

Brownsville Independent School District

Brownsville Early College High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: November 4, 2020
Public Presentation Date: October 27, 2020

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2020

Demographics

Demographics Summary

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

The student population at BECHS is approximately 420 and serves students in grades 9 through 12. This year, 20-21 we will have our tenth graduating class. BECHS students have the opportunity to enroll in dual credit courses as early as their 9th grade year while juniors and seniors are enrolled at the university full time. Our goal at BECHS is to ensure all students graduate core complete with UTRGV and earn an Associates Degree in General Studies with Texas Southmost College. As a result, students earn their 42 core hours and up to 60 hours towards a bachelor's degree.

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

According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic - 99.2%, White .53%; African American 1%; Asian .27%; Economically Disadvantaged 86%; Limited English Proficient (LEP) .27%; At-Risk 26.47%; Migrant .53% and Special Education/504 -- 4%. Additionally, the mobility rate is 2%; the retention rate is 0% for All Students, for At-Risk students and for all other categories of special populations. Overall, the attendance rate for the school year is 98.9% for all students. The completion rates for the school year is 100% and the graduation rate is the same --100%-- for all students and for at-risk students. Consequently, the dropout rate for the school year is 0%.

The current staff at Brownsville Early College High School is comprised of 18 teachers, two campus administrators, one nurse, two counselors, three staff members and two custodians. The teaching staff is 44% male and 56% female, GT certified, and Advanced Placement trained through College Board. Additionally, 72% of our teachers hold a master's degree.

Demographics Strengths

We extend our recruitment efforts to all 8th grade counselors. We meet with them as a group to explain what distinguishes BECHS from other early college high schools and to explain the importance of the embedded rigor in each of the core area classrooms. In our recruitment efforts, we are explicit about the supports which are provided to our students (before and after school tutorials, peer mentoring, support classes) to encourage those students who are unsure of themselves that BECHS is a viable option as an educational choice for them to consider. We are able to help those students who might normally struggle on their own. Because our students are individually interviewed along with their parents and/or

guardians prior to entering BECHS, students have a clear understanding of the expectations of a college preparatory academy. The students understand that this is a school of choice, and that it will be academically rigorous. Students select this school because they are academically focused and have a desire to attend the university. All of our students are TSI ready by spring break of their sophomore year. We offer a credit recovery program (Edgenuity) in case students fail a course. Students are encouraged to participate in clubs and are encouraged to participate in community projects. Edgenuity and APEX among other resources are used to prepare students for ACT/SAT, TSI, Advanced Placement tests, and End of Course.

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 2 (Prioritized): Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause:** increase in student enrollment in Dual Courses

Need Statement 3: Need to increase at risk enrollment for incoming 9th graders

Need Statement 4: Need to continue providing free services to include but not limited to food, health care, tuition assistance, since 95% of our students are economically disadvantaged and most receive aid, **Data Analysis/Root Cause:** low socio economic area,

Need Statement 5 (Prioritized): need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses **Data Analysis/Root Cause:** no available space or room

Need Statement 6: Need for an area to host parent meetings- TITLE 1, ECHS Parent Meetings **Data Analysis/Root Cause:** No available Library

Need Statement 7 (Prioritized): Need to increase parental involvement and engagement. **Data Analysis/Root Cause:** low attendance at monthly meeting

Need Statement 8 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional Supports **Data Analysis/Root Cause:** Additional state requirements and district student and employee indicate need

Student Learning

Student Learning Summary

Overall students at BECHS perform well on the state End of Course(EOC) exams. Due to COVID-19 School closures, BECHS/BISD does not have data for the 2019-2020 school year End of course Exams. Campus and district benchmark data is used to plan targeted and effective instruction. This data also facilitates the planning EOC Prep Tutorials in place for all tested areas. Tutorial sessions are provided daily in the morning, during lunch, afterschool, and occasionally on Saturdays. Moreover, all students are expected to pass all three parts of the Texas Success Initiative, TSI, so they can enter the university on their 11th grade year. All freshmen and sophomores are provided the opportunity, throughout the school year, to pass each of the three sections before the university deadline. To achieve this, students take advantage of the tutorials offered before and after school, the peer mentoring, and retesting opportunities.

For the 2020 summer school program, BECHS had a total of 48 students from 9-10th grade enrolled in one or more courses. Courses offered during the summer were English I and II, Biology, and ALgebra I. Summer courses were offered through google classroom.

DATA TABLE: Not available- No EOC were administered for the school year 2019-2020

BECHS will continue to offer rigorous course work through the 2020-2021 school year.

The graduating class of 2020 graduated with 25 students earning an Associates Degree from TSC. We are currently, estimating 70 students from the class of 2021 will graduate with an Associates degree.

Student Learning Strengths

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

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

Our campus improvement plan is monitored every quarter. The CIP is developed and reviewed at the beginning of the year and at the end of the year as a whole group project. During one of our parent meetings at the begining of the year we go over our scores for End of Course, TSI, dual credit completion and our campus budget. We share the amount we received from state comp, local and Title I. We share our projected expenditures for the new school year.

Students' academic successes are celebrated often on campus. These National Honor Society Induction, Sociedad Honoraria Hispanica Induction, Graduation Ring Ceremony, and Awards and Achievement Night. Announcements of student successes are made through the intercom and displays student awards, trophies and certificates are visible in the office and on the campus website. One of the most celebrated events on the campus, which includes all stakeholders,

is graduation. Graduation takes place at the TSC Fine Arts Center where all participants (students and faculty) wear their academic regalia.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause:** Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 2 (Prioritized): Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 3 (Prioritized): Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4 (Prioritized): need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5 (Prioritized): Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause:** TEA blueprint expectation

Need Statement 6 (Prioritized): Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 7 (Prioritized): Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning **Data Analysis/Root Cause:** surveys indicate students need laptops to take home and do work from home.

Need Statement 8: Need to increase availability of library resources for our students **Data Analysis/Root Cause:** No Library available for our students

Need Statement 9: Need to improve TSI passing rates in Math and Reading **Data Analysis/Root Cause:** Data shows math and reading passing rates are lower than writing.

Need Statement 10 (Prioritized): Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause:** new on line/at home learning surveys show some students will be working from home.

Need Statement 11 (Prioritized): Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause:** passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 12 (Prioritized): Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college

textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause:** increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 13 (Prioritized): Need to purchase through out the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 14 (Prioritized): need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses **Data Analysis/Root Cause:** no available space or room

Need Statement 15 (Prioritized): decrease of attendance rates, teacher moral. **Data Analysis/Root Cause:** Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

Need Statement 16 (Prioritized): Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause:** EOC Meets and Masters level passing rates are low.

Need Statement 17 (Prioritized): Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits **Data Analysis/Root Cause:** Increase in attendance and academic success

Need Statement 18 (Prioritized): Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause:** daily usage of materials

Need Statement 19 (Prioritized): Need to provide transportation to students for different co curricula or extra curricula activities **Data Analysis/Root Cause:** student competition, student by student conferences

School Processes & Programs

School Processes & Programs Summary

The close partnership with UTRGV promotes high teacher expectations from students. The two years of high school are taught with advanced placement concepts to ensure students are ready for the rigor they will face in dual credit courses as early as 9th grade. All students attending the university are projected to complete up to 60+ hours of university classes (the requirements they need for students to be core complete) and obtain an Associates Degree with TSC. Teachers implement I3 teaching strategies and Honors/AP rigor. Additional professional development is required for teachers to remain GT/Honors/AP certified. Campus data shows students are successful on End of Course.

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

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

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

Staff Quality, Recruitment, and Retention Summary:

BECHS works in closely with UTRGV. We have implemented professional development idea sharing days with professors from UTRGV. We are aligning our teaching and instruction to better meet the needs of the students attending the university. 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, Computer Technology, Physical and Health Education and Engineering), two campus administrators, two counselors, two custodians and one LVN along with three office staff members. There is little turn over at this campus. When recruitment is required, generally there are excess teachers at another campus and they are interviewed for the needed position at BECHS. This school year 20-21 we are requesting a Math Dual Enrollment Teacher to better facilitate the learning of concepts necessary to take the upper level math courses.

School Processes & Programs Strengths

Curriculum, Instruction, Assessment Strengths:

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

The assessment department provides data periodically. They provide EOC, TSI data comparison charts from month to month. This helps teachers adjust their lesson to ensure we are reteaching any misconceptions

Staff Quality, Recruitment, and Retention Strength:

BECHS is fortunate to have dedicated teachers that insist on rigor in the classroom. Having a small school environment, ensures teachers have the opportunity to identify students' strength and areas of growth. All teachers are AP, Honors, and GT trained, turnover rate is extremely low amongst the staff. Since, we only have 9th and 10th grade teachers, they are able to meet and discuss students progress, attendance and behavior. All teachers are involved with student clubs and community service. Teachers take ownership of the student's success. There are 18 teachers on campus and 14 have a Master's degree (77%).

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 2 (Prioritized): Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause:** new on line/at home learning surveys show some students will be working from home.

Need Statement 3 (Prioritized): need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 4: Need to increase at risk enrollment for incoming 9th graders

Need Statement 5 (Prioritized): Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 6 (Prioritized): Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause:** increase in student enrollment in Dual Courses

Need Statement 7 (Prioritized): Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause:** EOC Meets and Masters level passing rates are low.

Need Statement 8 (Prioritized): Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause:** increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 9 (Prioritized): Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause:** passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 10 (Prioritized): Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every

student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 11 (Prioritized): Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause:** TEA blueprint expectation

Need Statement 12 (Prioritized): Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause:** Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 13 (Prioritized): Need students to get more CTE certifications towards CCMR **Data Analysis/Root Cause:** CCMR requirement

Need Statement 14 (Prioritized): Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use. **Data Analysis/Root Cause:** COVID -19

Need Statement 15 (Prioritized): Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits **Data Analysis/Root Cause:** Increase in attendance and academic success

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

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

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI

testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 2 (Prioritized): need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 3 (Prioritized): Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 4 (Prioritized): Need to increase parental involvement and engagement. **Data Analysis/Root Cause:** low attendance at monthly meeting

Need Statement 5 (Prioritized): Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause:** daily usage of materials

Priority Need Statements

Need Statement 4: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education.

Data Analysis/Root Cause 4: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 7: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes.

Data Analysis/Root Cause 7: TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc.

Data Analysis/Root Cause 1: Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 5: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students.

Data Analysis/Root Cause 5: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 14: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas.

Data Analysis/Root Cause 14: increase in student enrollment in Dual Courses

Need Statement 14 Areas: Demographics - School Processes & Programs

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement.

Data Analysis/Root Cause 3: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 2: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework

and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university.

Data Analysis/Root Cause 2: new on line/at home learning surveys show some students will be working from home.

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 10: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office)

Data Analysis/Root Cause 10: maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 10 Areas: Student Learning - Perceptions

Need Statement 17: Need to increase parental involvement and engagement.

Data Analysis/Root Cause 17: low attendance at monthly meeting

Need Statement 17 Areas: Demographics - Perceptions

Need Statement 16: need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses

Data Analysis/Root Cause 16: no available space or room

Need Statement 16 Areas: Demographics - Student Learning

Need Statement 18: Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments.

Data Analysis/Root Cause 18: daily usage of materials

Need Statement 18 Areas: Student Learning - Perceptions

Need Statement 6: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge

Data Analysis/Root Cause 6: TEA blueprint expectation

Need Statement 6 Areas: Student Learning - School Processes & Programs

Need Statement 13: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments.

Data Analysis/Root Cause 13: EOC Meets and Masters level passing rates are low.

Need Statement 13 Areas: Student Learning - School Processes & Programs

Need Statement 12: Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning

Data Analysis/Root Cause 12: surveys indicate students need laptops to take home and do work from home.

Need Statement 12 Areas: Student Learning

Need Statement 22: Need to increase supports for student and family access to physical and mental health as well as nutritional Supports

Data Analysis/Root Cause 22: Additional state requirements and district student and employee indicate need

Need Statement 22 Areas: Demographics

Need Statement 11: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university.

Data Analysis/Root Cause 11: increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 11 Areas: Student Learning - School Processes & Programs

Need Statement 8: Need to purchase AP Exams and TSI units for students to test college readiness tests

Data Analysis/Root Cause 8: passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 15: Need students to get more CTE certifications towards CCMR

Data Analysis/Root Cause 15: CCMR requirement

Need Statement 15 Areas: School Processes & Programs

Need Statement 21: Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use.

Data Analysis/Root Cause 21: COVID -19

Need Statement 21 Areas: School Processes & Programs

Need Statement 20: Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits

Data Analysis/Root Cause 20: Increase in attendance and academic success

Need Statement 20 Areas: Student Learning - School Processes & Programs

Need Statement 9: decrease of attendance rates, teacher moral.

Data Analysis/Root Cause 9: Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

Need Statement 9 Areas: Student Learning

Need Statement 19: Need to provide transportation to students for different co curricula or extra curricula activities

Data Analysis/Root Cause 19: student competition, student by student conferences

Need Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Goals





Revised/Approved: May 29, 2020









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





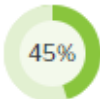

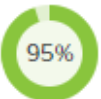

Performance Objective 1: Brownsville Early College High School student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in English I, English II, Algebra I, Biology an US History by 5 percentage points


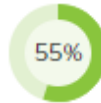






Evaluation Data Sources: STAAR/EOC performance report

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will utilize proven academic strategies in the core area classrooms to engage students, provide timely rationales for the importance of the material and to ensure student success in all core areas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Walk through forms, EOC results, TSI results, discussions w/UTRGV professors, semester averages, course completion study, professional development sign-in sheets, professional development agendas. T-TESS Formal Observations Dept. Meetings Data Meetings Chair Meetings</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Department Chairs Counselors Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: All student, AT Risk, GT, Title I, SPED, 504, LEP - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 5, 12</p> <p>Funding Sources: technology hardware- interactive tv's, laptops, desktopsswivels, cameras. Equipment to facilitate instruction - 162 State Compensatory - 162-11-6398-62-008-Y-30-000-Y - \$25,000, Professional Development - 199 Local funds - 199-23-6411-23-008-Y-99-000Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Materials and supplies will be purchased and provided to our teachers to facilitate the implementation of the state curriculum, AP curriculum, for tutorial sessions. Essential Instructional materials will include but not limited to school supplies, supplemental resources and software for all subject areas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will perform well in all courses offered at BECHS and UTRGV. Students will perform well on standardized testing.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All students, 504, LEP, SPED, Title I. AR, GT - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 4 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Instructional materials, software, consumables, supplemental duty pay - 162 State Compensatory - 162-11-6399-62-008-Y-30-000-Y - \$12,000, Instructional materials, software, consumables, supplemental duty pay - 199 Local funds - 199-11-6399-00-008-Y-11-0-00-Y - \$3,025, Instructional Supplies, consumables, copy paper - 211 Title I-A - 211-11-6396-00-008-Y-30-OF2-Y - \$1,000, Instructional Supplies, consumables, copy paper - 211 Title I-A - 211-11-6399-00-008-Y-30-OF2-Y - \$14,439.15, Supplies - 199 Local funds - 199-11-6399-45-008-Y-11-000-Y - \$1,600, Copy paper - 162 State Compensatory - 162-11-6396-00-008-Y-30-000-Y - \$2,000, ESL lab supplies - 163 State Bilingual - \$525</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide curricular academic support and counseling help to all students who are encountering significant obstacles to their college-going success. Counselors will provide extended day services to students struggling with core classes, EOC and TSI. Counselors will interpret data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model. Counselors will be provided necessary materials supplies to carry out their day to day operation and ensure students are being serviced towards success.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be given the opportunity to test TSI afterschool. Counselors will facilitate the extended day tutorials and testing for TSI.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - Population: All students: Title 1; LEP; SPED; 504, AR, GT - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 2, 6 - School Processes & Programs 1, 10 - Perceptions 1</p> <p>Funding Sources: supplemental duty pay - 211 Title I-A - 211-31-6118-00-008-Y-30-OF2-Y - \$3,655, Supplies - 211 Title I-A - 211-13-6399-00-008-Y-30-OF2-Y - \$7,813</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Summer Bridge will be held during the summer to help students bridge the gap between 8th and 9th grade. Summer bridge will include core area and elective area curriculum to include TSI preparation and testing. General supplies will be purchased to carryout the day to day instructional activities during Summer Bridge. Custodial supplies will be ordered for the upkeep of the campus during the summer.</p> <p>Milestone's/Strategy's Expected Results/Impact: School Climate and culture</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Population: All students: GT, AT Risk, LEP, IDEA, 504, Title 1 Econ Dis - Start Date: July 1, 2020 - End Date: August 14, 2020 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 5, 6 - School Processes & Programs 1, 11</p> <p>Funding Sources: Summer Bridge, Supplies, supplemental duty, incentives - 211 Title I-A - 211-11-6118-00-008-Y-30_BDG-Y - \$10,000, General Supplies - 162 State Compensatory - 162-11-6399-00-008-Y-30-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement tutorials to provide intense instructional support for students in need. Tutorials and regaining of credit courses will be available after school, before school, during lunch and Saturday. tutorials will include homework help, research projects, learning assistance as well.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase in all areas: EOC/TSI/ACT/SAT</p> <p>Staff Responsible for Monitoring: Principal Counselor Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Population: All students, AT Risk, GTLEP, 504, SPED Title I - Start Date: September 7, 2020 - End Date: May 14, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: Supplemental duty pay teachers, counselors - 162 State Compensatory - 162-11-6118-00-008-Y-30-000-Y - \$6,890, Supplemental duty pay - 211 Title I-A - 211-11-6118-00-008-Y-30-OF2-Y - \$18,278, Supplemental duty - 162 State Compensatory - 162-11-6118-00-008-Y-24-EOC-Y - \$2,674</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
Strategy 6: In order to increase awareness of migrant student needs, BECHS campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Milestone's/Strategy's Expected Results/Impact: Students will be able to catch up and ensure they are being successful. Staff Responsible for Monitoring: Principal PEIMS DATA Entry/Registrar Counselor Main office Migrant Office Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.1 - Population: Migrant Students - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. Data Analysis/Root Cause: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Student Learning
Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. Data Analysis/Root Cause: Staff and Parent surveys indicate the need to support the different learning modalities.
Need Statement 2: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. Data Analysis/Root Cause: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree
Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. Data Analysis/Root Cause: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 4: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. Data Analysis/Root Cause: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance
Need Statement 5: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge Data Analysis/Root Cause: TEA blueprint expectation

Student Learning

Need Statement 6: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

School Processes & Programs

Need Statement 1: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 10: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 11: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge
Data Analysis/Root Cause: TEA blueprint expectation

Need Statement 12: Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause:** Staff and Parent surveys indicate the need to support the different learning modalities.

Perceptions

Need Statement 1: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree









Need Statement 2: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

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

Performance Objective 2: BECHS Career and Technical Education student participation will increase by 5 percentage points over 2020 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Sources: PBMA reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All 9th and 10th grade students will be enrolled in a CTE course. Students will be highly encouraged to participate in BPA and TSA to ensure BECHS is represented at all levels for competition. Milestone's/Strategy's Expected Results/Impact: Student numbers in CTE increase. Staff Responsible for Monitoring: Principal counselor PEIMS Supervisor CTE teachers ESF Levers: Lever 5: Effective Instruction - Population: GT, AR, 504, SPED, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020 Need Statements: School Processes & Programs 13	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







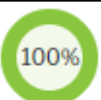

Performance Objective 2 Need Statements:









School Processes & Programs
Need Statement 13: Need students to get more CTE certifications towards CCMR Data Analysis/Root Cause: CCMR requirement













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

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

Evaluation Data Sources: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
<p>Strategy 1: BECHS will purchase AP tests to provide Students the opportunity to take and challenge AP tests, TSI tests, SAT and ACT thus, enhancing the opportunity to gain college credit. Meanwhile, teachers will implement SAT vocabulary in context cross the curriculum in order to better prepare for college entrance exams. Teachers will be utilizing instructional strategies to enhance student learning and opportunities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase number of students taking and passing the AP exams. Increase scores in both ACT/SAT and campus scores on TSI</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Population: All students: Title 1-Econ Dis, SPED, 504, LEP Migrant, AR, GT - Start Date: August 17, 2020 - End Date: June 11, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 11 - School Processes & Programs 9</p> <p>Funding Sources: pay for AP tests, TSI units - 211 Title I-A - 211-11-6339-00-008-Y-30-OF2-Y - \$9,021.70</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BECHS will purchase necessary resources, access codes and textbooks for students enrolled and attending UTRGV. The students need to be ready from the start of the semester with their resources because professors require reading before the actual start date at the university.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be ready for the first day of class at the university</p> <p>Staff Responsible for Monitoring: BECHS Administration Advanced Academics UTRGV Dual Credit Director</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All students: At risk, LEP, SPED, 504, Title 1, Migrant, GT - Start Date: July 6, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p> <p>Need Statements: Student Learning 4, 12 - School Processes & Programs 3, 8 - Perceptions 2</p> <p>Funding Sources: Supplies - 199 Local funds - 199-11-6399-51-008-Y-11-000-Y - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: BECHS will purchase student planners to ensure students remain current with assignments, projects, and exams/quizzes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be better prepared for assignments and six weeks, semester and final exams. Projects will be turned in on time.</p> <p>Staff Responsible for Monitoring: Principal AVID Teachers Content Teachers Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Population: All students: Title 1; LEP; SPED 504; Migrant, GT, AR - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 4 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Student planners - 211 Title I-A - 211-11-6399-00-008-Y-30-OF2-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Annual AVID Membership and subscription along with ADOBE Professional will be bought to ensure teachers and students are aware of the current best practices.</p> <p>Milestone's/Strategy's Expected Results/Impact: Continue to be an AVID recognized campus. Receive weekly newsletters and implement a college readiness curriculum</p> <p>Staff Responsible for Monitoring: AVID Teachers Admin Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All students: GT, AR, LEP, IDEA, 504, Migrant, Title 1 - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: AVID Registration and dues - 211 Title I-A - 211-11-6495-00-008-Y-30-OF2-Y - \$4,500, Adobe - 211 Title I-A - 211-11-6395-00-008-Y-30-OF2-Y - \$1,720.30</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: BECHS will display the different university, colleges and university conferences banners, pennants and flags to promote a college going culture. The banners/pennants will provide a point of reference to engage their curiosity thus, in turn want to do some research about the university/college being displayed. Milestone's/Strategy's Expected Results/Impact: Student engagement and curiosity about universities in the different conference in the nation. Create a college going culture and promote post secondary learning and curiosity. Staff Responsible for Monitoring: Counselor Admin AVID Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Population: AR, GT, LEP, Migrant, SPED, 504 - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: BECHS will provide updated literature and information on the instructional programs, graduation data and other pertinent information to advise parents and the community about BECHS. Graduation programs, flyers, tri-folds and informational products will be sent to print or printed on campus to maintain our community up to date. Milestone's/Strategy's Expected Results/Impact: Printed informational products. Staff Responsible for Monitoring: Counselor Admin Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Population: All Students: AR, GT, Title 1; SPED; LEP; Migrant;504 - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020 Need Statements: Student Learning 4 - School Processes & Programs 3 - Perceptions 2 Funding Sources: printing services - 199 Local funds - 199-11-6399-16-008-Y-11-0-00-Y - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. Data Analysis/Root Cause: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Student Learning

Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 11: Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause:** passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 12: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause:** increase in enrollment of dual enrollment students. University professor change of book.

School Processes & Programs

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 8: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause:** increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 9: Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause:** passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree









Perceptions

Need Statement 2: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: BECHS Students will be able to choose and participate in various activities of their choice. Transportation will be provided to students attending different co-curricular or instructional relevant events. Transportation, food and snacks will be provided during competition.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will participate in extra co-curricular activities.</p> <p>Staff Responsible for Monitoring: Teachers Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Population: All students: At risk, LEP, IDEA, Title 1, Migrant 504 - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 19</p> <p>Funding Sources: Transportation and subsistence - 199 Local funds - 199-36-6412-00-008-Y-99-000-Y - \$2,000, Transportation and subsistence - 199 Local funds - 199-36-6494-00-008-Y-99-000-Y - \$1,000, transportation - 199 Local funds - 199-11-6494-00-008-Y-11-000-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Need Statements:

Student Learning
<p>Need Statement 19: Need to provide transportation to students for different co curricula or extra curricula activities Data Analysis/Root Cause: student competition, student by student conferences</p>

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

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

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
Strategy 1: BECHS will promote energy conservation tips to support BISD and UTRGV system. Milestone's/Strategy's Expected Results/Impact: Complete implementation of BECHS energy conservation plan and compare its usage to prior years. Formative: Monthly comparison of energy consumption Summative: Annual comparison of annual energy consumption Staff Responsible for Monitoring: BECHS Administration Custodians Teachers Counselors Population: AR, GT, SPED, 504, Title 1 , LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: BECHS will provide necessary equipment, resources, supplies, to custodial staff to ensure the campus is safe, clean and is conducive for learning. Maintenance and day to day operation of campus by custodians is essential for an effective learning environment.	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Provide clean environment conducive to learning.

Staff Responsible for Monitoring: Administration
Custodians

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All students:AT, GT, LEP; 504. SPED, TITLE 1; Econ dis - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** June 9, 2020

Need Statements: Student Learning 13 - Perceptions 3

Funding Sources: Supplies to maintain a clean, safe environment conducive to learning - 199 Local funds - 199-51-6315-00-008-Y-99-0-00-Y - \$300, Supplies to maintain a clean, safe environment conducive to learning - 199 Local funds - 199-51-6399-00-008-Y-99-0-00-Y - \$3,300



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 13: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.









Perceptions

Need Statement 3: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

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

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


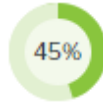


Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: BECHS will support and monitor the effective usage of all funds based on student needs assessment. Population: All stakeholders Milestone's/Strategy's Expected Results/Impact: BECHS budget allocated funds will be base on priority student needs. Formative: monthly budget reports Summative: end of year budget reports Staff Responsible for Monitoring: BECHS Administration DEIC/SBDM Committees ESF Levers: Lever 1: Strong School Leadership and Planning - Population: AT, GT, LEP, Title 1, 504, SPED - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: BECHS will have teacher and student recognition celebrations and/or ceremonies to highlight successes throughout the year. Graduation materials and decorations, diplomas, awards and flowers will be purchased to ensure a memorable ceremony. Teachers will receive recognition and appreciation gifts during Teacher appreciation week.</p> <p>Milestone's/Strategy's Expected Results/Impact: Student and Teacher recognition will motivate and create a culture of appreciation and increase teacher quality.</p> <p>Staff Responsible for Monitoring: BECHS Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Population: All students: GT, AT Risk- LEP; 504, Title 1;IDEA; Migrant - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 15</p> <p>Funding Sources: Teacher Awards- Teacher appreciation - 199 Local funds - 199-13-6498-00-008-Y-99-0-00-Y - \$2,000, Grand Celebration Graduation TSC Art Center Reservation Fee - 199 Local funds - 199-11-6269-00-008-Y-00-000-Y - \$2,000, Student celebration recognition awards, diplomas, cords - 199 Local funds - 199-11-6498-00-008-Y-11-000-Y - \$2,000, End of year celebration/recognition - 199 Local funds - 199-11-6499-53-008-Y-11-000-Y - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BECHS will implement a positive school culture by providing breakfast, luncheons, snacks and having drawings once a month for teachers, staff and students</p> <p>Milestone's/Strategy's Expected Results/Impact: Positive school culture by praising and rewarding teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

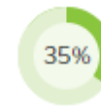
periodically.

Staff Responsible for Monitoring: BECHS
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers - **Population:** All student; LEP, AT RISK, IDEA, 504, Migrant,
Title 1, GT - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** June 9, 2020

Need Statements: Student Learning 15

Funding Sources: Teacher appreciation - 199 Local funds - 199-13-6499-53-008-Y-99-0-00-Y - \$1,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:


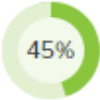






Student Learning

Need Statement 15: decrease of attendance rates, teacher moral. **Data Analysis/Root Cause:** Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

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

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









Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Provide the Public Information Office with newspaper articles, television interviews, student/parents/staff and community events. Milestone's/Strategy's Expected Results/Impact: Regular media showcasing the accomplishments of the students, faculty, staff and parents. Staff Responsible for Monitoring: BECHS Administration Faculty ESF Levers: Lever 1: Strong School Leadership and Planning - Population: AR, GT, TITLE 1, 504, SPED - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
	 30%	 45%	 80%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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









Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: BECHS will ensure to follow the district of innovation school calendar. The calendar will be shared to our IHE partners yearly to better plan for the upcoming school year. Milestone's/Strategy's Expected Results/Impact: Regular monitoring of schedules for both the district and the IHE. Staff Responsible for Monitoring: BECHS Administration Teachers IHE Partners ESF Levers: Lever 1: Strong School Leadership and Planning - Population: AT, GT, 504, IDEA, LEP, Title 1, Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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













Evaluation Data Sources: BAC placement data 2019-2020 , PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate UTRGV and BECHS expectations through the dissemination of Student Code of Conduct and Student Handbook (which combines expectations from BECHS and UTRGV). Required BECHS Orientation also reinforces these expectations and provides guidance for student safety. Students will be given an ID to ensure we are able to identify students 9th-12th grade.</p> <p>Milestone's/Strategy's Expected Results/Impact: Event sign-in sheets, campus attendance records, event agendas, EOY incident reports, medical reports, Signed Student Code of Conduct Orientation for all parents during the current instructional school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor Nurse Police Officer</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Population: AR, GT, IDEA, 504, LEP, Title 1, Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.









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









Strategy 1 Details	Reviews			
Strategy 1: BECHS will monitor the population assigned to OSS and ISS. New teachers to the campus will be trained and campus will conduct refresher training to all teachers on how to document discipline referrals Milestone's/Strategy's Expected Results/Impact: Every six weeks discipline reports shall decrease. Staff Responsible for Monitoring: Principal Assistant Principal Population: All Students, Hispanic, EL, SPED, GT - Start Date: September 21, 2020 - End Date: May 21, 2021 - Revision Date: November 5, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education Milestone's/Strategy's Expected Results/Impact: Copies of presentations, sign in sheets, agendas Staff Responsible for Monitoring: Guidance and Counseling Population: All students - Start Date: August 25, 2020 - End Date: June 10, 2021 - Revision Date: November 13, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Provide annual inservice trainings to faculty and staff to ensure the implementation and review of the Emergency Operations plans. Milestone's/Strategy's Expected Results/Impact: Monthly logs of practices and trainings, sign-in sheets, agendas, attendance Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Population: AR, GT, 504, IDEA, Title 1, LEP, Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Security Officer or Police 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. Milestone's/Strategy's Expected Results/Impact: Work schedule assignments End of year incident reports Calendar of events Staff Responsible for Monitoring: Principal Assistant Principal Security Officer ESF Levers: Lever 3: Positive School Culture - Population: Ar, GT, LEP, title 1, 504, Migrant Sped - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The school nurse will available during the day for the entire school year to help students and staff to promote healthy practices. This increases attendance and helps with disease prevention. Nurse is available as needed to provide general health information to all faculty and staff members. Necessary supplies will be purchased for the nurse to carry out the day to day responsibilities. Milestone's/Strategy's Expected Results/Impact: Agendas, sign in sheets, attendance Medical reports Incident reports Review 360 Staff Responsible for Monitoring: Principal Assistant Principal Nurse ESF Levers: Lever 5: Effective Instruction - Population: All Students: LEP, AT Risk, IDEA, Migrant, Title 1 - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020 Need Statements: Student Learning 13 - Perceptions 3 Funding Sources: Nurses supplies to provide a safe and healthy environment - 211 Title I-A - 211-33-6399-00-008-Y-30-0F2-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: BECHS will provide necessary items to keep a safe and clean classroom to provide instruction to students returning to campus. items such as sanitizing wipes, disinfecting sprays, hand sanitizer Milestone's/Strategy's Expected Results/Impact: Attendance Improvement Student Engagement Staff Responsible for Monitoring: Principal, All BECHS Staff Population: All Students: SPED, AR, EL, GT, 504, ECON - Start Date: September 15, 2020 - End Date: May 31, 2021 - Revision Date: September 15, 2020 Need Statements: School Processes & Programs 14 Funding Sources: 211-11-6399-00-008-Y-30-0F2-Y - 211 Title I-A - \$2,516.85	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campuses will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan. Milestone's/Strategy's Expected Results/Impact: Practice Safety drills	Formative			Summative
	Oct	Jan	Mar	June

Population: All students and Staff - **Start Date:** August 25, 2020 - **End Date:** June 30, 2021 - **Revision Date:** November 13, 2020



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Need Statements:

Student Learning

Need Statement 13: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

School Processes & Programs

Need Statement 14: Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use. **Data Analysis/Root Cause:** COVID -19





Perceptions





Need Statement 3: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.





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









Performance Objective 1: BECHS will have a 10% increase of parents involved in campus/district parental involvement activities from 2019-20 to 2020-2021













Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Adhere to Title 1 Parental Involvement requirements: share decision-making through Meetings; increase parental involvement meetings; host parental meetings to share information regarding district and state mandates as well as expectations of campus programs and UTRGV at BECHS cafeteria using sound system and video presentations that are clearly visible to all attendants. Meetings will be held on the 3rd Thursday of every month in the evening and on the following Friday morning to give an opportunity for parents to attend. The SBDM committee will review the parent/student/campus compact and revise upon agreement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Use of Sign in Sheets Summative: Surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parental Involvement Dept. Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Population: AR, GT< Title 1, Migrant, 504, IDEA, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p> <p>Need Statements: Demographics 7 - Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide snacks, water, coffee and other supplies during the parent meetings, open house, transitional meetings to parents. Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets Summative: Surveys Staff Responsible for Monitoring: Principal Assistant Principal Counselor ESF Levers: Lever 3: Positive School Culture - Population: All students: At risk, ELL, SPED, 504, Title 1, Migrant, GT - Start Date: August 3, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020 Need Statements: Demographics 7 - Perceptions 4 Funding Sources: General supplies to host parent meetings - 211 Title I-A - 211-61-6399-00-008-Y-30-OF2-Y - \$900, General supplies to host parent meetings - 211 Title I-A - 211-61-6499-53-008-Y-30-OF2-Y - \$900	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Graduation plans, entry/withdrawals Summative: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</p> <p>Staff Responsible for Monitoring: Principal Migrant Office</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Population: AR, GT, Migrant, Title 1, 504, SPED, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: BECHS will ensure that our campus improvement plan is reviewed and revised every quarter starting in September of the school year. The campus improvement plan will be revised by the SBDM and members of the campus to ensure we are targeting areas of need to improve student achievement. The CIP will be available to all stakeholders, via-print, or on line. The campus improvement plan will be presented a parent meeting and will be announced periodically it is available for viewing. Flexible Parent meetings times will be held to ensure we reach the majority of our parents. Morning and evening meetings will be held at BECHS in the cafeteria. The CIP and all it's content will be translated into Spanish upon request.</p> <p>Milestone's/Strategy's Expected Results/Impact: Parental involvement Increase Awareness of campus funding expenses</p> <p>Staff Responsible for Monitoring: admin, counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Population: AR, GT, Title 1, Migrant, LEP, SPED, 504 - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Each Title I-A, campus develops and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p>Milestone's/Strategy's Expected Results/Impact: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - Population: AR, SPED, GT, Title I, Migrant, - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 15, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: BECHS will need personnel to distribute devices, supplies and information to parents. Milestone's/Strategy's Expected Results/Impact: Increase attendance and enrollment at BECHS Staff Responsible for Monitoring: Principal Population: Econ Dis, Title 1, AT Risk, GT, EL, - Start Date: August 5, 2020 - End Date: June 10, 2021 Need Statements: Student Learning 17 - School Processes & Programs 15 Funding Sources: Supplemental duty Pay - 211 Title I-A - 211-61-6118-00-008-Y-30-BDG-Y - \$1,345	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Ensure representation of community and parent involvement in the decision-making process; DPAC, DEIC, and SBDM's. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact Campus Improvement Plan Milestone's/Strategy's Expected Results/Impact: Parent representative Sign in sheets Calendars, Agendas Staff Responsible for Monitoring: Principal Population: All Students - Start Date: August 25, 2020 - End Date: June 30, 2021 - Revision Date: November 13, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Need Statements:













Demographics
Need Statement 7: Need to increase parental involvement and engagement. Data Analysis/Root Cause: low attendance at monthly meeting
Student Learning
Need Statement 17: Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits Data Analysis/Root Cause: Increase in attendance and academic success
School Processes & Programs
Need Statement 15: Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits Data Analysis/Root Cause: Increase in attendance and academic success
Perceptions
Need Statement 4: Need to increase parental involvement and engagement. Data Analysis/Root Cause: low attendance at monthly meeting

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend the Advanced Placement Institutes either during the school year or summer. Teachers will gain knowledge by attending the APSI. Milestone's/Strategy's Expected Results/Impact: Increase teacher efficacy and content knowledge. Increase the ability to incorporate higher order thinking skills. problem based learning and projects. Staff Responsible for Monitoring: BECHS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Population: AR, GT, Title 1, Migrant, 504, SPED, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020 Need Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 5, 6	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher will attend AVID training/institutes to better prepare students for the rigor of the course work offered at BECHS. Milestone's/Strategy's Expected Results/Impact: Increase College Readiness Increase knowledge on how to incorporate Cornell notes in all subjects. Align all teachers in teaching strategies. Staff Responsible for Monitoring: BECHS Administration Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Population: All Students: AT risk, El, SPED, IDEA, 504, Migrant Title 1 - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020 Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 5 Funding Sources: travel funds, lodging, registration, food, expenses - 199 Local funds - 199-13-6411-23-008-Y-99-000-Y - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Administration, Counselors, and Teachers will attend National, State and Regional Conferences and/or training to gain knowledge on research based interventions, gain knowledge on new and innovative teaching methodologies to better serve our students either with at home, blended, or face to face interaction and teaching/counseling sessions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Gain knowledge in TEKS. Incorporate Higher Order Thinking Problem Solving Techniques. Questioning Techniques</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers Dept. Chairs C n I specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Population: All Students: AT Risk, Title 1, SPED, 504, ELL, Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-31-6411-00-008-Y-30-OF2-Y - \$5,000, Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-23-6411-23-008-Y-30-OF2-Y - \$4,000, Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-13-6411-23-008-Y-30-OF2-Y - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Substitutes will be hired to give teachers the opportunity to plan once every 9 weeks. Core teachers will plan and produce classroom instructional materials based on student performance on exams.</p> <p>Milestone's/Strategy's Expected Results/Impact: Completion of instructional materials including exams, quizzes, and group activities. Review scope and sequence, adjust timelines and teaching strategies</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Population: All students: At risk, LEP, 504 SPED, Title 1, Migrant, GT - Start Date: August 3, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 6, 16 - School Processes & Programs 1, 7</p> <p>Funding Sources: Substitute Teacher - 211 Title I-A - 211-13-6112-00-008-Y-30-AYP-Y - \$1,500, Substitutes - 199 Local funds - 199-11-6112-18-008-Y-11-000-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 2: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause:** increase in student enrollment in Dual Courses

Student Learning

Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 6: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 16: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause:** EOC Meets and Masters level passing rates are low.

School Processes & Programs

Need Statement 1: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, afterschool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.









Need Statement 6: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause:** increase in student enrollment in Dual Courses

Need Statement 7: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause:** EOC Meets and Masters level passing rates are low.

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

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

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: BECHS teachers will participate in on going professional development to stay current with new technological advances, new teaching strategies to help reluctant students. Teachers will implement learned technology strategies in the classroom to heighten the rigor in all areas. Meals will be provided for afterschool trainings and meetings.</p> <p>Milestone's/Strategy's Expected Results/Impact: The use of technology will broaden students knowledge base. Make available different learning management systems</p> <p>Staff Responsible for Monitoring: CTE Teachers CTE Department BECHS administration</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All students, At risk, LEP, SPED, 504, Migrant, Title 1, GT - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: General supplies to carry out training sessions - 211 Title I-A - 211-13-6399-00-008-Y-30-AYP-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. Data Analysis/Root Cause: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.</p>
Student Learning
<p>Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. Data Analysis/Root Cause: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.</p>


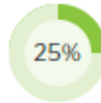



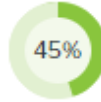


School Processes & Programs









Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

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

Performance Objective 3: All campus staff will participate in required on going trainings related to trauma informed care and safe and supportive schools

Evaluation Data Sources: Training records for campus staff and implementation documentation.





Strategy 1 Details	Reviews			
Strategy 1: All teachers, administration and counselors will complete trauma informed care training from a state approved program to increase awareness and implement best practice to support students' well being and apply interventions for academic and emotional support (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative : End of Year Reports Staff Responsible for Monitoring: Counselors Admin Campus Threat Assessment Team Leaders Population: All Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: BECHS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan (policy FFB) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: End of year reports Staff Responsible for Monitoring: Admin counselors Campus Threat Assessment Team Leaders Population: ALL CAMPUS STAFF - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 3 Details	Reviews			
Strategy 3: BECHS will train designated staff on child sexual abuse, sex trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative Training records, six weeks reporting of presentations Summative: end of year reports trainings Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders Population: All Campus Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided a laptop, ipad & opportunities to use the technology TEKS in order to complete classroom assignments and participate in classroom activities. Software and hardware for the laptops, ipads and ipad covers will need to be purchased. Equipment for audio visual will be purchased to amplify class presentations</p> <p>Milestone's/Strategy's Expected Results/Impact: Lesson Plans, student surveys, student assignments and projects, student lab progress reports, grades from credit recovery and acceleration , website user reports, surveys,generated reports, Professional development system</p> <p>Staff Responsible for Monitoring: Administration, Teachers, TST</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All Students: LEP. AT risk, Title 1. Migrant 504, SPED - Start Date: July 1, 2020 - End Date: May 31, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 1, 10 - School Processes & Programs 2, 12</p> <p>Funding Sources: Technology for students and teachers - 211 Title I-A - 211-11-6398-62-008-Y-30-OF2-Y - \$39,992</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and implement instructional software to support student's credit recovery, acceleration and remediation through the A+ and Edgenuity/Odyessy software. Living With Science software for the science department. The use of a software to check authenticity of work being turned in. Turnitin program helps student prevent plagiarism. ALEK, APEX for TSI, ACT/SAT</p> <p>Milestone's/Strategy's Expected Results/Impact: Review of budgetary expenses to view purchases. Review of student's credit recovery on Compass Review of A+ and Odyessy use</p> <p>Review Living With Science Turnit In Software will be used to chek student authentic work</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Technology Support Teacher (TST) Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Population: All Students: AT risk, LEP, SPED, 504, Migrant, Title 1 - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 1, 10 - School Processes & Programs 2, 12</p> <p>Funding Sources: Computer software, programs for Student enrichment, reteaching, Credit recovery - 211 Title I-A - 211-11-6395-62-008-Y-30-OF2-Y - \$2,500, Purchase of Software - 211 Title I-A - 211-11-6249-00-008-Y-30-OF2-Y - \$3,000, purchase of software - 162 State Compensatory - 162-11-6299-62-008-Y-30-000-Y - \$6,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase teacher and student technology hardware to facilitate instruction and increase student learning. Teacher and administration desktops, teacher laptops, chargeable laptop carts, projectors, audio visual equipment and document cameras, recording equipment and printers will be purchased. Student laptops, tablets along with virtual reality hardware and software to better prepare students for 21st century learning will be purchased to increase global learning and experiences. Toner will be purchased in order to facilitate printing in the classrooms and any other work station for students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase the use of technology in all content areas.</p> <p>Staff Responsible for Monitoring: Counselors Admin Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: All students: At risk, Title 1, 504, SPED, Migrant, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 9, 2020</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 12</p> <p>Funding Sources: Technology equipment for teachers, admin, toner for printers, printers, - 211 Title I-A - 211-11-6399-62-008-Y-30-OF2-Y - \$25,000, toner, printers, technology equipment - 199 Local funds - 199-11-6399-16-008-Y-11-000-Y - \$3,000, technology equipment - 211 Title I-A - 211-23-6398-65-008-Y-30-OF2-Y - \$9,000, - 211 Title I-A - 211-11-6399-00-008-Y-30-OF2-Y - \$1,044</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. Data Analysis/Root Cause: Staff and Parent surveys indicate the need to support the different learning modalities.</p> <p>Need Statement 10: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. Data Analysis/Root Cause: new on line/at home learning surveys show some students will be working from home.</p>
School Processes & Programs
<p>Need Statement 2: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. Data Analysis/Root Cause: new on line/at home learning surveys show some students will be working from home.</p>









School Processes & Programs
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<p>Need Statement 12: Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. Data Analysis/Root Cause: Staff and Parent surveys indicate the need to support the different learning modalities.</p>
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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance

Strategy 1 Details	Reviews			
Strategy 1: BECHS will hold celebrations for students that have perfect attendance every 3 and 6 weeks. Awards, ice cream, popcorn to name a few will be give to students as a recognition for attending school. Milestone's/Strategy's Expected Results/Impact: Accurate records of attendance. Increase attendance rates. Staff Responsible for Monitoring: PEIMS Supervisor Principal Counselor Teachers ESF Levers: Lever 3: Positive School Culture - Population: AR, GT, LEP, Migrant, SPED, 504, Title I - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020 Need Statements: Student Learning 15	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Need Statements:

Student Learning
Need Statement 15: decrease of attendance rates, teacher moral. Data Analysis/Root Cause: Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

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

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

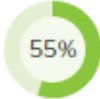







Evaluation Data Sources: Drop-out and Graduation rate reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: BECHS will continue to work with students that may be struggling academically. Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-Risk Students</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase attendance rate and minimize number of students attending summer school</p> <p>Staff Responsible for Monitoring: Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Population: AR, GT, SPED, Migrant, 504, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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









Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
Strategy 1: Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate and reduce the retention rate. Milestone's/Strategy's Expected Results/Impact: Monitoring of attendance for all at risk. Academic progress. Attendance to tutorial. Staff Responsible for Monitoring: Counselor Administration Administration for ARE ESF Levers: Lever 5: Effective Instruction - Population: AT, Title 1, Migrant, GT, 504, SPED, LEP - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 3, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: A food pantry and clothes closet will be implemented at every campus to provide to identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will have available resources accessible to them.</p> <p>Staff Responsible for Monitoring: State Compensatory Principal Counselor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture - Population: AT, GT, SPED, 504, LEP, Title 1, Migrant - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: June 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Brownsville Early College High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-008-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$2,674.00
162-11-6118-00-008-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$6,890.00
6100 Subtotal:		\$9,564.00
6200 Professional and Contracted Services		
162-11-6299-62-008-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$6,500.00
6200 Subtotal:		\$6,500.00
6300 Supplies and Services		
162-11-6396-00-008-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6398-62-00-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$25,000.00
162-11-6399-00-008-Y-30-000-Y	6399 General Supplies	\$12,000.00
162-11-6399-62-008-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$42,000.00

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed May 29, 2020 virtually with the help of all the teachers, counselors and administration. Due to COVID, different meetings were held to review. Dates of meetings April 6, 2020, April 17, 2020, May 11, 2020 with the help of all the teachers, counselors and administration. Groups were developed based on the multiple measures and discussions happened around the strengths and needs of the campus. Groups were developed based on the multiple measures and discussions happened around the strengths and needs of the campus. We had a gallery walk and everyone initialed and added to the recommendations for the needs assessment. Teachers, parents and students have unique perspectives as to what BECHS may need. One point of consistency from all stakeholders was that BECHS's rigor and expectations do prepare students for post secondary education.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All BECHS faculty and staff helped develop the CNA and CIP. WE used multiple data resources to ensure we had a targeted plan developed. Data sources such as EOC scores, AP Scores, attendance, discipline and teacher reports were used to develop the Campus Improvement Plan. The SBDM committee met to discuss the needs assessment. The consensus throughout was the need for more technology in the classrooms and technology accessibility for students.

2.2: Regular monitoring and revision

Our CIP is monitored quarterly. Dates will be included once the school year begins and the SBDM meets to discuss progress. During steering committee meetings and SBDM meetings the plan is divided up amongst the teachers and they give input to ensure we are on target to meet our goals. During the SBDM meeting the plan is reviewed, budget discussed and recommendations are made to update or revise the plan. Anytime there is a large purchase made, teachers are made aware through meetings.

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

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

There are multiple opportunities for us to share the plan in Spanish to parents. The plan is translated verbally upon request. There is a hard copy of the plan available in the front office

2.4: Opportunities for all children to meet State standards

BECHS offers multiple opportunities for tutorials. Teachers are available mornings, afterschool and on Saturdays. The teachers are well trained and use academic strategies to engage all students. Proven academic strategies are implemented in all areas. Teachers have the opportunity to attend conferences and trainings ensure student engagement and to help students be successful. All teachers have the opportunity to attend AVID trainings to ensure the college going culture is sustained at BECHS

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

2.5: Increased learning time and well-rounded education

Multiple opportunities are given to the students at BECHS to ensure academic success. Summer bridge is offered and mandatory for all incoming 9th graders. During this time the 9th grade teachers give them a preview of what to expect in the classroom. Not only are the core areas covered, we cover multiple courses that revolve around cyber bullying, cyber safety, collaborative group assignments to ensure they can work collaboratively with others. BECHS implements tutorials after the 3rd week of the 1st six weeks. Tutorials and content support classes are offered before, during and afterschool to all Students. Students at-risk of failing or not passing the EOC/TSI, parents are contacted through a phone call and students are given a letter that must be signed by the parents informing them of "mandatory tutorials."

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

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

We provide necessary tutorials for all students. Students at risk of failing or students who are not attending school the counselor will provide social emotional support. She will ensure students take advantage of the Saturday academies. BECHS implements tutorials after the 3rd week of the 1st six weeks. Tutorials and content support classes are offered before, during and afterschool to all Students. Students at-risk of failing or not passing the EOC/TSI, parents are contacted through a phone call and students are given a letter that must be signed by the parents informing them of "mandatory tutorials."

Most students perform well academically at the university. Those students that are identified as possible academic probation or suspension are enrolled in a support class through out the day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

BECHS provides meetings for parents once a month on the third Thursday (5:30 pm) and on following Friday morning (9:00am). We cover the same information at both meetings. SBDM along with the ECHS steering committee develop the CNA, CIP and the Parent/Student/School compact. Parental information is distributed with funds provided by Title I, Part A, child care, or home visits, as such services relate to parental involvement. The Campus Improvement plan along with the information from the CNA is distributed to parents at meetings, on the website.

The Parent and Family Engagement Policy is printed and kept in the front office. It is shared at parent meetings and is posted on our website.

3.2: Offer flexible number of parent involvement meetings

BECHS provides meetings for parents once a month on the third Thursday (5:30 pm) and on following Friday morning (9:00am). We cover the same information at both meetings. We may have a repeat of the same meeting a week later to ensure parents are able to attend. We offer a flexible number of meetings, such as meetings in the morning or evening. The meetings are held at BECHS in the cafeteria.

BECHS provides parents of participating children timely information about programs and a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	199-23-6411-23-008-Y-99-000Y	\$1,000.00
1	1	2	Instructional materials, software, consumables, supplemental duty pay	199-11-6399-00-008-Y-11-0-00-Y	\$3,025.00
1	1	2	Supplies	199-11-6399-45-008-Y-11-000-Y	\$1,600.00
1	3	2	Supplies	199-11-6399-51-008-Y-11-000-Y	\$400.00
1	3	6	printing services	199-11-6399-16-008-Y-11-0-00-Y	\$3,000.00
1	4	1	Transportation and subsistence	199-36-6412-00-008-Y-99-000-Y	\$2,000.00
1	4	1	transportation	199-11-6494-00-008-Y-11-000-Y	\$2,000.00
1	4	1	Transportation and subsistence	199-36-6494-00-008-Y-99-000-Y	\$1,000.00
2	1	2	Supplies to maintain a clean, safe environment conducive to learning	199-51-6399-00-008-Y-99-0-00-Y	\$3,300.00
2	1	2	Supplies to maintain a clean, safe environment conducive to learning	199-51-6315-00-008-Y-99-0-00-Y	\$300.00
3	2	1	Teacher Awards- Teacher appreciation	199-13-6498-00-008-Y-99-0-00-Y	\$2,000.00
3	2	1	End of year celebration/recognition	199-11-6499-53-008-Y-11-000-Y	\$2,500.00
3	2	1	Student celebration recognition awards, diplomas, cords	199-11-6498-00-008-Y-11-000-Y	\$2,000.00
3	2	1	Grand Celebration Graduation TSC Art Center Reservation Fee	199-11-6269-00-008-Y-00-000-Y	\$2,000.00
3	2	2	Teacher appreciation	199-13-6499-53-008-Y-99-0-00-Y	\$1,000.00
7	1	2	travel funds, lodging, registration, food, expenses	199-13-6411-23-008-Y-99-000-Y	\$1,500.00
7	1	4	Substitutes	199-11-6112-18-008-Y-11-000-Y	\$2,000.00
8	1	3	toner, printers, technology equipment	199-11-6399-16-008-Y-11-000-Y	\$3,000.00
Sub-Total					\$33,625.00
Budgeted Fund Source Amount					\$33,625.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	technology hardware- interactive tv's, laptops, desktopsswivels, cameras. Equipment to facilitate instruction	162-11-6398-62-008-Y-30-000-Y	\$25,000.00
1	1	2	Instructional materials, software, consumables, supplemental duty pay	162-11-6399-62-008-Y-30-000-Y	\$12,000.00
1	1	2	Copy paper	162-11-6396-00-008-Y-30-000-Y	\$2,000.00
1	1	4	General Supplies	162-11-6399-00-008-Y-30-000-Y	\$3,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental duty pay teachers, counselors	162-11-6118-00-008-Y-30-000-Y	\$6,890.00
1	1	5	Supplemental duty	162-11-6118-00-008-Y-24-EOC-Y	\$2,674.00
8	1	2	purchase of software	162-11-6299-62-008-Y-30-000-Y	\$6,500.00
Sub-Total					\$58,064.00
Budgeted Fund Source Amount					\$58,064.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESL lab supplies		\$525.00
Sub-Total					\$525.00
Budgeted Fund Source Amount					\$525.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies, consumables, copy paper	211-11-6399-00-008-Y-30-OF2-Y	\$14,439.15
1	1	2	Instructional Supplies, consumables, copy paper	211-11-6396-00-008-Y-30-OF2-Y	\$1,000.00
1	1	3	Supplies	211-13-6399-00-008-Y-30-OF2-Y	\$7,813.00
1	1	3	supplemental duty pay	211-31-6118-00-008-Y-30-OF2-Y	\$3,655.00
1	1	4	Summer Bridge, Supplies, supplemental duty, incentives	211-11-6118-00-008-Y-30_BDG-Y	\$10,000.00
1	1	5	Supplemental duty pay	211-11-6118-00-008-Y-30-OF2-Y	\$18,278.00
1	3	1	pay for AP tests, TSI units	211-11-6339-00-008-Y-30-OF2-Y	\$9,021.70
1	3	3	Student planners	211-11-6399-00-008-Y-30-OF2-Y	\$2,000.00
1	3	4	Adobe	211-11-6395-00-008-Y-30-OF2-Y	\$1,720.30
1	3	4	AVID Registration and dues	211-11-6495-00-008-Y-30-OF2-Y	\$4,500.00
5	3	3	Nurses supplies to provide a safe and healthy environment	211-33-6399-00-008-Y-30-OF2-Y	\$1,000.00
5	3	4	211-11-6399-00-008-Y-30-OF2-Y		\$2,516.85
6	1	2	General supplies to host parent meetings	211-61-6499-53-008-Y-30-OF2-Y	\$900.00
6	1	2	General supplies to host parent meetings	211-61-6399-00-008-Y-30-OF2-Y	\$900.00
6	1	6	Supplemental duty Pay	211-61-6118-00-008-Y-30-BDG-Y	\$1,345.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-31-6411-00-008-Y-30-OF2-Y	\$5,000.00
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-13-6411-23-008-Y-30-OF2-Y	\$6,000.00
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-23-6411-23-008-Y-30-OF2-Y	\$4,000.00
7	1	4	Substitute Teacher	211-13-6112-00-008-Y-30-AYP-Y	\$1,500.00
7	2	1	General supplies to carry out training sessions	211-13-6399-00-008-Y-30-AYP-Y	\$2,000.00
8	1	1	Technology for students and teachers	211-11-6398-62-008-Y-30-OF2-Y	\$39,992.00
8	1	2	Computer software, programs for Student enrichment, reteaching, Credit recovery	211-11-6395-62-008-Y-30-OF2-Y	\$2,500.00
8	1	2	Purchase of Software	211-11-6249-00-008-Y-30-OF2-Y	\$3,000.00
8	1	3	Technology equipment for teachers, admin, toner for printers, printers,	211-11-6399-62-008-Y-30-OF2-Y	\$25,000.00
8	1	3		211-11-6399-00-008-Y-30-OF2-Y	\$1,044.00
8	1	3	technology equipment	211-23-6398-65-008-Y-30-OF2-Y	\$9,000.00
Sub-Total					\$178,125.00
Budgeted Fund Source Amount					\$178,125.00
+/- Difference					\$0.00
Grand Total Budgeted					\$270,339.00
Grand Total Spent					\$270,339.00
+/- Difference					\$0.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **BROWNSVILLE EARLY COLLEGE H S**

Campus Number: **031901008**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above		2019	68%	68%	95%	*	95%	-	-	*	-	-	-	93%	98%	94%	86%
		2018	65%	65%	100%	-	100%	*	-	*	-	-	*	100%	100%	100%	*
At Meets Grade Level or Above		2019	50%	49%	82%	*	83%	-	-	*	-	-	-	81%	84%	80%	66%
		2018	44%	43%	98%	-	98%	*	-	*	-	-	*	97%	100%	98%	*
At Masters Grade Level		2019	11%	10%	21%	*	20%	-	-	*	-	-	-	24%	16%	16%	7%
		2018	7%	6%	27%	-	28%	*	-	*	-	-	*	28%	24%	28%	*
End of Course English II																	
At Approaches Grade Level or Above		2019	68%	67%	99%	-	99%	*	-	*	-	-	-	99%	100%	99%	*
		2018	67%	64%	99%	*	99%	*	-	-	-	-	-	98%	100%	99%	100%
At Meets Grade Level or Above		2019	49%	45%	96%	-	96%	*	-	*	-	-	-	95%	100%	95%	*
		2018	48%	43%	92%	*	93%	*	-	-	-	-	-	97%	83%	93%	91%
At Masters Grade Level		2019	8%	6%	16%	-	14%	*	-	*	-	-	-	16%	13%	15%	*
		2018	8%	5%	14%	*	14%	*	-	-	-	-	-	14%	14%	14%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above		2019	85%	94%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	100%
		2018	83%	90%	100%	-	100%	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above		2019	61%	82%	91%	-	91%	-	-	-	-	-	-	91%	92%	91%	88%
		2018	55%	71%	68%	-	68%	-	-	-	-	-	-	63%	*	67%	*
At Masters Grade Level		2019	37%	62%	66%	-	66%	-	-	-	-	-	-	65%	67%	66%	63%
		2018	32%	48%	37%	-	37%	-	-	-	-	-	-	31%	*	39%	*
End of Course Biology																	
At Approaches Grade Level or Above		2019	88%	90%	98%	*	98%	-	-	*	-	-	-	96%	100%	97%	96%
		2018	87%	88%	99%	-	99%	*	-	*	-	-	*	99%	100%	99%	*
At Meets Grade Level or Above		2019	62%	60%	79%	*	78%	-	-	*	-	-	-	75%	85%	77%	63%
		2018	59%	55%	86%	-	88%	*	-	*	-	-	*	86%	86%	87%	*
At Masters Grade Level		2019	25%	18%	22%	*	23%	-	-	*	-	-	-	27%	15%	22%	11%
		2018	24%	16%	39%	-	39%	*	-	*	-	-	*	43%	27%	40%	*
End of Course U.S. History																	
At Approaches Grade Level or Above		2019	93%	94%	100%	*	100%	-	-	-	-	-	-	100%	100%	100%	*
		2018	92%	92%	100%	-	100%	*	-	*	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above		2019	73%	72%	97%	*	97%	-	-	-	-	-	-	96%	100%	96%	*
		2018	70%	68%	93%	-	93%	*	-	*	-	-	-	92%	94%	93%	88%
At Masters Grade Level		2019	45%	40%	59%	*	59%	-	-	-	-	-	-	62%	52%	57%	*
		2018	40%	33%	58%	-	59%	*	-	*	-	-	-	62%	50%	58%	38%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	98%	100%	98%	*	-	*	-	-	-	98%	99%	98%	94%
		2018	77%	78%	100%	*	99%	100%	-	100%	-	-	*	99%	100%	99%	100%
At Meets Grade Level or Above		2019	50%	52%	89%	80%	89%	*	-	*	-	-	-	88%	90%	88%	72%
		2018	48%	49%	91%	*	92%	69%	-	100%	-	-	*	91%	90%	91%	86%
At Masters Grade Level		2019	24%	23%	32%	40%	32%	*	-	*	-	-	-	35%	26%	31%	22%

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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All Grades ELA/Reading	2018	22%	21%	34%	*	35%	15%	-	67%	-	-	-	*	36%	30%	35%	21%
At Approaches Grade Level or Above	2019	75%	76%	97%	*	97%	*	-	*	-	-	-	-	96%	98%	96%	87%
	2018	74%	74%	99%	*	99%	100%	-	*	-	-	-	*	99%	100%	99%	100%
At Meets Grade Level or Above	2019	48%	47%	90%	*	90%	*	-	*	-	-	-	-	90%	89%	88%	68%
	2018	46%	44%	95%	*	95%	80%	-	*	-	-	-	*	97%	89%	95%	87%
At Masters Grade Level	2019	21%	18%	18%	*	17%	*	-	*	-	-	-	-	19%	15%	16%	6%
	2018	19%	17%	20%	*	21%	0%	-	*	-	-	-	*	21%	18%	21%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	100%	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
	2018	81%	85%	100%	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	52%	57%	91%	-	91%	-	-	-	-	-	-	-	91%	92%	91%	88%
	2018	50%	55%	68%	-	68%	-	-	-	-	-	-	-	63%	*	67%	*
At Masters Grade Level	2019	26%	31%	66%	-	66%	-	-	-	-	-	-	-	65%	67%	66%	63%
	2018	24%	28%	37%	-	37%	-	-	-	-	-	-	-	31%	*	39%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	98%	*	98%	-	-	*	-	-	-	-	96%	100%	97%	96%
	2018	80%	82%	99%	-	99%	*	-	*	-	-	-	*	99%	100%	99%	*
At Meets Grade Level or Above	2019	54%	55%	79%	*	78%	-	-	*	-	-	-	-	75%	85%	77%	63%
	2018	51%	51%	86%	-	88%	*	-	*	-	-	-	*	86%	86%	87%	*
At Masters Grade Level	2019	25%	21%	22%	*	23%	-	-	*	-	-	-	-	27%	15%	22%	11%
	2018	23%	19%	39%	-	39%	*	-	*	-	-	-	*	43%	27%	40%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	100%	*	100%	-	-	-	-	-	-	-	100%	100%	100%	*
	2018	78%	80%	100%	-	100%	*	-	*	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	55%	54%	97%	*	97%	-	-	-	-	-	-	-	96%	100%	96%	*
	2018	53%	51%	93%	-	93%	*	-	*	-	-	-	-	92%	94%	93%	88%
At Masters Grade Level	2019	33%	29%	59%	*	59%	-	-	-	-	-	-	-	62%	52%	57%	*
	2018	31%	26%	58%	-	59%	*	-	*	-	-	-	-	62%	50%	58%	38%

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	63	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	67	69	71	*	71	-	-	-	-	-	-	-	70	74	71	65
End of Course Algebra I	2019	75	91	93	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	72	85	69	-	69	-	-	-	-	-	-	-	66	*	68	*
All Grades Both Subjects	2019	69	69	70	-	70	*	-	*	-	-	-	-	69	73	70	85
	2018	69	71	71	*	71	-	-	-	-	-	-	-	69	76	70	68
All Grades ELA/Reading	2019	68	67	63	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	69	69	71	*	71	-	-	-	-	-	-	-	70	74	71	65
All Grades Mathematics	2019	70	71	93	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	70	72	69	-	69	-	-	-	-	-	-	-	66	*	68	*

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 394
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	15%	*	-	*	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 394
 Grade Span: 09 - 12
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	98%	-	-	-	-	-	76%	-	76%	-	76%	76%
	2018	77%	78%	100%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	52%	89%	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	48%	49%	91%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	23%	32%	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	22%	21%	34%	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	97%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	74%	74%	99%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	47%	90%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	46%	44%	95%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	18%	18%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	19%	17%	20%	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	100%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	85%	100%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	57%	91%	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	50%	55%	68%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	31%	66%	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	24%	28%	37%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	98%	-	-	-	-	-	88%	-	88%	-	88%	88%
	2018	80%	82%	99%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	55%	79%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	51%	51%	86%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	21%	22%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	23%	19%	39%	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	100%	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	80%	100%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	54%	97%	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	51%	93%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	29%	59%	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	26%	58%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	70%	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	69%	71%	71%	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	67%	63%	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	69%	71%	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	71%	93%	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	70%	72%	69%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	*	-	100%	-	-	-	100%	100%
Included in Accountability	94%	95%	97%	100%	98%	*	-	67%	-	-	-	97%	100%
Not Included in Accountability													
Mobile	4%	2%	3%	0%	2%	*	-	33%	-	-	-	3%	0%
Other Exclusions	1%	2%	0%	0%	0%	*	-	0%	-	-	-	0%	0%
Not Tested	1%	0%	0%	0%	0%	*	-	0%	-	-	-	0%	0%
Absent	1%	0%	0%	0%	0%	*	-	0%	-	-	-	0%	0%
Other	0%	0%	0%	0%	0%	*	-	0%	-	-	-	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	*	100%	100%	-	100%	-	-	-	100%	-
Included in Accountability	94%	95%	98%	*	98%	100%	-	100%	-	-	-	98%	-
Not Included in Accountability													
Mobile	4%	3%	2%	*	2%	0%	-	0%	-	-	-	2%	-
Other Exclusions	1%	2%	0%	*	0%	0%	-	0%	-	-	-	0%	-
Not Tested	1%	0%	0%	*	0%	0%	-	0%	-	-	-	0%	-
Absent	1%	0%	0%	*	0%	0%	-	0%	-	-	-	0%	-
Other	0%	0%	0%	*	0%	0%	-	0%	-	-	-	0%	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 394

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	97.1%	*	97.1%	96.9%	-	*	-	-	*	97.1%	*
2016-17	95.7%	95.8%	96.7%	*	96.7%	96.1%	*	*	-	-	*	96.8%	*
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
2016-17	1.9%	1.3%	0.0%	*	0.0%	0.0%	*	*	-	-	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.3%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	3.8%	3.0%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	5.7%	3.9%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	93.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017													
Graduated	89.7%	91.6%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	4.0%	4.8%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	5.9%	3.4%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	90.1%	91.9%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.6%	0.3%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	1.1%	0.5%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.3%	3.8%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.6%	95.7%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2016													
Graduated	91.6%	94.7%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-
Received TxCHSE	0.7%	0.3%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Continued HS	1.2%	0.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Dropped Out	6.6%	4.3%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.2%	94.9%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 394

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Continued HS	0.5%	0.1%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Dropped Out	6.6%	4.2%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.9%	95.7%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	-
Class of 2015													
Graduated	91.8%	95.2%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	1.0%	0.3%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	0.6%	0.3%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.7%	4.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.8%	95.5%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017	89.7%	90.5%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Class of 2017	6.0%	13.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017	60.8%	73.7%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017	85.9%	96.2%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	7.2%	24.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	56.5%	52.7%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	84.0%	94.1%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	101	100.0%	3,253	347,893
By Ethnicity:				
African American	1	1.0%	4	43,502
Hispanic	96	95.0%	3,215	173,272
White	3	3.0%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	1	1.0%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	87	3,538
Foundation H.S. Program (No Endorsement)	0	0.0%	113	49,432
Foundation H.S. Program (Endorsement)	0	0.0%	110	16,542
Foundation H.S. Program (DLA)	101	100.0%	2,882	272,526
Special Education Graduates	0	0.0%	286	25,962
Economically Disadvantaged Graduates	101	100.0%	3,134	166,956
LEP Graduates	0	0.0%	405	21,359
At-Risk Graduates	29	28.7%	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 394

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Mathematics													
2017-18	46.0%	49.9%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Both Subjects													
2017-18	42.1%	44.9%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	19.9%	18.7%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	45.5%	*	47.9%	*	-	*	-	-	-	45.5%	-
2016-17	20.1%	22.4%	55.3%	-	55.3%	-	-	-	-	-	-	52.2%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	0.8%	0.0%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	1.0%	*	1.0%	*	-	*	-	-	-	1.0%	-
2016-17	13.2%	22.8%	5.9%	-	5.9%	-	-	-	-	-	-	5.8%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	2.7%	4.0%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	1.0%	0.4%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	17.3%	37.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	1.0%	*	1.0%	*	-	*	-	-	-	1.0%	-
2016-17	2.2%	1.8%	5.9%	-	5.9%	-	-	-	-	-	-	5.8%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	0.5%	0.0%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	23.4%	53.1%	94.1%	-	94.1%	-	-	-	-	-	-	92.8%	-
Mathematics													
2017-18	23.7%	44.4%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	19.8%	45.4%	91.8%	-	91.8%	-	-	-	-	-	-	92.8%	-
Both Subjects													
2017-18	18.1%	39.1%	100.0%	*	100.0%	*	-	*	-	-	-	100.0%	-
2016-17	12.9%	39.0%	88.2%	-	88.2%	-	-	-	-	-	-	88.4%	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	97.0%	*	99.0%	*	-	*	-	-	-	97.0%	-
2016-17	50.5%	81.8%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	0.8%	2.5%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Mathematics													
2017-18	3.9%	4.6%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	1.4%	2.3%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
Both Subjects													
2017-18	0.9%	0.7%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	-
2016-17	0.2%	0.2%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	36.4%	*	36.7%	16.7%	-	*	-	-	n/a	35.5%	n/a
2017	26.2%	31.9%	2.6%	-	2.7%	*	-	*	-	-	n/a	2.9%	n/a
English Language Arts													
2018	15.3%	15.6%	32.8%	*	33.5%	16.7%	-	*	-	-	n/a	32.5%	n/a
2017	15.9%	23.4%	0.5%	-	0.5%	*	-	*	-	-	n/a	0.6%	n/a
Mathematics													
2018	7.3%	2.0%	2.5%	*	2.1%	0.0%	-	*	-	-	n/a	2.0%	n/a
2017	7.2%	3.3%	0.5%	-	0.5%	*	-	*	-	-	n/a	0.6%	n/a
Science													
2018	10.8%	5.5%	1.0%	*	1.1%	0.0%	-	*	-	-	n/a	1.0%	n/a
2017	10.9%	8.5%	0.0%	-	0.0%	*	-	*	-	-	n/a	0.0%	n/a
Social Studies													
2018	14.5%	13.6%	0.5%	*	0.5%	0.0%	-	*	-	-	n/a	0.0%	n/a
2017	15.0%	22.7%	1.1%	-	1.1%	*	-	*	-	-	n/a	1.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	33.3%	-	31.9%	*	-	*	-	-	n/a	34.3%	n/a
2017	49.1%	23.2%	60.0%	-	60.0%	-	-	-	-	-	n/a	60.0%	n/a
English Language Arts													
2018	42.5%	14.2%	26.2%	-	23.8%	*	-	*	-	-	n/a	26.6%	n/a
2017	41.3%	8.5%	*	-	*	-	-	-	-	-	n/a	*	n/a
Mathematics													
2018	52.8%	14.8%	0.0%	-	*	-	-	*	-	-	n/a	*	n/a

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	*	-	*	-	-	-	-	-	n/a	*	n/a
2018	38.0%	7.4%	*	-	*	-	-	-	-	-	n/a	*	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	*	-	*	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	*	-	*	-	-	-	-	-	n/a	*	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	100.0%	*	100.0%	*	-	*	-	-	n/a	100.0%	n/a
2016-17	73.5%	71.0%	98.8%	-	98.8%	-	-	-	-	-	n/a	97.1%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	58.3%	*	58.8%	*	-	*	-	-	n/a	57.5%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	1103	*	1102	*	-	*	-	-	n/a	1101	n/a
English Language Arts and Writing													
2017-18	521	489	560	*	561	*	-	*	-	-	n/a	560	n/a
Mathematics													
2017-18	515	472	543	*	541	*	-	*	-	-	n/a	541	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	20.5	*	20.4	*	-	*	-	-	n/a	20.4	n/a
English Language Arts													
2017-18	20.3	17.7	20.4	*	20.3	*	-	*	-	-	n/a	20.4	n/a
Mathematics													
2017-18	20.6	18.1	20.3	*	20.3	*	-	*	-	-	n/a	20.3	n/a
Science													
2017-18	20.9	18.5	20.3	*	20.2	*	-	*	-	-	n/a	20.3	n/a

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	85.7%	*	85.3%	90.9%	-	100.0%	-	-	-	85.9%	*
2016-17	37.1%	47.1%	85.6%	*	85.9%	62.5%	*	*	-	-	-	84.4%	*
English Language Arts													
2017-18	17.3%	26.5%	45.3%	*	45.0%	50.0%	-	60.0%	-	-	-	47.0%	-
2016-17	16.8%	29.4%	43.8%	*	43.8%	50.0%	*	*	-	-	-	41.5%	*
Mathematics													
2017-18	20.7%	24.5%	52.1%	*	51.9%	55.6%	-	*	-	-	-	54.5%	-
2016-17	19.5%	19.8%	52.0%	*	51.6%	57.1%	*	*	-	-	-	50.3%	*
Science													
2017-18	21.2%	18.3%	46.4%	*	46.2%	45.5%	-	60.0%	-	-	-	48.2%	-
2016-17	5.7%	2.5%	27.0%	*	27.7%	*	*	*	-	-	-	23.8%	*
Social Studies													
2017-18	22.8%	24.9%	53.1%	*	53.0%	54.5%	-	60.0%	-	-	-	52.1%	-
2016-17	21.8%	25.3%	74.3%	*	75.1%	50.0%	*	*	-	-	-	73.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	89.4%	-	89.4%	-	-	-	-	-	-	88.4%	-
2015-16	54.7%	56.8%	84.9%	-	84.8%	*	-	-	-	-	-	83.2%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	-
2015-16	55.7%	62.5%	98.8%	-	98.8%	-	-	-	-	-	-	98.7%	-

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	394	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	106	26.9%	8.2%	8.1%
Grade 10	107	27.2%	7.6%	7.4%
Grade 11	94	23.9%	7.6%	6.9%
Grade 12	87	22.1%	7.3%	6.5%
Ethnic Distribution:				
African American	3	0.8%	0.1%	12.6%
Hispanic	378	95.9%	98.3%	52.6%
White	8	2.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	5	1.3%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	340	86.3%	88.5%	60.6%
Non-Educationally Disadvantaged	54	13.7%	11.5%	39.4%
Section 504 Students	17	4.3%	8.7%	6.5%
English Learners (EL)	9	2.3%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.2%	1.0%	1.4%
Students w/ Dyslexia	11	2.8%	5.4%	3.6%
At-Risk	179	45.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	0			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	55.3%	42.4%
Students with Physical Disabilities	0	0.0%	11.5%	21.9%
Students with Autism	0	0.0%	12.2%	13.7%
Students with Behavioral Disabilities	0	0.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	26	6.2%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	24	5.7%		
White	1	0.2%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	0.0%	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	19.5	17.0	16.6
Foreign Languages	22.2	20.8	18.9
Mathematics	16.7	19.9	17.8
Science	17.9	20.1	18.9
Social Studies	17.8	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	22.0	100.0%	100.0%	100.0%
Professional Staff:	22.0	100.0%	56.5%	64.1%
Teachers	17.1	77.7%	44.0%	49.8%
Professional Support	3.3	15.2%	9.5%	10.1%
Campus Administration (School Leadership)	1.6	7.1%	2.9%	3.0%
Educational Aides:	0.0	0.0%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	19.0	86.4%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	15.3	89.6%	90.3%	27.7%
White	1.8	10.4%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.0	46.8%	32.0%	23.8%
Females	9.1	53.2%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	8.5	49.7%	79.4%	73.6%
Masters	8.6	50.3%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	5.8%	2.7%	7.0%
1-5 Years Experience	2.0	11.7%	14.3%	28.9%
6-10 Years Experience	4.0	23.4%	17.6%	19.0%
11-20 Years Experience	6.7	39.3%	39.3%	29.3%
Over 20 Years Experience	3.4	19.7%	26.0%	15.7%
Number of Students per Teacher	23.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: BROWNSVILLE EARLY COLLEGE H S
 Campus Number: 031901008

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.8	6.3
Average Years Experience of Principals with District	10.0	8.4	5.4
Average Years Experience of Assistant Principals	7.0	8.4	5.3
Average Years Experience of Assistant Principals with District	7.0	8.2	4.7
Average Years Experience of Teachers:	14.3	15.1	11.1
Average Years Experience of Teachers with District:	13.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,427	\$49,007	\$47,218
1-5 Years Experience	\$93,582	\$49,170	\$50,408
6-10 Years Experience	\$50,403	\$50,423	\$52,786
11-20 Years Experience	\$56,550	\$55,575	\$56,041
Over 20 Years Experience	\$62,869	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$60,099	\$55,810	\$54,122
Professional Support	\$60,628	\$67,073	\$64,069
Campus Administration (School Leadership)	\$87,835	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
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 Campus Number: 031901008

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 394
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	9	2.3%	34.1%	19.7%
Career & Technical Education	342	86.8%	31.3%	26.3%
Gifted & Talented Education	134	34.0%	12.0%	8.1%
Special Education	0	0.0%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.7%	6.4%
Career & Technical Education	3.0	17.5%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	14.1	82.5%	78.8%	71.4%
Special Education	0.0	0.0%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



Dr. René Gutiérrez
Superintendent of Schools

Brownsville Independent School District

College, Career & Military Readiness

HB3 BOARD GOALS

Brownsville Early College High School

CCMR Progress Measure 1													
The percentage of Brownsville ECHS graduates that meet the criteria for TSI/TSI-A will maintain at 100% through August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
100%	100%			100%			100%			100%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2021	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2022	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2023	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2024	*	100%	*	*	*	*	*	*	100%	*	*	*	*
CCMR Progress Measure 2													
The percentage of Brownsville ECHS graduates that earn at least 9 hours of dual credit will continue to be at 100% through August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
100%	100%			100%			100%			100%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2021	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2022	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2023	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2024	*	100%	*	*	*	*	*	*	100%	*	*	*	*
CCMR Progress Measure 3													
The percentage of Brownsville ECHS graduates that earn at least one certification or certificate will increase from 0% to 5% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
1%	2%			3%			4%			5%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	1%	*	*	*	*	*	*	1%	*	*	*	*
2021	*	2%	*	*	*	*	*	*	2%	*	*	*	*
2022	*	3%	*	*	*	*	*	*	3%	*	*	*	*
2023	*	4%	*	*	*	*	*	*	4%	*	*	*	*
2024	*	5%	*	*	*	*	*	*	5%	*	*	*	*
CCMR Targeted Professional Development Plan													
Professional development to improve TSI performance will include training designed to support administrators, teachers and counselor’s understanding of the TSI assessment, blueprint and gap analysis.													
Professional development to improve attainment of at least 9 college hours will focus on course alignment/sequencing based on the need of the student. The course crosswalk, students graduation plan for college attainment will be reviewed and revised every six weeks. Provide multiple meeting opportunities for parents to discuss and learn about CCMR and the opportunities BECHS has with a dual partnership with UTRGV and TSC.													
Professional development to increase student attainment of certificates or certifications will include annual review of the TEA approved certificates/certifications and strengthen teachers knowledge of specific subject matter content to certify students based on our availability at BECHS. BECHS will continue to work with the CTE department to offer summer opportunities to our students to earn certificates and certifications to improve our CCMR percentages. Offer different avenues of delivery of information on how to obtain a certificate/certification to parents, students and our very own teachers.													