

Brownsville Independent School District

Veterans Memorial Early College High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society.

Vision

Veterans Memorial Early College High School is committed to providing Excellence in Education for all students. The school provides programs and learning experiences that promote academic achievement and career programs of study for the personal and social growth of every student. As a richly diverse community of learners that values all its members, Veterans Memorial Early College High School contributes to the local community by linking parents, local agencies and businesses to the school.

Campus Narrative

School Namesake: **Veterans Memorial Early College High School**

School Colors: **Red, White and Blue**

School Mascot: **Chargers**

School Song:

Hail to you, Veteran's High, you've become our home...

Veteran's High, hear our song, help us to be strong...

As we see all our dreams, guide us to those dreams...

We shall strive to succeed, with our humble deeds...

You're our home, we're your own, Hail to Vete-ran's High

School Motto: **Home of the Brave!**

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Comprehensive Needs Assessment

Needs Assessment Overview

Veterans Memorial Early College High School is located in Brownsville, Texas. Veterans Memorial Early College High School is one of seven high schools in Brownsville ISD. The campus was constructed in 2010. The 360,000 square-foot school sits on an 80-acre site on Military Highway. The courtyard has a series of pergolas that provide shaded seating areas for students and faculty. Veterans Memorial will be the first BISD high school to have its own football and soccer stadium, a 5,000 seat facility with an all-weather track. It also has 1,000-seat baseball and softball stadiums, as well as practice fields and tennis and basketball courts. All safety standards have been met and all of the building is accessible to students, staff, and visitors with disabilities.

Our school's mission is "work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society". Vertical alignment is pivotal in our school's success. Veterans Memorial has highly-qualified teachers that carry out the instructional program. In an effort to meet the diverse talents of our students, teachers are provided access to high-quality ongoing professional development throughout the school year. Professional development activities are geared to individual teachers' specialties and campus-wide needs.

Veterans Memorial Early College High School houses the STAMP Program, which is BISD's magnet school for the science, technology, architecture, and medical professions. The goals of this program are as follows: (1) Improve mathematics and science achievement among all Brownsville students; (2) Increase the number of students who study and enter science, technology, engineering, architecture/design, and medical profession careers (STEM); (3) Provide students with the ability to earn college credits while attending high school. (4) Increase the number of students who enter a post-secondary institution.

The student population at Veterans Memorial Early College High School is approximately 2000 and serves students in grades 9th through 12th. According to the 2018-2019 TAPR Report from TEA for our campus, approximately 98.4% of the student population is Hispanic and approximately 60.3 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants. Approximately 9.7% of our students are classified as English Learners and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

Our school provides effective instruction that will equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation from the public school system. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and Dual Enrollment in collaboration with Texas Southmost College. Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the five assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Veterans Memorial Early College High School has an active parent center with two full-time parent liaisons that coordinates activities. Activities such as a Parent Orientation Day to inform parents and community members of the daily standard operation procedures to include but not limited to the Student Code of Conduct, Student Parent School Compact, Parental Involvement Policy, Emergency operations procedures and Parent Volunteer Guidelines and Opportunities.

Veterans Memorial Early College High School coordinates and integrates federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, such as after school tutorial programs. Professional Development activities are also paid for from Title I and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Veterans Memorial Early College High School is a growing, yet very close-knit community. Brownsville residents come from all over the city to attend the school. Businesses, as a rule, support the school by providing merchandise for various incentives and fund raising activities when called upon to do so.

The staff at Veterans Memorial Early College High School is comprised of 141 teachers, 7 campus administrators, 8 counselors, 7 support staff, 40 classified staff, and 17 custodial staff. The ethnicity of the Veterans Memorial Early College High School staff is diverse with 76.2% Hispanic, 20.9% Caucasian, .7% American Indian, .7% Pacific Islander and 1.5% African American. The teaching staff is also 55.9% male and 44.1 % female.

Veterans Memorial Early College High School promotes numerous student clubs and organizations. Students are encouraged to participate in any of the many extracurricular activities offered at our campus: fine arts, athletics, student council, and a host of other clubs and organizations. Additionally, our school promotes student involvement in all district co-curricular activities (including Science Fair, History Fair, and UIL Academics). Many of these activities lead to campus level competitions where the winners of these contests move on to compete at the District, Regional, State, and National levels.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		93	A
STAAR Performance	63	91	
College, Career and Military Readiness	78	95	
Graduation Rate	99.6	95	
School Progress		92	A
Academic Growth	79	89	B
Relative Performance (Eco Dis: 60.3%)	71	92	A
Closing the Gaps	84	85	B

Annual Campus Goals

The Veterans Memorial Early College High School faculty and staff are committed to the following goals:

- By the end of school year 2018-2019, EOC ELA scores will be above 90%.
- By the end of school year 2018-2019, EOC Math scores will continue to be above 80%
- By the end of school year 2018-2019, EOC Science Test scores will continue to be above 80%

- By the end of school year 2018-2019, EOC Social Studies scores will continue to above 90%.
- By the end of the school year 2018-2019, all special education test takers will meet ARD expectations in all test subject areas.
- To sustain and increase yearly student attendance to 97%.
- The School will maintain a safe and disciplined environment conducive to student learning.
- The School will increase parental involvement to support an environment conducive to student learning.
- By the end of the school year all students, teachers, and support staff will have received the necessary budgetary resources to support classroom and support staff instruction.
- Students will be encouraged and challenged to meet their full physical educational potential in order to improve health and quality of well-being
- Increase the graduation rate/decrease dropout rate

Demographics

Demographics Summary

The total enrollment for Veterans Memorial ECHS is approximately 1,950 students from 9th to 12th grades. The Veterans Memorial Early College High School populations is comprised of: 97.8% Hispanics, 1.6% White, .4% Asian, and .3% African American. 90.7% of our student population is considered economically disadvantaged, and 36.8% are identified as At-Risk. Additionally, our English Language Learners make up 7.4% of our student population, and 176 of our students are identified as students with disabilities.

Demographics Strengths

- Over 80% of our teachers have over 5 years of experience.
- 15:1 student/teacher ratio.
- increasing enrollment in Dual Enrollment and Advanced Placement courses.
- 20% of our teachers have a Masters Degree, which allows them to teach DE courses.
- Considerable low numbers of Migrant, ELL, and At Risk populations.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

Need Statement 2 (Prioritized): Increase LEP, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause:** LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 3: Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. **Data Analysis/Root Cause:** LEP and IDEA students struggle in the writing component of state assessments.

Need Statement 4 (Prioritized): Increase parental involvement for At-Risk Students. **Data Analysis/Root Cause:** Low attendance of at risk parents during our parent meetings.

Need Statement 5: Improve awareness on the benefits of ECHS Cohort. **Data Analysis/Root Cause:** Low student enrollment in the ECHS cohort.

Student Learning

Student Learning Summary

Teachers have been trained on how to read and analyze data reports from Aware and Tango, which allows them to engage in data review sessions to reflect on student performance. Teachers meet weekly for strand meetings which allows them to collaborate in enhancing student achievement. Extended day tutorials and Saturday Academies are offered throughout the school year.

STAAR Performance Rates	Year	Campus	Economically Disadvantaged	English Learners	Special Education
At Approaches Grade Level or Above	2019	89%	86%	76%	65%
	2018	88%	57%	76%	60%
At Meets Grade Level or Above	2019	71%	65%	47%	38%
	2018	67%	64%	43%	33%
At Masters Grade Level	2019	29%	25%	16%	20%
	2018	22%	20%	8%	16%

Student Learning Strengths

- Met Standard in State Accountability Rating, Met all Performance Indexes
- Data Review Sessions for testing teachers help drive instruction and monitor student progress.
- Saturday Academies are offered during the Fall and Spring semester to assist retesters and primary testers.
- Extended Day tutorials are offered throughout the school year, Monday through Friday.
- Drop Out Rate for 2015-2016 was .1%.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

Need Statement 2 (Prioritized): Raising Special populations passing percentage rates on the state assessments in all areas **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

Need Statement 3: Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

Need Statement 4 (Prioritized): Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause:** Students must demonstrate academic growth.

Need Statement 5 (Prioritized): Supplemental materials will be purchased and distributed to aid teachers in implementing curriculum and thus providing instruction for students. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

Need Statement 6 (Prioritized): Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.

Need Statement 7: Host a Summer Bridge program for ECHS cohort students, as per district initiative. **Data Analysis/Root Cause:** Students must pass TSI to allow them to enroll in Dual Enrollment courses.

Need Statement 8 (Prioritized): Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

School Processes & Programs

School Processes & Programs Summary

Veterans Memorial Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. The T-TESS process allows teachers to receive timely feedback and allows them show continuous growth. Communications with faculty and staff is possible through: weekly newsletters, continuous emails, morning announcements, and through department chairs and/or strand leaders. Communication with parents is made possible through newsletters from the counselors, parent notices, Remind App, and phone calls.

School Processes & Programs Strengths

- Knowledge of district curriculum and TEKS
- Weekly Strand Meeting Planning
- Data Review Sessions
- Recognition of students for academic performances
- Implementation of district created checkpoints and benchmarks
- Teacher created assessments
- Pre-AP and AP Teachers are GT and AP Certified and receive 6 hours of ongoing development each year
- Teachers are expected to receive 12 hours of technology each school year
- Various academic, fine arts, and athletic activities are available to students

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Content area teachers need to be SIOP trained. **Data Analysis/Root Cause:** Passing rates for English Learners need to improve in state assessments.

Need Statement 2: College advisor from Advise TX is needed. **Data Analysis/Root Cause:** Students needed to be provided with more direction in regards to enrolling in colleges/universities.

Need Statement 3: Substitutes will be needed for testing and when teachers need to attend trainings. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

Need Statement 4: AVID trainings and resources will be provided to teachers and students. **Data Analysis/Root Cause:** ECHS cohort students should receive services and resources to enable them to be successful.

Need Statement 5 (Prioritized): Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

Need Statement 6 (Prioritized): Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.

Need Statement 7: Budget monies to allow for AP Exam fees. **Data Analysis/Root Cause:** High amount of students registering for AP exams.

Perceptions

Perceptions Summary

Veterans Memorial Early College High School Administration and Staff seek to provide all stakeholders with a positive atmosphere in which students feel safe and are ready to meet high expectations. Parents, teachers, and students are provided with the opportunity to provide feedback through the Campus Needs Assessment survey. Through announcements, social media posts, and weekly newsletters, students are constantly recognized for their successes, which culminates into the annual Honors and Achievement Ceremony and the annual Athletic Banquet Awards.

Perceptions Strengths

- Administration and counselors endorse an open door policy and are consistently available to students, teachers, and parents.
- Teachers, counselors, students, and administration have a great rapport with each other.
- Standard of high expectation in every classroom.
- Weekly Parental Involvement activities.
- Effective T-TESS procedures (walkthroughs and observation feedback)
- A clean and safe learning environment for all stakeholders

Needs:

1. Increase parental and community involvement in school processes.
2. Decrease discipline issues through the use of a school-wide discipline behavior plan.
3. Improve student attendance.
4. Provide all faculty and staff professional development in areas of need.
5. Increase student involvement in extra curricular activities.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.

Need Statement 2: Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.

Need Statement 3 (Prioritized): Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.

Need Statement 4 (Prioritized): Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

Need Statement 5 (Prioritized): Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.

Priority Need Statements

Need Statement 1: Improve academic support provided to At Risk Students.

Data Analysis/Root Cause 1: The at-risk population tends to perform lower compared to the rest of the population.

Need Statement 1 Areas: Demographics

Need Statement 2: Increase LEP, At-Risk, Economically Disadvantaged assessment scores.

Data Analysis/Root Cause 2: LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 2 Areas: Demographics

Need Statement 3: Increase parental involvement for At-Risk Students.

Data Analysis/Root Cause 3: Low attendance of at risk parents during our parent meetings.

Need Statement 3 Areas: Demographics

Need Statement 4: Promote higher academic standards for all students.

Data Analysis/Root Cause 4: Special populations perform lower compared to their peers.

Need Statement 4 Areas: Student Learning

Need Statement 5: Raising Special populations passing percentage rates on the state assessments in all areas

Data Analysis/Root Cause 5: Special populations perform lower compared to their peers.

Need Statement 5 Areas: Student Learning

Need Statement 6: Students need additional instructional time before and after school for extended day tutorials.

Data Analysis/Root Cause 6: Students must demonstrate academic growth.

Need Statement 6 Areas: Student Learning

Need Statement 7: Supplemental materials will be purchased and distributed to aid teachers in implementing curriculum and thus providing instruction for students.

Data Analysis/Root Cause 7: Students performing at the Masters Level needs to be at 30%.

Need Statement 7 Areas: Student Learning

Need Statement 8: Provide student incentives to encourage high grades and attendance for all sub populations

Data Analysis/Root Cause 8: Must meet district attendance goals.

Need Statement 8 Areas: Student Learning - Perceptions

Need Statement 9: Provide professional development on effective instructional strategies across contents to increase academic performance.

Data Analysis/Root Cause 9: Students performing at the Masters Level needs to be at 30%.

Need Statement 9 Areas: Student Learning - Perceptions

Need Statement 10: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.

Data Analysis/Root Cause 10: Improve academic performance of students in EOC areas.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Increase the numbers of student participating in extra- and co- curricular activities

Data Analysis/Root Cause 11: COVID-19 interrupted student participation in extra and co curricular activities.

Need Statement 11 Areas: School Processes & Programs - Perceptions

Need Statement 12: Increase parental and community involvement in school processes.

Data Analysis/Root Cause 12: Lack of parental involvement for students in special populations.

Need Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Quantifiable goals for measures of CCMR(HB 3)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Goals

Revised/Approved: May 21, 2020


Goal 1: Veterans Memorial ECHS 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: Veterans Memorial ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.



HB3 Goal



Evaluation Data Sources: STAAR/EOC performance reports







Summative Evaluation: None

<p>Strategy 1: Teachers will meet throughout the school year to align the curriculum, scope and sequence and make decisions in regards to appropriate assessments and improvement of instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> *Lesson plans *Framework *Scope and sequence *Sign-in Logs *Walk-through observations <p>Summative:</p> <ul style="list-style-type: none"> *Final Exams <p>Staff Responsible for Monitoring: Principal Dean Core Area Department Assistant Principal</p> <p>Population: Teachers 9th-12th grade - Start Date: August 5, 2020 - End Date: May 29, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2: Support research-based response to intervention (RTI) strategies, including tutorials and remediation for students diagnosed as performing below campus established proficiency levels so that struggling students gain a year or more in progress. Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial rosters Diagnostic test results from previous years Failure lists Classroom Assessments Benchmarks Summative: Final Exams End-of-Course Exams Staff Responsible for Monitoring: Core Math Teachers Special Education Dean of Instruction Title I Schoolwide Elements: 2.4 - Population: 9th-12th grade students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 5 Funding Sources: EDGENUITY - 162 State Compensatory - 162-11-6299-62-009-Y-24-EOC-Y - \$27,000	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument. Milestone's/Strategy's Expected Results/Impact: Formative: Meeting Minutes Summative: Lesson Plans Framework Scope and Sequence Benchmarks Student Assessments End-of-Course Exams Final Exams Staff Responsible for Monitoring: Core Dept Chair Dean of Instruction Population: ALL TEACHERS - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 4: Teachers will implement online resources/materials such as Edgenuity to improve student performance in the classroom and on state assessments. Purchase ongoing site license for Compass Learning software to address students' weaknesses in Core Areas. In order to assist with virtual learning, online resources will be more vital for teachers in the common core areas such as Math, Science, ELA and Social Studies. Teachers will be provided with materials to assist with virtual learning</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student participation Class Observations Lesson Plans</p> <p>Summative: Student Assessments Final Exams End-of-Course Exams</p> <p>Staff Responsible for Monitoring: Administration Core Area Depts.</p> <p>Title I Schoolwide Elements: 2.5 - Population: Core Area Students: ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1, 5</p> <p>Funding Sources: De ALba, AP Chemistry Advance Inquiry, Flynn Economy Dual Head, Science One Year Cellular, Science One Year Peroxidase Enzyme, One Year Digital Cancer - 211 Title I-A - 211-11-6395-62-009-Y30-0F2-Y - \$2,842.80</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 5: Staff and Personnel will work diligently with our At- Risk population to help improve EOC scores in all the content areas by providing small group instruction and additional support in and out of the classroom.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Benchmarks</p> <p>Summative: Success on state assessments End-of-Course Exams</p> <p>Staff Responsible for Monitoring: Teachers Principal Dean of Instruction Counselor Nurses Instructional Aides</p> <p>Title I Schoolwide Elements: 2.6 - Population: 9th -12th grade-AT Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 6: Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy Milestone's/Strategy's Expected Results/Impact: Formative: *Benchmark testing *Teacher Observations *Progress Reports Summative: *Final Exams *End-of-Course Exams Staff Responsible for Monitoring: Bilingual/ESL Teachers -9th-12th grade Teachers -Special Education Teachers -Dyslexia Teachers -Principals -Dean of Instruction Comprehensive Support Strategy - Population: 9th - 12th students: - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 7: Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in classroom instruction. Milestone's/Strategy's Expected Results/Impact: Formative: Coordination/ collaboration meeting schedules Sign-in sheets Summative: Final Exams End-of-Course Exams TELPAS Staff Responsible for Monitoring: Principals Dean of Instruction Bilingual/ ESL and Special Education Departmental and Campus staff Comprehensive Support Strategy - Population: CORE AREA TEACHERS - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 8: Utilize data from district and campus benchmarks and state assessments to: <ul style="list-style-type: none"> * Target instruction for populations and individuals * Increase student achievement. * Plan future professional development opportunities to improve the delivery of Social Studies instruction * Disaggregate data on EOC to plan instruction, design benchmarks, and create student assessments to improve student success on STAAR EOC and TAKS tests. Milestone's/Strategy's Expected Results/Impact: Formative: <ul style="list-style-type: none"> *Lesson Plans *Class Observations *Benchmark Tests *Walkthroughs *Class Assessments *Grades Summative: <ul style="list-style-type: none"> *End-of-Course Exams Staff Responsible for Monitoring: Social Studies Teachers Sp. Ed. Department Teachers Dean of Instruction Campus Administrators <p>Population: EOC TEACHERS - Start Date: October 1, 2020 - End Date: April 16, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 9: Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options. <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> *Program effectiveness based on assessment results and parent and student surveys *Transcript analysis Summative: <ul style="list-style-type: none"> *Graduation Rate *Completion Rate Staff Responsible for Monitoring: ESL Teacher, Dean, Counselor <p>Population: Recent Immigrant and LEP students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

Student Learning

Need Statement 1: Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

Need Statement 2: Raising Special populations passing percentage rates on the state assessments in all areas **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

Need Statement 5: Supplemental materials will be purchased and distributed to aid teachers in implementing curriculum and thus providing instruction for students. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

School Processes & Programs


Need Statement 5: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.


Goal 1: Veterans Memorial ECHS 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: Veterans Memorial ECHS Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.






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

Summative Evaluation: None

Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Milestone's/Strategy's Expected Results/Impact: Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.</p> <p>Staff Responsible for Monitoring: CTE Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals</p> <p>Population: CTE STUDENTS - Start Date: July 1, 2020 - End Date: March 31, 2021 - Revision Date: None</p> <p>Need Statements: School Processes & Programs 6 - Perceptions 3</p> <p>Funding Sources: CTE COPY PAPER - 164 State Career and Technical Education - 164-11-6396-00-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6398-00-009-y-22-000-y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6398-62-009-Y-22-000-Y, CTE FURNITURE - 164 State Career and Technical Education - 164-11-63999-45-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6399-01-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS AV - 164 State Career and Technical Education - 164-11-6399-av-009-y-22-000-y, CTE SUPPLIES AND MATERIALS ARCHITECTURE - 164 State Career and Technical Education - 164-11-6399-AC-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- BUSINESS - 164 State Career and Technical Education - 164-11-6399-BA-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- HEALTH SCIENCE - 164 State Career and Technical Education - 164-11-6399-HL-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- LAW - 164 State Career and Technical Education - 164-11-6399-LW-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- ENGINEERING - 164 State Career and Technical Education - 164-11-6399-SC-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL IN DISTRICT - 164 State Career and Technical Education - 164-11-6411-00-009-Y-22-000-Y, CTE FEES - 164 State Career and Technical Education - 164-11-6497-00-009-Y-22-000-Y, CTE FURNITURE AND EQUIPMENT - 164 State Career and Technical Education - 164-11-6639-00-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL OUT OF DISTRICT - 164 State Career and Technical Education - 164-13-6411-23-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-31-6398-00-009-Y-22-000-Y, CTE GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31</p>				

Strategy 2: Add career specific courses to curriculum to meet the demand of student needs and increase the number of students enrolled in CTE courses and CTSO's by 15% each year. Milestone's/Strategy's Expected Results/Impact: Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: *Student Tallies *Class Rosters Summative: * Student Schedules * Master Schedule Staff Responsible for Monitoring: CTE Administrator, CTE Lead Teacher CPO, Counselors Dean of Instruction, Principal Population: CTE STUDENTS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None Need Statements: School Processes & Programs 6 - Perceptions 3 Funding Sources: CTE INSTRUCTIONAL SOFTWARE - 164 State Career and Technical Education - 164-11-6395-62-009-Y-22-000-Y	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: Provide all students with age appropriate CTE information and guidance for a better understanding of career choices. Milestone's/Strategy's Expected Results/Impact: Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: Flyers Brochures Sign-In Sheets Summative: Post Grad career choices Staff Responsible for Monitoring: CTE Advisory Committees, CTE Teachers, CTE Lead Teacher, CPO, Counselors, CTE Teachers Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: School Processes & Programs 6 - Perceptions 3 Funding Sources: CTE GUIDANCE AND COUNSELING SUPPLIES - 164 State Career and Technical Education - 164-31-6399-2S-009-Y-22-032-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-23-009-Y-22-000-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-00-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-31-6498-00-009-Y-22-032-Y	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 30%			

Strategy 4: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. Milestone's/Strategy's Expected Results/Impact: Formative: Documentation for Students competing at the regional, state and national levels. +Increase accolades for students in respective competitive areas Summative: +increased participation and success in CTE-related competitions Staff Responsible for Monitoring: CTE Teachers CTE Administrative Staff Career Placement Officers Population: CTE STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: School Processes & Programs 6 - Perceptions 3 Funding Sources: CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-11-6412-FT-009-Y-22-000-Y, CTE STUDENT TRANSPORTATION COST - 164 State Career and Technical Education - 164-11-6494-FT-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-11-6498-01-009-Y-22-000-Y, CTE MISC OPERATING COSTS - 164 State Career and Technical Education - 164-11-6499-53-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-ba-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-HL-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-TS-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-00-009-Y-22-000-Y	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:



School Processes & Programs
Need Statement 6: Increase the numbers of student participating in extra- and co- curricular activities Data Analysis/Root Cause: COVID-19 interrupted student participation in extra and co curricular activities.
Perceptions
Need Statement 3: Increase the numbers of student participating in extra- and co- curricular activities Data Analysis/Root Cause: COVID-19 interrupted student participation in extra and co curricular activities.




Goal 1: Veterans Memorial ECHS 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).


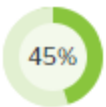




Performance Objective 3: Veterans Memorial ECHS will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

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

Summative Evaluation: None

<p>Strategy 1: Integrate aligned curriculum for Honors and AP courses in the core areas of English, math, science, social studies, and foreign languages to improve students participation and passing rates on AP exams.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Curriculum documents</p> <p>Summative: Student Scores</p> <p>Staff Responsible for Monitoring: Teachers Principal Dean Testing Coordinator</p> <p>Population: CORE AREA TEACHERS/ ALL STUDENTS - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: TESTING MATERIALS - 211 Title I-A - 211-11-6339-00-009-Y-30-0F2-Y - \$100,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: Hire teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board Audit process. Dual enrollment teachers will provide opportunities for our high school students to receive college credit. Pay tuition for students to enroll in dual enrollment classes</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Syllabus acceptance letter for the College Board Acceptance letter from college</p> <p>Summative: Student AP scores Student final grade</p> <p>Staff Responsible for Monitoring: ECHS Director Dean of Instruction</p> <p>Population: AP/Dual Enrollment Teachers - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: - 162 State Compensatory - 162-11-6223-15009-Y-30-000Y - \$7,870, - 162 State Compensatory - 162-11-6299-15009-Y-30-000Y - \$51,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 3: Guidance and counseling will provide a University Day where BISD students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student information on admissions, financial aid and scholarship information to increase the number of students qualifying for financial aid. Milestone's/Strategy's Expected Results/Impact: Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA Staff Responsible for Monitoring: Counselors Dean Principal Population: 11th grade students - Start Date: December 1, 2020 - End Date: June 30, 2020 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: All students at Veterans Memorial Early College High School will have personal graduation plans (PGP's) which are developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's. Milestone's/Strategy's Expected Results/Impact: Tutorial Sign-In Sheets Increase of students attending tutorials. Increase of student interventions. Increase of graduation rates Staff Responsible for Monitoring: Counselors Administrators Population: ALL STUDENTS - Start Date: August 5, 2020 - End Date: July 9, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 5: Advise TX services will assist in providing students with adequate access to information about going to college, which will help increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a post-secondary education. Milestone's/Strategy's Expected Results/Impact: Increased number of students who apply for colleges, scholarships, and financial aid. Staff Responsible for Monitoring: Counselors Administrator Title I Schoolwide Elements: 2.6 - Population: 11TH AND 12TH GRADE STUDENTS - Start Date: August 12, 2020 - End Date: July 9, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 1 Funding Sources: ADVISE TX - 211 Title I-A - 211-31-6299-00-009-Y-30-TUK-Y - \$10,000	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 6: The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Milestone's/Strategy's Expected Results/Impact: Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges. Staff Responsible for Monitoring: ECHS Director Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Population: ECHS COHORT STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Student Learning 1 Funding Sources: AVID Program - 211 Title I-A - 211-11-6495-00-009-Y30-0F2-Y - \$4,679	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 7: TSI Teacher and TSI Lab will be used to regularly TSI test students to ensure their enrollment and success in Dual Enrollment courses and post secondary education. Milestone's/Strategy's Expected Results/Impact: Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges. Staff Responsible for Monitoring: Counselors Administration Title I Schoolwide Elements: 2.5, 2.6 - Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:


Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Student Learning
Need Statement 1: Promote higher academic standards for all students. Data Analysis/Root Cause: Special populations perform lower compared to their peers.






Goal 1: Veterans Memorial ECHS 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: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: None

<p>Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students.</p> <p>PFS students will be provided with clothing (sweatshirts, jeans, and socks, shoes) as needed in order to assist them with the necessities that will ensure their school attendance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: Fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased</p> <p>Staff Responsible for Monitoring: Migrant Campus Clerk Migrant Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4 - Population: PFS/Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				


<p>Strategy 2: Migrant students (9th - 12th) will have credit accrual opportunities through the Migrant Department Correspondence Courses and/or Credit by Exams to ensure on time for graduation. (PBMAS)</p> <p>Migrant students (12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarship and college applications.</p> <p>Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP)</p> <p>Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and /or recovery in order to ensure secondary credit for on-time graduation.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Credit Accrual Needs of Migrant Students and Student Transcripts</p> <p>Summative: Awarded Credits on Student Transcripts</p> <p>Staff Responsible for Monitoring: HS Counselors Migrant Campus Clerk DMC MSC</p> <p>Population: PFS/Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





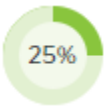
Goal 1: Veterans Memorial ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).




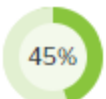




Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: None

<p>Strategy 1: Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.</p> <p>Suggested:</p> <ul style="list-style-type: none"> * Debate/Mock Trial * Journalism * Advanced Placement * National History Day * Science Fair * AMC * Chess <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> * Number of Students with Recommended and Distinguished Graduation Plans * Number of students taking AP/SAT/ACT exams * Number of students taking Language Arts AP tests for credit * Benchmark testing schedule & results <p>Summative:</p> <ul style="list-style-type: none"> * End-of-Course Exams * Increased attendance * Decreased referrals * Final Exams <p>Staff Responsible for Monitoring: -Regular Classroom Teacher</p> <ul style="list-style-type: none"> -Sp. Ed. Teachers -Dyslexia Teachers -Content Area Teachers -Principals -Language Arts Specialist -Dean of Instruction -Dual Enrollment Teachers <p>Title I Schoolwide Elements: 2.5 - Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: School Processes & Programs 6 - Perceptions 3</p> <p>Funding Sources: TRAVEL AND SUBSISTENCE STUDENTS - 199 Local funds - 199-11-6412-00-009-Y-11-000-Y - \$1,500, GENERAL SUPPLIES - 199 Local funds - 199-36-6399-00-009-Y-99-0-19-Y - \$1,800, TRAVEL AND SUBSISTENCE- STUDENTS - 199 Local funds - 199-36-6412-00-009-Y-99-000-Y - \$19,000, TRAVEL AND SUBSISTENCE- STUDENTS - 199 Local funds - 199-36-6412-00-009-Y-99-0-19-Y - \$1,500, UIL ACADEMICS STIPENDS - 199 Local funds - 199-36-6117-00-009-Y-99-0-20-Y - \$16,000, RECLASSIFIED TRANSPORTATION - 199 Local funds - 199-36-6494-00-009-Y-99-0-19-Y - \$9,000, RECLASSIFIED TRANSPORTATION - 199 Local funds - 199-36-6494-00-009-Y-99-000-Y - \$9,000, RECLASSIFIED TRANSPORTATION - 199 Local funds - 199-11-6494-00-009-Y-11-000-Y - \$1,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 2: VMHS band will perform at all ootball games, city parades, compete in UIL Region, Area and State Marching Competition and TMEA competitions, and UIL contests. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Rating at competitions Staff Responsible for Monitoring: Band Directors Assistant Principal Title I Schoolwide Elements: 2.5 - Population: BAND STUDENTS - Start Date: July 1, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: VMHS Estudiantina will compete in the Estudiantina Championship/Evaluation to provide Estudiantina students with a reason for academic success and to improve their skills. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Rating Staff Responsible for Monitoring: estudiantina instructor Assistant Principal Population: ESTUDIANTINA STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: Color guard will compete in Color Guard competitions to develop the performance skills of the groups and promote community awareness. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Ratings Staff Responsible for Monitoring: school band directors Population: COLOR GUARD STUDENTS - Start Date: July 1, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 5: Students will participate in concerts and evaluations to prepare for UIL concert and sight reading evaluation. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Ratings Staff Responsible for Monitoring: Choir Directors Population: CHOIR STUDENTS - Start Date: July 1, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 6: Art students will compete in community and/or valley art competitions including BISD district and regional competitions/exhibitions to promote professional growth. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Ratings Staff Responsible for Monitoring: Art Teachers Population: ART STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 7: Theater arts students will participate in activities that include One Act Play, Destination Imagination, and UIL. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Performance Ratings Staff Responsible for Monitoring: Theatre Arts Teacher Population: THEATER STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 8: Dance students will perform in district events to promote community awareness and cultural experiences for all BISD students. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: Audience Reaction, Student reaction Staff Responsible for Monitoring: Dance Teacher Population: DANCE STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 9: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Milestone's/Strategy's Expected Results/Impact: None Staff Responsible for Monitoring: Campus Administration, Campus Counselors, Athletic Coordinators, Coaches Population: STUDENT ATHLETES - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 10: Students will be motivated to increase their grades in the academic areas by receiving awards, medal, certificates to honor their achievements. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom success Summative: State/Regional Results Staff Responsible for Monitoring: Campus Principal Dean Population: ALL STUDENTS - Start Date: April 14, 2021 - End Date: May 1, 2021 - Revision Date: None Need Statements: Student Learning 6 - Perceptions 5 Funding Sources: MISC OPERATING COSTS AWARDS - 211 Title I-A - 211-11-6498-00-009-Y-30-0F2-Y - \$25,000 , OPERATING COSTS- AWARDS - 199 Local funds - 199-23-6498-00-009-Y-99-000-Y - \$3,900, OPERATING COSTS- AWARDS - 199 Local funds - 199-11-6498-00-009-Y-11-000-Y - \$5,000	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Need Statements:


Student Learning
Need Statement 6: Provide student incentives to encourage high grades and attendance for all sub populations Data Analysis/Root Cause: Must meet district attendance goals.
School Processes & Programs
Need Statement 6: Increase the numbers of student participating in extra- and co- curricular activities Data Analysis/Root Cause: COVID-19 interrupted student participation in extra and co curricular activities.
Perceptions
Need Statement 3: Increase the numbers of student participating in extra- and co- curricular activities Data Analysis/Root Cause: COVID-19 interrupted student participation in extra and co curricular activities.
Need Statement 5: Provide student incentives to encourage high grades and attendance for all sub populations Data Analysis/Root Cause: Must meet district attendance goals.


Goal 2: Veterans Memorial ECHS administrators, staff, and community will ensure equity in the availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)





Performance Objective 1: Veterans Memorial ECHS 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

Summative Evaluation: None

<p>Strategy 1: Veterans Memorial ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. VMECHS will purchase supplies and materials to maintain a healthy and safe environment for all students and staff.</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</p> <p>Population: CAMPUS STAKEHOLDERS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I-A - 211-12-6399-00-009-Y-30-052-Y - \$890</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Milestone's/Strategy's Expected Results/Impact: Survey results from campuses will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff Population: CAMPUS STAKEHOLDERS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 1 Funding Sources: SUPPLIES FOR MAINT/ OPERAR-CUST - 199 Local funds - 119-51-6319-00-009-Y-99-000-Y - \$17,200, EXTRA DUTY PAY/OVERTIME SUP PE - 199 Local funds - 199-51-6121-46-009-Y-99-000-Y - \$1,500, CUSTODIAL GENERAL SUPPLOES - 199 Local funds - 199-51-6399-00-009-Y-99-000-Y - \$8,000, EXTRA DUTY PAY/OVERTIME SUP PE - 199 Local funds - 199-51-6121-47-009-Y-99-000-Y - \$2,000, SUPPLIES FOR MAINT/OPERATIONS - 199 Local funds - 199-51-6319-00-009-Y-99-000-Y - \$200, CUSTODIAL EQUIPMENT UNDER 5,000 - 199 Local funds - 199-51-6398-00-009-Y-99-000-Y - \$3,000	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:


Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Student Learning
Need Statement 1: Promote higher academic standards for all students. Data Analysis/Root Cause: Special populations perform lower compared to their peers.







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

Performance Objective 1: Veterans Memorial ECHS 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.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Librarian will order supplies throughout the school year to ensure that they have the necessary databases, books, periodicals in order to maintain TEA standards of 12 to 1.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Inventory Logs Purchase Order Documentation</p> <p>Summative: Class Visit Logs Student Activity Logs Book processing & circulation data</p> <p>Staff Responsible for Monitoring: Librarian Dean of Instruction</p> <p>Population: 9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk - Start Date: August 5, 2020 - End Date: December 18, 2020 - Revision Date: None</p> <p>Need Statements: Student Learning 5</p> <p>Funding Sources: READING MATERIALS - 199 Local funds - 199-12-63-29-00-009-Y-99-000-Y - \$9,000</p>				

<p>Strategy 2: Departments and staff will order supplies and printing services throughout the school year to ensure that they have the necessary tools to complete their curriculum. Items include workbooks, copy paper, pencils, pens, printing supplies, etc. Wireless presenters will be ordered for each teacher to facilitate instruction and to actively monitor student learning.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Invoice Forms Purchase Order Documentation Inventory Logs</p> <p>Summative: Lesson Plans</p> <p>Staff Responsible for Monitoring: Core Teacher Dean of Instruction</p> <p>Population: 9TH-12th grade Students; Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk - Start Date: August 5, 2020 - End Date: March 31, 2020 - Revision Date: None</p> <p>Need Statements: Demographics 1, 2 - Student Learning 5</p> <p>Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-11-6399-62-009-Y-11-000-Y - \$1,000, COPY PAPER - 162 State Compensatory - 162-11-6396-00-009-Y-30-000-Y - \$12,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-16-009-Y-30-000-Y - \$6,500, GENERAL SUPPLIES- NURSES - 199 Local funds - 199-33-6399-00-009-Y-99-000-Y - \$500, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-009-Y-30-0F2-Y - \$52,537, GENERAL SUPPLIES- ADMIN - 199 Local funds - 199-23-6399-00-009-Y-99-000-Y - \$3,800, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-009-Y-11-000-Y - \$2,000, SUPPLIES AND MATERIALS - 162 State Compensatory - 162-11-6398-62-009-Y-30-000-Y - \$73,700, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-009-Y-11-000-Y - \$18,920, GENERAL SUPPLIES - 211 Title I-A - 211-12-6399-00-009-Y-30-AYP-Y - \$14,728, TEXTBOOKS - 199 Local funds - 199-11-6321-00-009-Y-11-000-Y - \$5,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-009-Y-30-000-Y - \$100,000, GENERAL SUPPLIES- COUNSELORS - 199 Local funds - 199-31-6399-00-009-Y-99-000-Y - \$800, GENERAL SUPPLIES - 211 Title I-A - 211-33-6399-00-009-Y-30-AYP-Y - \$6,000, EQUIPMENT UNDER 5000- ADMIN - 199 Local funds - 199-23-6398-00-009-Y-99-000-Y - \$2,100, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-62-009-Y-30-000-Y - \$10,000, COPY PAPER - 199 Local funds - 199-11-6396-00-009-Y-11-000-Y - \$5,000</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 3: VMECHS will support the departments in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM Committee</p> <p>Population: TEACHERS, ADMINISTRATION - Start Date: August 12, 2020 - End Date: March 31, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:






Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Need Statement 2: Increase LEP, At-Risk, Economically Disadvantaged assessment scores. Data Analysis/Root Cause: LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.
Student Learning
Need Statement 5: Supplemental materials will be purchased and distributed to aid teachers in implementing curriculum and thus providing instruction for students. Data Analysis/Root Cause: Students performing at the Masters Level needs to be at 30%.

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

Performance Objective 2: Veterans Memorial ECHS will create and provide faculty and staff recognitions 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

Summative Evaluation: None



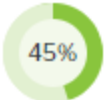




Strategy 1: Veterans Memorial ECHS will improve teacher morale and teacher retention rates through: Back-to-School breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week Activities, teacher praise at faculty meetings, teacher raffles, End of Year Appreciation Activity, and mentoring and support program. Milestone's/Strategy's Expected Results/Impact: Improved teacher morale and teacher retention rates. Staff Responsible for Monitoring: Campus Administration Population: TEACHERS - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Veterans Memorial ECHS 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: Veterans Memorial ECHS 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

Summative Evaluation: None







Strategy 1: VMECHS will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Campus Administration Weekly news articles will indicate a new campus event each week. Staff Responsible for Monitoring: PIO Campus Administration Population: CAMPUS STAKEHOLDERS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: VMECHS will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: PIO Campus Administration Population: VMECHS STAKEHOLDERS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: VMECHS will update websites at least monthly including showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: VMECHS website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of website indicating are current Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: PIO Campus Administration TST Population: VMECHS STAKEHOLDERS - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Veterans Memorial ECHS 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 for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation: None









Strategy 1: Teach Character Education in our Health classes to support school wide expected behavior. r Milestone's/Strategy's Expected Results/Impact: Formative:number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester Staff Responsible for Monitoring: Health Teachers Administrators Population: 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: The district will provide training for administrators and new teachers: (a) to effectively utilize RtI modules to handle classroom discipline so that out of school suspensions and discretionary removals will decrease. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors Population: TEACHERS, ADMINISTRATORS - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None





Strategy 1: Meet once a week to discuss PE/Health issues and address ways to improve the overall learning and behavior issues of our students. Milestone's/Strategy's Expected Results/Impact: Formative: number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester Staff Responsible for Monitoring: P.E. Teachers Population: PE/HEALTH TEACHERS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Distribute Student Code of Conduct to students, parents, staff to ensure all students are afforded due process and their rights. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Administration, Registrar, Clerks, Teachers Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: September 2, 2020 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: In-service students on the contents of the student handbook through school-wide teacher presentations and grade level assemblies. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Written Procedures Presentation Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: August 14, 2020 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: Guidance and counseling will participate in Red Ribbon Week activities to promote an awareness of anti alcohol, tobacco, and drug awareness and violence prevention. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Administrators, Principals, Assistant Principals, Counselors, Teachers Population: ALL STUDENTS - Start Date: October 1, 2020 - End Date: October 31, 2020 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 3: Refine and implement all safety plans across the district 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.

Summative Evaluation: None

Strategy 1: Attend CPR, First Aid and CPI Training to ensure student safety on campus. Milestone's/Strategy's Expected Results/Impact: Summative: *Certification Staff Responsible for Monitoring: Administration Population: Coaches, Sponsors, CPI Team, IDEA Teachers, Administration - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Provide teacher training on conflict resolution and violence prevention and classroom management techniques. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Counselors Administration Population: ALL TEACHERS - Start Date: August 5, 2020 - End Date: August 4, 2020 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: In-service students on bully prevention, violence, conflict resolution, and recent drug use trends, and dating violence to recognize and address the issue, as a preventive measure. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Counselors, Administration Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: Ensure that our Emergency Operations Plan covers lock down drills, shelter in place, reverse evacuation, drop and cover in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents 3 times a year. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Campus Administration, faculty and staff, counselors, BISD Population: Administrators, Staff and Faculty, Counselors, All students and parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June


Strategy 5: Security Officers are placed and assigned to prevent the number of criminal offenses on school grounds and to prevent victimization of students and staff. Milestone's/Strategy's Expected Results/Impact: Decrease in Discipline Referrals Staff Responsible for Monitoring: Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services Population: Administrators, Campus Staff & Faculty, Counselors Students and Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 6: Veterans Memorial ECHS 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: There will be a 10% increase of parents involved in campus involvement activities from 2017-2018 to 2018-2019.


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







Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Complete and disseminate a Parental Involvement Policy to all parents to delineate how parents will actively be involved at the district/campus level and to increase participation. Parental Involvement Policy is on the campus website.</p> <p>Milestone's/Strategy's Expected Results/Impact: Parent/ Student/ Community awareness of policy and procedure</p> <p>Formative: Campus Parental Involvement Policy, Flier, website, Agenda, Sign-in Sheets</p> <p>Summative: Composite of End of the Year Survey /evaluations TAKS/EOC results Attendance Rates Discipline referrals Session Evaluations Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Population: PARENTS AND COMMUNITY - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>				

<p>Strategy 2: VMECHS will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>VMECHS will conduct an annual Title I Meeting to inform parents and community members of its purpose and how funds are distributed.</p> <p>Milestone's/Strategy's Expected Results/Impact: Parent/ Student/ Community awareness of policy and procedures</p> <p>Formative: Fliers, Agendas, Sign-In Sheets, Handouts Summative: Composite of meeting minutes/evaluation *Title 1-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Principals Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: PARENTS, COMMUNITY - Start Date: August 12, 2020 - End Date: October 21, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 3: The Parental Involvement program provides different activities for parents to foster better communication skills and healthy relationships between their children, school and the environment they live in so that in turn it assists students achieve a higher academic success. Types of Parental Involvement are: *Weekly parent meeting and Trainings * Guest Speakers * BISD Events *Health Education through CATCH and FIT * School Programs * BISD resources * Parent surveys * Family Literacy Enrichment Activities NOTE: Fliers, Invitations, Calendar of Activities will be sent Milestone's/Strategy's Expected Results/Impact: Parent/ Student/ Community awareness of policy and procedures and initiatives Formative: *Flyers * Calendar of Activities * Agendas * Sign-in sheets * Handouts Summative: *Evaluations *Minutes *TAKS/EOC results *Attendance Rates *Discipline referrals *Title 1-A Parental Involvement *Compliance Checklist * Composite of End of Year Survey/evaluations Staff Responsible for Monitoring: Principal, Parent Liaison Title I Schoolwide Elements: 3.2 - Population: PARENTS, COMMUNITY - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 1 Funding Sources: PARENTAL INV- GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-009-Y-30-0F2-Y - \$900 , PARENTAL INV- MISC OPERATING COSTS - 211 Title I-A - 211-61-6499-53-009-Y-30-0F2-Y - \$900	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy *School-Parent-Student Compact *SBDM *LPAC *F.I.T./CATCH Program Milestone's/Strategy's Expected Results/Impact: arent/ Student/ Community awareness of policy and procedures and initiatives Formative: Fliers, Calendar of Activities, Agendas, Sign-in-Sheets,Handouts Summative: Composite of meeting minutes, Title I Guidelines and Compliance Handbook Evaluations Title 1-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Principal, Parent Liaison SBDM Committee Members, Parents, Community Members Population: Parents, Teachers, Students, and Community Members - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 5: Every year parent liaisons will get reimbursed for mileage while making home visits. Parent Liaison will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parental involvement meetings. Milestone's/Strategy's Expected Results/Impact: Increase in parental involvement and increase in home visits Formative: Monthly Mileage Report Handouts, PRs Summative: Evaluation Home Visit requests, Contact Log, Mileage Log Staff Responsible for Monitoring: Principal Parent Liaison Population: Parent Liaison & parent volunteers - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Student Learning 1 - Perceptions 1 Funding Sources: PARENT LI- TRAVEL - 211 Title I-A - 211-61-6411-00-009-Y-30-0F2-Y - \$1,500	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 6: Migrant clerk will conduct 2 parents meetings throughout the school year for the purpose of providing awareness to the parents of migrant students, involving them in the education of their children, and providing services to them. Milestone's/Strategy's Expected Results/Impact: Increased parent awareness and parental involvement. Staff Responsible for Monitoring: Migrant Clerk Administration Title I Schoolwide Elements: 2.6, 3.1 - Population: None - Start Date: None - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:


Student Learning
Need Statement 1: Promote higher academic standards for all students. Data Analysis/Root Cause: Special populations perform lower compared to their peers.
Perceptions
Need Statement 1: Increase parental and community involvement in school processes. Data Analysis/Root Cause: Lack of parental involvement for students in special populations.


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

Summative Evaluation: None

Strategy 1: Professional development opportunities will be offered for Core teachers for growth in the areas of: Pre AP, GT, AP, SIOP ESL/LEP Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) Note: Teachers will also receive stipends for certain selected training. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Evaluations Session Certificate of Completion Summative: Lesson Plans Student Assessments Final Exams End-of-Course Exams Staff Responsible for Monitoring: Core Area Depts. Principals, Dean of Instruction Comprehensive Support Strategy - Population: Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - Start Date: July 1, 2020 - End Date: June 30, 2021 - Revision Date: None Need Statements: Student Learning 8 - Perceptions 4 Funding Sources: - 211 Title I-A - 211-13-6497-00-009-Y-30-AYP-Y - \$10,000, EMPLOYEE TRAVEL - 211 Title I-A - 211-13-6411-009-Y-30-AYP-Y - \$10,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 40%			

Strategy 2: Provide professional development that supports District Aligned Curriculum so that teachers will have all updates of the DISTRICT ALIGNED CURRICULUM as requested (IP 2.5) AYP Core teachers and administration will participate in on-going education by participating in Content Specific Conferences (CAMT, NCUST, CAST, RGVSA) Texas Assessment Conference, APSI Summer Institute, Region One Technology Conference, Legal Issues Conferences, Texas Computer Education Association, district and Region I in-services to improve curriculum awareness 9th-12th Grade Teachers Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations Class Observations Walkthroughs Vertical and Horizontal Alignment Meetings Meeting Minutes Benchmarks Teacher Evaluations Summative: Lesson Plans Student Assessments Final Exams Staff Responsible for Monitoring: 9th - 12th Grade Teachers Math Specialist Dean of Instruction (DISTRICT ALIGNED CURRICULUM Leadership Team) Principal Bilingual /ESL Administrator Population: TI, MI, LEP, SE, AR, GT, DYS, CTE - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Student Learning 8 - Perceptions 4 Funding Sources: EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-009-Y-99-000-Y - \$18,000, EMPLOYEE TRAVEL- ADMIN - 199 Local funds - 199-23-6411-23-009-Y-99-000-Y - \$8,000, EMPLOYEE TRAVEL ADMIN - 211 Title I-A - 211-23-6411-23-009Y-30-0F2-Y - \$2,000, MISC OPERATING COSTS - 199 Local funds - 199-13-6499-53-009-Y-99-000-Y - \$2,000, SAL/WAGES FOR SUB TEACHERS - 199 Local funds - 199-11-61-12-18-009-Y-99-0-Y - \$6,500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: Teams of English teachers will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are ELL. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Lesson Plans Summative: TELPAS End-of-course Exams Final Exams Staff Responsible for Monitoring: B.I.S.D. ESL Coordinator Comprehensive Support Strategy - Population: 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed. - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4: Provide Professional Development for new and existing teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. *EOC 9th - grades *TELPAS (IP 1.15) AYP Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark testing Teacher Observations Progress Reports Professional Dev. Evaluations Curriculum (lesson plans, framework, scope and sequence) Teacher Transcripts Summative: TELPAS End-of-Course Exams Final Exams Staff Responsible for Monitoring: *9th - 12th grade teachers *Special Ed. Teachers *Dyslexia Teachers *Principals *Dean of Instruction *Lead Teachers/ Department Heads *ELA Curriculum Specialists Population: 9th - 12th grade teachers, Special Ed. Teachers, Dyslexia Teachers Principals, Dean of Instruction, Lead Teachers/ Department Heads, ELA Curriculum Specialists - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5: All Pre-AP/AP secondary teachers will receive Pre-AP/AP Institute training and will maintain on-going training in GT, Pre-AP, AP to enhance teaching skills and better prepare students to pass AP exams. Milestone's/Strategy's Expected Results/Impact: Summative: Certificate of completion AP test results Staff Responsible for Monitoring: Pre-AP/AP Teachers Population: Secondary GT/Pre-AP/AP teachers - Start Date: June 1, 2020 - End Date: July 31, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:






Student Learning
Need Statement 8: Provide professional development on effective instructional strategies across contents to increase academic performance. Data Analysis/Root Cause: Students performing at the Masters Level needs to be at 30%.
Perceptions
Need Statement 4: Provide professional development on effective instructional strategies across contents to increase academic performance. Data Analysis/Root Cause: Students performing at the Masters Level needs to be at 30%.

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 leaning 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

Summative Evaluation: None


Strategy 1: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce. Milestone's/Strategy's Expected Results/Impact: Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Staff Responsible for Monitoring: Career Placement Officers Administrators CTE Teachers Population: CTE STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	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: Veterans Memorial ECHS 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

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Improvement in the cable network, wireless infrastructure and instructional work stations as we move closer to a 1 to 1 solution for our students. In order to assist students during Distance Learning instruction the campus will distribute devices to meet student needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Observations</p> <p>Summative: *Cable installation</p> <p>Staff Responsible for Monitoring: Principal, Dean , Assistant Principals</p> <p>Population: Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 5</p> <p>Funding Sources: 211-61-6126-00-009-Y-30-0F2-Y - 211 Title I-A - \$538, 211-61-6118-00-009-Y-30-0F2-Y - 211 Title I-A - \$1,345</p>				

Strategy 2: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware in the classrooms for computer assisted instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks Classroom projects Student competitions Improved connectivity of wired and wireless devices. Summative: Test scores End of Year grades Electronic portfolios StarChart Surveys Staff Responsible for Monitoring: Principals Campus Administration TSTs Bilingual Adm. Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 1, 5 Funding Sources: EQUIPMENT UNDER 5000 - 211 Title I-A - 211-11-6398-62-009-Y-30-0F2-Y - \$51,000	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Milestone's/Strategy's Expected Results/Impact: Formative: 1Professional Development System evaluations Administrative walkthroughs Certificates of completion of training Summative T-TESS evaluations Application Management Reports Star Chart Survey Staff Responsible for Monitoring: Professional Development Adm. Principals teachers Campus TST Population: TEACHERS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 4: Teachers will utilize technology to assist, create, and develop an interactive learning atmosphere that increases student participation. Milestone's/Strategy's Expected Results/Impact: Formative: *Teacher Evaluations *Lesson Plans *Walkthroughs Summative: *State Assessment Tests *End of Semester Exams *Benchmark Tests *Class Assessments *End-of-Course Exams Staff Responsible for Monitoring: Social Studies Teachers TST Dean of Instruction Principal Campus Administrators Comprehensive Support Strategy - Population: ALL TEACHERS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 1 Funding Sources: MISC CONTRACTED SERVICES - 199 Local funds - 199-11-6299-00-009-Y-11-000-Y - \$600	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:







Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Student Learning
Need Statement 1: Promote higher academic standards for all students. Data Analysis/Root Cause: Special populations perform lower compared to their peers.
Need Statement 5: Supplemental materials will be purchased and distributed to aid teachers in implementing curriculum and thus providing instruction for students. Data Analysis/Root Cause: Students performing at the Masters Level needs to be at 30%.

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: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools 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

Summative Evaluation: None


Strategy 1: Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels. Milestone's/Strategy's Expected Results/Impact: Grade level attendance report Staff Responsible for Monitoring: Grade Level Principals Population: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Schedule various activities and to reward perfect attendance to promote and motivate student attendance and increase educational potential of students. Milestone's/Strategy's Expected Results/Impact: Scheduled activities Staff Responsible for Monitoring: PEIMS Administrator Population: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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



Performance Objective 2: Increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.


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





Summative Evaluation: None

Strategy 1: STAR lab teachers will assist students to regain credit who are at risk of dropping out through A+ Plus and / or Edgenuity programs. Milestone's/Strategy's Expected Results/Impact: Formative: *ESCHOOLS Plus master schedule *ESCHOOLS Plus tutorial Attendance report . Summative: * STAAR *Retention Rate *Graduation Rate *Completion Rate Staff Responsible for Monitoring: At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education Population: At Risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2: The Program Specialist will monitor and coordinate dropout intervention programs that help students stay in school and complete in 4 years Milestone's/Strategy's Expected Results/Impact: Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Eschools Plus Cohort Listing Report *Benchmark scores *Student Progress Report Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education Population: AT RISK STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: WALK FOR THE FUTURE OPERATING COSTS - 162 State Compensatory - 162-61-6499-53-009-Y-30-WTF-Y - \$200, WALK FOR THE FUTURE SUPPLIES - 162 State Compensatory - 162-61-6399-00-009-Y-30-WTF-Y - \$200	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: The At-Risk counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them. Milestone's/Strategy's Expected Results/Impact: Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Student Log *Benchmark scores *Attendance Rate *Dropout Rate Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education Population: AT RISK STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: Parent Liaisons will monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students. Milestone's/Strategy's Expected Results/Impact: Formative: *ESchoolsPLUS *Home Visit Log *Dropout monitor form Summative: *Graduation Rate *Completion Rate *Dropout Rate Staff Responsible for Monitoring: Administration, Parent Liaison Population: ALL STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

Strategy 5: Veterans Memorial ECHS will contract with Communities in Schools and Juvenile Probation to provide services to at-risk students. Milestone's/Strategy's Expected Results/Impact: Increase attendance, increase academic performance, increase graduation rates by 5% Staff Responsible for Monitoring: Principal Dean Drop Out Specialist At Risk Counselor Title I Schoolwide Elements: 2.6 - Population: AT RISK STUDENTS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Performance Objective 2 Need Statements:


Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Student Learning
Need Statement 1: Promote higher academic standards for all students. Data Analysis/Root Cause: Special populations perform lower compared to their peers.
Perceptions
Need Statement 1: Increase parental and community involvement in school processes. Data Analysis/Root Cause: Lack of parental involvement for students in special populations.






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: All campuses 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

Summative Evaluation: None

Strategy 1: Before and after school tutorials and select Saturday tutorials will be offered to decrease the number of students not meeting TEKS and/or graduation criteria.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <ul style="list-style-type: none"> *ESCHOOLS Plus master schedule *ESCHOOLS Plus tutorial Attendance report *tutorial Lesson Plans *Classroom Observations *Student Progress Reports *Classroom assessments *Pre and post benchmark tests. <p>Summative:</p> <ul style="list-style-type: none"> * STAAR *Retention Rate *Graduation Rate *Completion Rate <p>Staff Responsible for Monitoring: At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education</p> <p>Comprehensive Support Strategy - Population: ALL STUDENTS - Start Date: September 1, 2020 - End Date: May 1, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1, 2 - Student Learning 4</p> <p>Funding Sources: PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-30-000-Y - \$14,000, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-24-EOC-Y - \$11,760, TUTORIAL TRANSPORTATION - 211 Title I-A - 211-11-6494-00-009-Y-30-0F2-Y - \$10,000</p>				

Strategy 2: Implement a food pantry and closet at VMHS to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs Milestone's/Strategy's Expected Results/Impact: Formative: *Student Progress Reports Summative: *STAAR *Attendance Rate *Retention Rate Staff Responsible for Monitoring: *Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs Population: HOMESS, AR - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:







Demographics
Need Statement 1: Improve academic support provided to At Risk Students. Data Analysis/Root Cause: The at-risk population tends to perform lower compared to the rest of the population.
Need Statement 2: Increase LEP, At-Risk, Economically Disadvantaged assessment scores. Data Analysis/Root Cause: LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.
Student Learning
Need Statement 4: Students need additional instructional time before and after school for extended day tutorials. Data Analysis/Root Cause: Students must demonstrate academic growth.

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: 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.

Summative Evaluation: None

Strategy 1: Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. Milestone's/Strategy's Expected Results/Impact: Formative: Observations, , Parent Meetings Summative: Follow Policy Staff Responsible for Monitoring: Food & Nutrition Services Administrator, CATCH Team Population: PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council. Milestone's/Strategy's Expected Results/Impact: Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan, Standardized Test Result Staff Responsible for Monitoring: Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions Population: PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Personnel for Veterans Memorial Early College High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bianka Castaneda	Teacher	State Compensatory Education	1
Gerardo Marmolejo	Teacher	State Compensatory Education	1
Gracie Luna	Dean	State Compensatory Education	1
Maria I. Granado-Perez	Counselor	State Compensatory Education	1
Maria Rocha	Program Specialist	State Compensatory Education	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Veterans Memorial ECHS continuously and periodically reviews data to assess and re-assess progress towards meeting district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The SBDM Committee met on May 21, 2020 to determine campus strengths and needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The major revisions to the 2019-2020 plan were approved by the DEIC on May 21, 2020. A complete list of the SBDM members is included as part of this plan.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The 2019-2020 Plan was approved by members on May 10, 2019. The plan was reviewed quarterly on the following dates:

- The summative evaluations were completed .

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

Campus Improvement Plan is currently written in English and translated to Spanish upon request. The CIP is available to all through our campus website. It is shared with our parents during the September/October meetings as part of our family engagement meetings. A hard copy is available upon request.

2.4: Opportunities for all children to meet State standards

All the strategies listed focus on Goal 1, which states that "Veterans Memorial ECHS 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.". Included in these strategies are the following examples:

- Providing tutorial and remediation for students performing below proficiency levels
- Providing small group instruction

- coordination and collaboration between Special Pops teachers and core area teachers
- Utilizing benchmarks to target instruction

2.5: Increased learning time and well-rounded education

Strategies continue to focus on Goal 1, which states "Veterans Memorial ECHS 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.". Included in these strategies are the following examples:

- Implement the use of Edgenuity, which is an online resource available to all students at all times. Students may use this online resource for additional tutorial, reviews, or test preparation (TSI/SAT/ACT).
- Students will be provided with the support to continue participating in extracurricular activities.

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

The main strategies for struggling students are found in Goal 1 and Goal 9. Among the strategies, are initiatives like:

- Working diligently with the At-Risk population through small group instruction, in and out of the classroom. This also includes providing time after school to work on STARS.
- Providing services from Communities in Schools.
- Counselor dedicated to servicing at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Individuals who assisted with the development of Parent and Family Engagement Policy:

- Teachers: Rose Mary Jimenez, Christine Ramos, Ana Solis, Jesus Garcia, Adriana Abete, Griselda Moreno Garcia, Karla Torres, Adina Garcia, Jaime Castaneda, Nubia de la Fuente, Melissa Saldivar, Diana Villarreal, David Cantu, Patricia Castaneda, Magdalena Cosay
- Parents: Karla Torres, Alejandra Solis

Parent and Family Engagement Policy was distributed through student handbooks and parent meeting on TBA.

The Parent and Family Engagement Policy will be provided in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meeting will be held every two weeks on a Wednesday in the morning on campus. If parents are not able to attend the Family Engagement Policy Review on Wednesday's mornings, evening meetings will be scheduled once per month.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nurse 1	Nurse	Health Services	0.4
Nurse 2	Nurse	Health Services	0.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Hadasshah Hernandez	Dean of Instruction
Meeting Facilitator	Dr. Norma	Principal
Non-classroom Professional	Diana Villarreal	Testing Coordinator
Non-classroom Professional	David Cantu	Athletic Coordinator
Non-classroom Professional	Laura Torres	Counselor
Classroom Teacher	Griselda Moreno-Garcia	Math Dept.
Classroom Teacher	Adina Garcia	Math Dept.
Classroom Teacher	Ana Solis	ELA Dept.
Classroom Teacher	Rosa Jimenez	ELA Dept.
Classroom Teacher	Melissa Salazar	Bilingual
Classroom Teacher	Adriana Abete	Science Dept.
Classroom Teacher	Jesus Garcia	Science Dept.
Classroom Teacher	Patricia Castaneda	Social Studies Dept.
Classroom Teacher	Magdalena Cosay	Social Studies Dept.
Classroom Teacher	Philip Anderson	CTE Dept.
Classroom Teacher	Nubia de la Fuente	IDEA Dept.
Classroom Teacher	Christine Ramos	ROTC
Classroom Teacher	Francisco Salazar	Foreign Lang. Dept.
Classroom Teacher	Stephanie Zamora	Fine Arts Dept.
Classroom Teacher	Jaime Castaneda	P.E/ Health Dept.
District-level Professional	Maricela Zarate	HR
Community Representative	Sofia Benavidez	
Community Representative	Carol Muller	
Business Representative	Romulo Cisneros	
Business Representative	Ricardo Pena	
Parent	Yadira Fernandez	Parent
Parent	Alejandra Solis	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	TRAVEL AND SUBSISTENCE STUDENTS	199-11-6412-00-009-Y-11-000-Y	\$1,500.00
1	5	1	GENERAL SUPPLIES	199-36-6399-00-009-Y-99-0-19-Y	\$1,800.00
1	5	1	TRAVEL AND SUBSISTENCE- STUDENTS	199-36-6412-00-009-Y-99-000-Y	\$19,000.00
1	5	1	TRAVEL AND SUBSISTENCE- STUDENTS	199-36-6412-00-009-Y-99-0-19-Y	\$1,500.00
1	5	1	UIL ACADEMICS STIPENDS	199-36-6117-00-009-Y-99-0-20-Y	\$16,000.00
1	5	1	RECLASSIFIED TRANSPORTATION	199-36-6494-00-009-Y-99-0-19-Y	\$9,000.00
1	5	1	RECLASSIFIED TRANSPORTATION	199-36-6494-00-009-Y-99-000-Y	\$9,000.00
1	5	1	RECLASSIFIED TRANSPORTATION	199-11-6494-00-009-Y-11-000-Y	\$1,000.00
1	5	10	OPERATING COSTS- AWARDS	199-23-6498-00-009-Y-99-000-Y	\$3,900.00
1	5	10	OPERATING COSTS- AWARDS	199-11-6498-00-009-Y-11-000-Y	\$5,000.00
2	1	2	SUPPLIES FOR MAINT/ OPERAR-CUST	119-51-6319-00-009-Y-99-000-Y	\$17,200.00
2	1	2	EXTRA DUTY PAY/OVERTIME SUP PE	199-51-6121-46-009-Y-99-000-Y	\$1,500.00
2	1	2	CUSTODIAL GENERAL SUPPLOES	199-51-6399-00-009-Y-99-000-Y	\$8,000.00
2	1	2	EXTRA DUTY PAY/OVERTIME SUP PE	199-51-6121-47-009-Y-99-000-Y	\$2,000.00
2	1	2	SUPPLIES FOR MAINT/OPERATIONS	199-51-6319-00-009-Y-99-000-Y	\$200.00
2	1	2	CUSTODIAL EQUIPMENT UNDER 5,000	199-51-6398-00-009-Y-99-000-Y	\$3,000.00
3	1	1	READING MATERIALS	199-12-63-29-00-009-Y-99-000-Y	\$9,000.00
3	1	2	GENERAL SUPPLIES	199-11-6399-62-009-Y-11-000-Y	\$1,000.00
3	1	2	GENERAL SUPPLIES- NURSES	199-33-6399-00-009-Y-99-000-Y	\$500.00
3	1	2	GENERAL SUPPLIES- ADMIN	199-23-6399-00-009-Y-99-000-Y	\$3,800.00
3	1	2	GENERAL SUPPLIES	199-11-6399-51-009-Y-11-000-Y	\$2,000.00
3	1	2	GENERAL SUPPLIES	199-11-6399-00-009-Y-11-000-Y	\$18,920.00
3	1	2	TEXTBOOKS	199-11-6321-00-009-Y-11-000-Y	\$5,000.00
3	1	2	GENERAL SUPPLIES- COUNSELORS	199-31-6399-00-009-Y-99-000-Y	\$800.00
3	1	2	EQUIPMENT UNDER 5000- ADMIN	199-23-6398-00-009-Y-99-000-Y	\$2,100.00
3	1	2	COPY PAPER	199-11-6396-00-009-Y-11-000-Y	\$5,000.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	EMPLOYEE TRAVEL	199-13-6411-23-009-Y-99-000-Y	\$18,000.00
7	1	2	EMPLOYEE TRAVEL- ADMIN	199-23-6411-23-009-Y-99-000-Y	\$8,000.00
7	1	2	MISC OPERATING COSTS	199-13-6499-53-009-Y-99-000-Y	\$2,000.00
7	1	2	SAL/WAGES FOR SUB TEACHERS	199-11-61-12-18-009-Y-99-0-Y	\$6,500.00
8	1	4	MISC CONTRACTED SERVICES	199-11-6299-00-009-Y-11-000-Y	\$600.00
Sub-Total					\$182,820.00
Budgeted Fund Source Amount					\$182,820.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	EDGENUITY	162-11-6299-62-009-Y-24-EOC-Y	\$27,000.00
1	3	2		162-11-6223-15009-Y-30-000Y	\$7,870.00
1	3	2		162-11-6299-15009-Y-30-000Y	\$51,000.00
3	1	2	COPY PAPER	162-11-6396-00-009-Y-30-000-Y	\$12,000.00
3	1	2	GENERAL SUPPLIES	162-11-6399-16-009-Y-30-000-Y	\$6,500.00
3	1	2	SUPPLIES AND MATERIALS	162-11-6398-62-009-Y-30-000-Y	\$73,700.00
3	1	2	GENERAL SUPPLIES	162-11-6399-00-009-Y-30-000-Y	\$100,000.00
3	1	2	GENERAL SUPPLIES	162-11-6399-62-009-Y-30-000-Y	\$10,000.00
9	2	2	WALK FOR THE FUTURE OPERATING COSTS	162-61-6499-53-009-Y-30-WTF-Y	\$200.00
9	2	2	WALK FOR THE FUTURE SUPPLIES	162-61-6399-00-009-Y-30-WTF-Y	\$200.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-30-000-Y	\$14,000.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-24-EOC-Y	\$11,760.00
Sub-Total					\$314,230.00
Budgeted Fund Source Amount					\$255,360.00
+/- Difference					-\$58,870.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	De ALba, AP Chemistry Advance Inquiry, Flynn Economy Dual Head, Science One Year Cellular, Science One Year Peroxidase Enzyme, One Year Digital Cancer	211-11-6395-62-009-Y30-0F2-Y	\$2,842.80

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	TESTING MATERIALS	211-11-6339-00-009-Y-30-0F2-Y	\$100,000.00
1	3	5	ADVISE TX	211-31-6299-00-009-Y-30-TUK-Y	\$10,000.00
1	3	6	AVID Program	211-11-6495-00-009-Y30-0F2-Y	\$4,679.00
1	5	10	MISC OPERATING COSTS AWARDS	211-11-6498-00-009-Y-30-0F2-Y	\$25,000.00
2	1	1		211-12-6399-00-009-Y-30-052-Y	\$890.00
3	1	2	GENERAL SUPPLIES	211-11-6399-00-009-Y-30-0F2-Y	\$52,537.00
3	1	2	GENERAL SUPPLIES	211-12-6399-00-009-Y-30-AYP-Y	\$14,728.00
3	1	2	GENERAL SUPPLIES	211-33-6399-00-009-Y-30-AYP-Y	\$6,000.00
6	1	3	PARENTAL INV- GENERAL SUPPLIES	211-61-6399-00-009-Y-30-0F2-Y	\$900.00
6	1	3	PARENTAL INV- MISC OPERATING COSTS	211-61-6499-53-009-Y-30-0F2-Y	\$900.00
6	1	5	PARENT LI- TRAVEL	211-61-6411-00-009-Y-30-0F2-Y	\$1,500.00
7	1	1		211-13-6497-00-009-Y-30-AYP-Y	\$10,000.00
7	1	1	EMPLOYEE TRAVEL	211-13-6411-009-Y-30-AYP-Y	\$10,000.00
7	1	2	EMPLOYEE TRAVEL ADMIN	211-23-6411-23-009Y-30-0F2-Y	\$2,000.00
8	1	1	211-61-6126-00-009-Y-30-0F2-Y		\$538.00
8	1	1	211-61-6118-00-009-Y-30-0F2-Y		\$1,345.00
8	1	2	EQUIPMENT UNDER 5000	211-11-6398-62-009-Y-30-0F2-Y	\$51,000.00
9	3	1	TUTORIAL TRANSPORTATION	211-11-6494-00-009-Y-30-0F2-Y	\$10,000.00
Sub-Total					\$304,859.80
Budgeted Fund Source Amount					\$294,565.00
+/- Difference					-\$10,294.80
Grand Total					\$801,909.80

Addendums



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College, Career & Military Readiness

HB3 BOARD GOALS

Brownsville ISD Goals

CCMR Board Outcome Goal													
The BISD percentage of graduates that meet the criteria for CCMR will increase from 66% to 76% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
68%	70%			72%			74%			76%			
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	*	67%	84%	*	100%	*	*	59%	67%	52%	59%	70%	55%
2021	*	69%	86%	*	100%	*	*	61%	69%	54%	61%	72%	57%
2022	*	71%	88%	*	100%	*	*	63%	71%	56%	63%	74%	59%
2023	*	73%	90%	*	100%	*	*	65%	73%	58%	65%	76%	61%
2024	*	75%	92%	*	100%	*	*	67%	75%	60%	67%	78%	63%
CCMR Progress Measure 1													
The percentage of BISD graduates that meet the criteria for TSI will increase from 45% to 55% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
47%	49%			51%			53%			55%			
CCMR Progress Measure 2													
The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% to 30% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
22%	24%			26%			28%			30%			
CCMR Progress Measure 3													
The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% to 14% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
6%	8%			10%			12%			14%			



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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.													



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HB3 BOARD GOALS

Hanna Early College High School

The percentage of Hanna ECHS graduates that meet the criteria for TSI will increase from 48% to 58% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
50%	52%	54%	56%	58%

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	*	50%	45%	*	100%	*	*	7%	48%	2%	11%	52%	33%
2021	*	52%	47%	*	100%	*	*	9%	50%	4%	13%	54%	35%
2022	*	54%	49%	*	100%	*	*	11%	52%	6%	15%	56%	37%
2023	*	56%	51%	*	100%	*	*	13%	54%	8%	17%	58%	39%
2024	*	58%	53%	*	100%	*	*	15%	56%	10%	19%	60%	41%

CCMR Progress Measure 2

The percentage of Hanna ECHS graduates that earn at least 9 hours of dual credit will increase from 16% to 26% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
18%	20%	22%	24%	26%

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	*	18%	16%	*	77%	*	*	2%	16%	2%	4%	20%	7%
2021	*	20%	18%	*	79%	*	*	4%	18%	4%	6%	22%	9%
2022	*	22%	20%	*	81%	*	*	6%	20%	6%	8%	24%	11%
2023	*	24%	22%	*	83%	*	*	8%	22%	8%	10%	26%	13%
2024	*	26%	24%	*	85%	*	*	10%	24%	10%	12%	28%	15%

CCMR Progress Measure 3

The percentage of Hanna ECHS graduates that earn at least one certification or certificate will increase from 4% to 14% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
6%	8%	10%	12%	14%

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	*	6%	2%	*	27%	*	*	2%	5%	2%	2%	6%	2%
2021	*	8%	4%	*	29%	*	*	4%	7%	4%	4%	8%	4%
2022	*	10%	6%	*	31%	*	*	6%	9%	6%	6%	10%	6%
2023	*	12%	8%	*	33%	*	*	8%	11%	8%	8%	12%	8%
2024	*	14%	10%	*	35%	*	*	10%	13%	10%	10%	14%	10%

CCMR Targeted Professional Development Plan

Hanna ECHS will provide professional development activities to strengthen the alignment between TSI assessments and high school content courses for Math and ELA and inform teachers about the new TSI assessments and revise the curricular supports.

Hanna ECHS will provide professional development for administration, counselors and teachers to be better able to inform students and parents about the options for dual coursework while attending high school. Meetings will be held and conducted to inform parents of such programs.

Hanna ECHS Professional development for administration, counselors, CTE teachers and others to be better able to guide students to industry-based certifications that will support more students graduating career ready.



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HB3 BOARD GOALS

Lopez Early College High School

CCMR Progress Measure 1													
The percentage of Lopez ECHS graduates that meet the criteria for TSI will increase from 30% to 40% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
32%	34%			36%			38%			40%			
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	*	32%	*	*	*	*	*	6%	32%	*	9%	33%	25%
2021	*	34%	*	*	*	*	*	8%	34%	*	11%	35%	27%
2022	*	36%	*	*	*	*	*	10%	36%	*	13%	37%	29%
2023	*	38%	*	*	*	*	*	12%	38%	*	15%	39%	31%
2024	*	40%	*	*	*	*	*	14%	40%	*	17%	41%	33%
CCMR Progress Measure 2													
The percentage of Lopez ECHS graduates that earn at least 9 hours of dual credit will increase from 9% in 2019 to 19% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
11%	13%			15%			17%			19%			
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	*	11%	*	*	*	*	*	2%	11%	*	2%	11%	6%
2021	*	13%	*	*	*	*	*	4%	13%	*	4%	13%	8%
2022	*	15%	*	*	*	*	*	6%	15%	*	6%	15%	10%
2023	*	17%	*	*	*	*	*	8%	17%	*	8%	17%	12%
2024	*	19%	*	*	*	*	*	10%	19%	*	10%	19%	14%
CCMR Progress Measure 3													
The percentage of Lopez ECHS graduates that earn at least one certification or certificate will increase from 3% in 2019 to 13% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
5%	7%			9%			11%			13%			
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	*	5%	*	*	*	*	*	6%	5%	*	4%	5%	4%
2021	*	7%	*	*	*	*	*	8%	7%	*	6%	7%	6%
2022	*	9%	*	*	*	*	*	10%	9%	*	8%	9%	8%
2023	*	11%	*	*	*	*	*	12%	11%	*	10%	11%	10%
2024	*	13%	*	*	*	*	*	14%	13%	*	12%	13%	12%
CCMR Targeted Professional Development Plan													
Lopez ECHS will provide professional development opportunities for Math and ELA teachers on the revised TSI assessment in order to align the TSI blueprint with Math and ELA TEKS to better support our students through content courses.													
Lopez ECHS will provide professional development for counselors and teachers on opportunities for dual coursework while attending high school and teachers will be provided with opportunities to gain a master’s in their content area in order to provide Lopez ECHS students with more course offerings.													
Lopez ECHS will provide professional development for administration, counselors, CPOs, and CTE teachers on industry based certifications / programs to better serve and inform our students of the certification opportunities at Lopez ECHS.													



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HB3 BOARD GOALS

Pace Early College High School

CCMR Progress Measure 1													
The percentage of Pace ECHS graduates that meet the criteria for TSI will increase from 50% to 60% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
52%	54%			56%			58%			60%			
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	*	51%	42%	*	100%	*	*	20%	52%	2%	28%	53%	41%
2021	*	53%	44%	*	100%	*	*	22%	54%	4%	30%	55%	43%
2022	*	55%	46%	*	100%	*	*	24%	56%	6%	32%	57%	45%
2023	*	57%	48%	*	100%	*	*	26%	58%	8%	34%	59%	47%
2024	*	59%	50%	*	100%	*	*	28%	60%	10%	36%	61%	49%
CCMR Progress Measure 2													
The percentage of Pace ECHS graduates that earn at least 9 hours of dual credit will increase from 26% in 2019 to 36% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
28%	30%			32%			34%			36%			
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	*	28%	22%	*	100%	*	*	15%	28%	100%	15%	29%	21%
2021	*	30%	24%	*	100%	*	*	17%	30%	100%	17%	31%	23%
2022	*	32%	26%	*	100%	*	*	19%	32%	100%	19%	33%	25%
2023	*	34%	28%	*	100%	*	*	21%	34%	100%	21%	35%	27%
2024	*	36%	30%	*	100%	*	*	23%	36%	100%	23%	37%	29%
CCMR Progress Measure 3													
The percentage of Pace ECHS graduates that earn at least one certification or certificate will increase from 4% in 2019 to 14% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
6%	8%			10%			12%			14%			
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	*	6%	2%	*	52%	*	*	2%	6%	2%	2%	7%	2%
2021	*	8%	4%	*	54%	*	*	4%	8%	4%	4%	9%	4%
2022	*	10%	6%	*	56%	*	*	6%	10%	6%	6%	11%	6%
2023	*	12%	8%	*	58%	*	*	8%	12%	8%	8%	13%	8%
2024	*	14%	10%	*	60%	*	*	10%	14%	10%	10%	15%	10%
CCMR Targeted Professional Development Plan													
****Professional development activities to inform teachers about new TSI assessments and revise curricular supports will be offered to teachers throughout the year.													
****Professional development for counselors and teachers to better be able to inform students nd parents about options for dual coursework while attending high school.													
****Professional development for counselors, CTE teachers, and others to better able to guide students to industry-based certifications that will support more students graduating career ready.													



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HB3 BOARD GOALS

Porter Early College High School

CCMR Progress Measure 1													
The percentage of Porter ECHS graduates that meet the criteria for TSI will increase from 23% to 33% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
25%	27%			29%			31%			33%			
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	*	25%	*	*	*	*	*	4%	25%	2%	8%	28%	15%
2021	*	27%	*	*	*	*	*	6%	27%	4%	10%	30%	17%
2022	*	29%	*	*	*	*	*	8%	29%	6%	12%	32%	19%
2023	*	31%	*	*	*	*	*	10%	31%	8%	14%	34%	21%
2024	*	33%	*	*	*	*	*	12%	33%	10%	16%	36%	23%
CCMR Progress Measure 2													
The percentage of Porter ECHS graduates that earn at least 9 hours of dual credit will increase from 11% to 21% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
13%	15%			17%			19%			21%			
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	*	13%	*	*	*	*	*	2%	14%	2%	3%	15%	6%
2021	*	15%	*	*	*	*	*	4%	16%	4%	5%	17%	8%
2022	*	17%	*	*	*	*	*	6%	18%	6%	7%	19%	10%
2023	*	19%	*	*	*	*	*	8%	20%	8%	9%	21%	12%
2024	*	21%	*	*	*	*	*	10%	22%	10%	11%	23%	14%
CCMR Progress Measure 3													
The percentage of Porter ECHS graduates that earn at least one certification or certificate will increase from 5% to 15% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
7%	9%			11%			13%			15%			
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	*	7%	*	*	*	*	*	11%	7%	2%	7%	7%	6%
2021	*	9%	*	*	*	*	*	13%	9%	4%	9%	9%	8%
2022	*	11%	*	*	*	*	*	15%	11%	6%	11%	11%	10%
2023	*	13%	*	*	*	*	*	17%	13%	8%	13%	13%	12%
2024	*	15%	*	*	*	*	*	19%	15%	10%	15%	15%	14%
CCMR Targeted Professional Development Plan													
Porter ECHS/P-TECH will provide professional development activities to inform teachers about new TSI assessments and continue to revise curricular supports.													
Porter ECHS will train counselors and faculty to improve guidance for students toward dual enrollment coursework to meet the nine hour minimum.													
Porter ECHS/P-TECH will train additional faculty to be able to offer more certifications and/or licensures to Porter ECHS/P-TECH students.													



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HB3 BOARD GOALS

Rivera Early College High School

CCMR Progress Measure 1													
The percentage of Rivera ECHS graduates that meet the criteria for TSI will increase from 29% to 39% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
31%	33%			35%			37%			39%			
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	2%	30%	*	*	100%	*	*	2%	31%	2%	9%	32%	13%
2021	4%	32%	*	*	100%	*	*	4%	33%	4%	11%	34%	15%
2022	6%	34%	*	*	100%	*	*	6%	35%	6%	13%	36%	17%
2023	8%	36%	*	*	100%	*	*	8%	37%	8%	15%	38%	19%
2024	10%	38%	*	*	100%	*	*	10%	39%	10%	17%	40%	21%
CCMR Progress Measure 2													
The percentage of Rivera ECHS graduates that earn at least 9 hours of dual credit will increase from 23% to 33% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
25%	27%			29%			31%			33%			
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	2%	24%	*	*	100%	*	*	4%	25%	2%	11%	26%	8%
2021	4%	26%	*	*	100%	*	*	6%	27%	4%	13%	28%	10%
2022	6%	28%	*	*	100%	*	*	8%	29%	6%	15%	30%	12%
2023	8%	30%	*	*	100%	*	*	10%	31%	8%	17%	32%	14%
2024	10%	32%	*	*	100%	*	*	12%	33%	10%	19%	34%	16%
CCMR Progress Measure 3													
The percentage of Rivera ECHS graduates that earn at least one certification or certificate will increase from 6% to 16% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
8%	10%			12%			14%			16%			
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	2%	8%	*	*	100%	*	*	2%	8%	2%	2%	9%	4%
2021	4%	10%	*	*	100%	*	*	4%	10%	4%	4%	11%	6%
2022	6%	12%	*	*	100%	*	*	6%	12%	6%	6%	13%	8%
2023	8%	14%	*	*	100%	*	*	8%	14%	8%	8%	15%	10%
2024	10%	16%	*	*	100%	*	*	10%	16%	10%	10%	17%	12%
CCMR Targeted Professional Development Plan													
1. Provide detailed overview of TSI instructional and testing requirements for administrative staff and the relationship to ECHS, CCMR, and Federal Accountability.													
2. Utilize College Board schematic and online materials to train teachers to prepare students for success on the TSI college entrance exam.													
3. Prepare parents and students to understand the benefits of the TSI: entrance requirement for college or university, pre-requisite for one and two-year certification programs and technical programs.													



Dr. René Gutiérrez
Superintendent of Schools

Brownsville Independent School District

College, Career & Military Readiness

HB3 BOARD GOALS

Veterans Early College High School

CCMR Progress Measure 1													
The percentage of Veterans ECHS graduates that meet the criteria for TSI will increase from 52% in 2019 to 62% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
54%	56%			58%			60%			62%			
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	2%	54%	62%	*	100%	*	*	17%	53%	2%	20%	55%	51%
2021	4%	56%	64%	*	100%	*	*	19%	55%	4%	22%	57%	53%
2022	6%	58%	66%	*	100%	*	*	21%	57%	6%	24%	59%	55%
2023	8%	60%	68%	*	100%	*	*	23%	59%	8%	26%	61%	57%
2024	10%	62%	70%	*	100%	*	*	25%	61%	10%	28%	63%	59%
CCMR Progress Measure 2													
The percentage of Veterans ECHS graduates that earn at least 9 hours of dual credit will increase from 26% to 36% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
28%	30%			32%			34%			36%			
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	2%	28%	42%	*	2%	*	*	5%	27%	100%	6%	30%	19%
2021	4%	30%	44%	*	4%	*	*	7%	29%	100%	8%	32%	21%
2022	6%	32%	46%	*	6%	*	*	9%	31%	100%	10%	34%	23%
2023	8%	34%	48%	*	8%	*	*	11%	33%	100%	12%	36%	25%
2024	10%	36%	50%	*	10%	*	*	13%	35%	100%	14%	38%	27%
CCMR Progress Measure 3													
The percentage of Veterans ECHS graduates that earn at least one certification or certificate will increase from 7% to 17% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
9%	11%			13%			15%			17%			
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	2%	9%	2%	*	2%	*	*	8%	9%	2%	2%	10%	4%
2021	4%	11%	4%	*	4%	*	*	10%	11%	4%	4%	12%	6%
2022	6%	13%	6%	*	6%	*	*	12%	13%	6%	6%	14%	8%
2023	8%	15%	8%	*	8%	*	*	14%	15%	8%	8%	16%	10%
2024	10%	17%	10%	*	10%	*	*	16%	17%	10%	10%	18%	12%
CCMR Targeted Professional Development Plan													
Veterans ECHS professional development to improve TSI performance will include activities to inform teachers about the alignments between TSI assessments and high school content courses for Math and ELA.													
Professional development to improve attainment of at least 9 college hours will focus on training administrators, counselors, and teachers to improve communication with parents and students about the options for dual enrollments courses available through high school.													
Professional development to increase student attainment of certificates or certifications will include activities for CTE teachers to be better able to guide students to industry-based certification that will support more students graduating career ready.													

STUDENT WELFARE
FREEDOM FROM BULLYING

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Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832