afterschool tutorial program, the peer mentorship program offered through National Honor Society and Link2Success program offered by the University. BECHS ensures that all students receive supplemental instructional opportunities across all content areas and provide adaptive assisted instruction when needed. Academic counseling by our school counselor is also provided as added assistance and support to students to help them become self-directed learners by teaching them the skills and habits needed for college success.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. SCE funds will be utilized by the campuses to purchase accelerated instruction software and provide before school-, during school (for UTRGV students) and afterschool tutorials to improve at-risk student achievement. Students are also encouraged to take advantage of the peer tutoring offered through National Honor Society.
2. All students will utilize Link2Success mentoring at UTRGV. This extended day practice is part of the class and also part of the student's final grade.
2. Teachers will use support materials through AVID to give at-risk students additional skills to be successful academically.

3. Provide extended day and extended week tutorials which focus on obstacles for at-risk students including additional literacy development for struggling students in order to ensure literacy proficiency.

4. Additional information to hone student's skills will be utilized from TLI Specialist when needed and requested by a visit to BECHS from our counselor and/or administration.

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

1. The school will coordinate and integrate programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and other District-determined funding sources, e.g., after school tutorial programs. Professional Development activities are also paid for from Local Funds. Title I Funds along with other funding BISD makes available to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program

2. Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. These funds promote opportunities which allow these students to take advantage of the rigorous college curriculum.

3. Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment.

4. Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Michelle A. Seney	SBDM Member

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Leadership Team Meetings	199.13.6499.53.008.Y11.000.Y	\$0.00
6	1	3	Awards	199.11.6498.00.008.Y11.021.Y	\$2,000.00
Sub-Total					\$2,000.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Projectors	211.11.6398.62.008.Y30.0F2.Y	\$5,700.00
1	1	1	Substitutes for testing	211.11.6112.00.008.Y30.0F2.Y	\$5,000.00
1	1	1	Professional development	211.13.6239.00.008.Y30.AYP.Y	\$0.00
1	1	7	Supplies	211.11.6399.00.008.Y30.0F2.Y	\$28,383.00
3	1	2	Summer Bridge	211.11.6494.00.008.Y.30.BDG.Y	\$500.00
3	1	4	A+ Software	211-11-6249-00-008-Y-30-OF2-Y	\$10,000.00
4	1	1	Transportation	211.11.6494.00.008.Y30.0F2.Y	\$700.00
4	1	3	paper for tutorial sessions and printers	211.11.6396.00.008.Y30.0F2.Y	\$2,300.00
4	1	4	UTRGV Textbooks (hardcopy & online)	211.11.6321.00.008.Y.30.OF2.Y	\$2,000.00
4	1	7	Tutorials	211.11.6118.00.008.Y30.0F2.Y	\$40,000.00
6	1	2	Parental Involvement/Food Parent Center	211.61.6499.53.008.Y30.0F2.Y	\$1,455.00
6	1	2	Parental Involvement Supplies	211.11.6163.99.008.Y30.0F2.Y	\$0.00
6	1	2	Sound System	211.11.6398.62.008.Y30.0F2.Y	\$600.00
8	1	3	Software	211.11.6249.00.008.Y30.0F2.Y	\$10,000.00
8	1	4	computers	211.11.6398.62.008.Y.30.OF2.Y	\$10,000.00
Sub-Total					\$116,638.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplies	162.11.6399.62.008.Y.30.000.Y	\$0.00

1	1	8	General Supplies	162.11.6399.62.008.Y.30.000.Y	\$3,000.00
3	1	1	EOC Tutorials	162-11-6118-00-008-Y-24-EOC-Y	\$1,876.00
3	1	4	General Supplies	211-11-6399-00-008-Y-30-0K2-Y	\$28,383.00
Sub-Total					\$33,259.00
Grand Total					\$151,897.00