

# **Brownsville Independent School District**

## **Rivera Early College High School**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** November 6, 2019  
**Public Presentation Date:** October 17, 2019

# Mission Statement

**MISSION:** The Faculty, Staff, Students and Community of Simon Rivera High School are committed to the development of individuals who are academically competent and self-reliant so that they can successfully pursue post-secondary education and/or training opportunities to better themselves, their families, and their community, enabling them to become productive citizens with a global and moral awareness that will impact their lives and increase their self-esteem to create a safe and secure society.

## Vision

**VISION:** Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

**GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

**GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

**GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.

**GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

**Objective #1:** Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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# Comprehensive Needs Assessment

Revised/Approved: May 16, 2019

## Needs Assessment Overview

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 10 portable classrooms. Fifteen fully equipped computer labs with approximately 25 computers in each lab and 46 in the library lab and on the floor for student use. Recently, a large indoor gym and practice facility was constructed adjacent to the soccer field. Rivera High School, as it has been known, has approximately 2,350 students enrolled in grades 9th – 12th with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera Early College High School, Title 1 school, employs approximately 180 professional staff members with 12% holding masters' degrees and one doctorate in their respective area. Eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff support the daily workings of the campus.

TEA awarded the Early College High School "For ALL" designation to Rivera in 2014 and in 2018 the campus changed the focus to "school within a school." Rivera ECHS administers the Texas Student Initiative college entrance exam and training is available through coursework and special sessions for those students not mastering the TSIA exam. All qualified students enroll in Dual enrollment courses, 16 Advanced Placement courses and Project Lead the Way.

Our partners for Dual enrollment coursework include Texas Southmost College and the University of Texas Rio Grande Valley enabling students to complete high school graduation and simultaneously earn college credit. Courses offered include: English Composition I and II, United States History, Spanish, US Government I, Sociology, Psychology, College Algebra, Pre-Calculus, Art Appreciation, Music Appreciation, Speech, Biology, Business Information I & II, Accounting I and II, Digital & Interactive Media, Web Technologies, Information Technology, Health Science, Medical Terminology, Business Management, and Business Law. All but two of these courses are taught by Rivera ECHS adjunct teachers. Approximately one third of the Rivera Graduating Class earned college credit in 2019 and two students graduated from high school with an Associate Degree in 2020.

In addition to Dual Enrollment courses, other challenging coursework includes Gifted and Talented, and 16 Honors/AP courses offered areas of English, Math, Science, Social Studies, Fine Arts, French and Spanish.

Rivera counseling staff prepares student schedules by aligning them to each student's program of study for focused academic success toward college and a career of choice. Our college focus is on the obtainment of the college "core" classes which transfer to Texas colleges and universities, enabling students to continue their focus on their chosen degree. Other college courses provide credit towards the EARLY COLLEGE HIGH SCHOOL student's program of study, some of which include: Architecture & Construction, Education & Training, Finance, Hospitality & Tourism, Human Services, Information Technology, Finance, Business Management & Administration, Health Science, STEM, Law, Public Safety, and Corrections & Security. Students completing a coherent sequence of courses in their respective programs of study with an 80 or better in three articulated or dual enrollment Career and

Technology courses graduate as an RGV Lead Scholar.

Several programs address the needs of students requiring additional instruction, such as the Students Taught in an Alternative Return to Success, or “STARS” program, and tutorials during the day and after school help students regain credit. Teachers in all core areas plan collaboratively to create formative assessments, and to ensure that the district and school curriculum aligns both vertically and horizontally.

The Fine Arts Program at Rivera ECHS includes the Marching Band, Jazz Ensemble, Drumline, Estudiantina, Chorale, Art, Dance, Ballroom Dancing, and Theater, including Advanced Placement and Dual Enrollment courses in Music and Art.

Athletic options during the course of the school year include football, cross-country, volleyball, swimming, tennis, golf, basketball, soccer, track, softball, baseball, and powerlifting, providing Rivera students many opportunities to participate in competitive sports.

Rivera ECHS also includes an active Air Force JROTC program. Cadets trained in aerospace science, leadership skills, wellness, and personal financial skills prep for college and career opportunities in and outside military service. Other electives include Culinary Arts, Robotics through the Engineering Math class, and yearbook.

The Library offers media literacy workshops for students and teachers. Students have full ownership in designing the campus Makerspace located in the library. LMC members participate in several book clubs, compete in the district Battle of the Books, and host quarterly media contests hosted by Library Media Services.

Rivera ECHS partners with the University of Texas Rio Grande Valley for GearUP (now in its second year of four), Upward Bound, UTeach, and UTRGV Talent Search. In a partnership with Texas Southmost College and the City of Brownsville, Rivera ECHS receives services and connects students and parents with college and businesses through an ACE (After School Centers on Education) 21st Century Cycle 10 Grant. Rivera also partners with Amazon’s Computer Science afterschool program and with Chik-fil-a and Rotary International Interact in separate Leadership Clubs.

Parental Involvement is an important component to the success of Rivera students and our parents meet on campus to support their sons and daughters in several venues, such as college readiness, health, academic support, and personal fitness led by a full time Parent Liaison who provides activities designed to educate and enrich family lives. These parental activities are also supplemented by GearUP and ACE 21st Century grants. “We Sail With Class, Dignity, and Pride!”

# Demographics

## Demographics Summary

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 7 fully equipped computer labs with approximately 25 computers in each lab and an additional 10 portable classrooms. Rivera High School, as it has been known, has approximately 2,400 students enrolled in grades 9<sup>th</sup> – 12<sup>th</sup> with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera High School is identified as a Title 1 school and employs approximately 180 professional staff with 10% holding masters degrees in their respective area. The staff is supported by eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff.

The student population at Rivera Early College High School (ECHS) is approximately 2,400 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the students population includes: Hispanic 99.6%, White .3%, African American .001%, Economically Disadvantaged 99%, Limited English Proficient 11.3%, At Risk 67%, Migrant .01%, Gifted and Talented 9.1%, Special Education 11.6%. The enrollment number of 2281 for Rivera ECHS have shown an increase of 1% over last year. The mobility rate of the campus is 16.8%, a 2% decrease from last year.

<b>FEDERAL REPORT CARD 2018-2019</b>														
<b>RIVERA (AT MEETS) 2018-2019</b>	<b>State</b>	<b>District</b>	<b>RIVERA</b>	<b>All</b>	<b>Afr AM</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian</b>	<b>Asian</b>	<b>Pac Isl</b>	<b>2+ Races</b>	<b>Econ Dis</b>	<b>SpEd</b>	<b>HM</b>
<b>ESSA Goals Read (Rate Goal by Sub-Pop)</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>19%</b>	
English I	66%	65%	61%	61%	*	61%	58%	*	*	*	*	67%	27%	5
English II	67%	66%	62%	62%	*	62%	67%	*	*	*	*	68%	30%	6
				5%										
<b>ESSA Goals Math (Rate Goal by Sub-Pop)</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>23%</b>	
Algebra I	83%	93%	85%	85%	*	65%	80%	*	*	*	*	81%	60%	8
Biology	87%	89%	84%	84%	*	50%	61%	*	*	*	*	84%	60%	9
<b>GRADUATION RATE ESSA Rate Goals</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	
Rivera Graduation Rate 2018			91.40%	91.4	*	91.40%	100%	*	100%	*		91.90%	62.50%	7
Children With Disabilities				62.5	*	62.5	0	*	0	*		62.50%	62.50%	10
Children With Out Disabilities				94.7	*	94.7	100%	*	100	*		95.20%	*	6

<b>FEDERAL REPORT CARD 2018-2019</b>														
EL				87.2	*	87.2	0	*	0*			88.20%	*	5
Male				88.9	*	88.8	100%	*	0*			89.60%	62.50%	4
Female				94.7	*	94.7	0	*	100*			94.6	62.5	9
<b>ESSA Goals EL Progress</b>			<b>RIVERA</b>									<b>Rate 36%</b>		
Rivera EL Progress (339 total students)			11%											
<b>CCMR (Campus Goal 80%) meets CCMR</b>	<b>State</b>	<b>District</b>	<b>RIVERA</b>											
			65%											
<b>Accelerated Coursework (Number of Students)</b>			<b>RIVERA</b>	<b>All</b>	<b>Afr AM</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian</b>	<b>Asian</b>	<b>Pac Isl</b>	<b>2+ Races</b>	<b>Econ Dis</b>	<b>SpEd</b>	<b>HM</b>
Male			194		*	194	*	*	0	*	*	*	5	*
Female			262		*	260	*	*	2	*	*	*	2	*
Total			456		*	454	*	*	2	*	*	*	7	*
<b>Dual Enrollment/Dual Credit Programs</b>			<b>RIVERA</b>	<b>All</b>	<b>Afr AM</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian</b>	<b>Asian</b>	<b>Pac Isl</b>	<b>2+ Races</b>	<b>Econ Dis</b>	<b>SpEd</b>	<b>HM</b>
Male			125		*	125	*	*	0	*	*	*	2	*
Female			169		*	167	*	*	2	*	*	*	0	*
Total			294		*	292	*	*	2	*	*	*	2	*

## Demographics Strengths

Strengths include good student/teacher ratio, the opportunity for free breakfast, lunch and supper, and other Title I benefits including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential. The school is located at the edge of an industrial area, near the Port of Brownsville, where students can see a variety of industrial projects and different job opportunities, offering the school a variety of guest speakers available to make real-world connections to math, science and CTE. Other strengths include the variety of background experiences Rivera teachers provide to augment the content of their courses, making learning more relevant.

## NEEDS

1. Students in our ECHS Cohort need a variety of interventions to ensure they complete their coursework successfully.

2. Teachers need professional development support to ensure followup and successful response to students struggling with content or self discipline.
3. For students not in the ECHS cohort, additional supports must be in place for them and their teachers to ensure that the entire campus is following AVID strategies as much as possible until they are able to attend the training.
4. Coding needs to be corrected for all sub-pops on eSchool. Parent Liaisons need to acquire documentation by conducting home visits (6.1.1).

# Student Academic Achievement

## Student Academic Achievement Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and University of Texas RGV. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community.

Incoming 9th grade students' scores from Reading and Math determine whether they require blocked classes in English and Math or advanced classes such as Geometry or AP Human Geography.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

Current students showed modest gains. Biology and US History showed 4% gains in Mastery and English I showed 4% gains in both Approaches and Meets.

Rivera Early College High School, 2017-2018 STAAR Spring EOC Score Comparison

Spring STAAR EOC Scores 2018-19*						
STAAR EOC	Approaches		Meets		Masters	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Algebra I	86	82	60	55	31	31
Biology	82	83	42	43	6	10
English I	48	52	29	33	3	4
English II	53	53	37	37	2	3
US History	95	92	66	65	26	29

BISD Assessment\*

Spring STAAR EOC Scores 2018** (LEP only)				
STAAR EOC	PERCENT	Approaches	Meets	Masters
Algebra I	52.49	70.15	38.81	14.93

<b>Spring STAAR EOC Scores 2018** (LEP only)</b>				
<b>Biology</b>	43.36	63.06	<b>10.81</b>	0
<b>English I</b>	43.86	19.12	<b>4.90</b>	0
<b>English II</b>	47.54	15.03	<b>6.54</b>	0
<b>US History</b>	54.83	80	<b>35</b>	<b>6.25</b>

Eduphoria\*\*

<b>Spring STAAR EOC Scores 2018-19** (IDEA only)</b>				
<b>STAAR EOC</b>	<b>PERCENT</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Algebra I</b>	40.39	47.83	<b>14.49</b>	<b>7.25</b>
<b>Biology</b>	40.26	50	<b>11.11</b>	<b>2.78</b>
<b>English I</b>	40.02	11.54	<b>3.08</b>	0
<b>English II</b>	43.65	8.41	<b>1.87</b>	0
<b>US History</b>	47.54	64.58	<b>20.83</b>	<b>8.33</b>

Eduphoria\*\*

The attendance rate this past year was low and although we had a plan to make up for the loss of hall monitors, some low-performing students were not attending classes regularly, or skipping classes posing a challenge to them.

Rivera ECHS - Attendance 2018-2019

First 6 Weeks	95.95
Second 6 Weeks	95.52
Third 6 Weeks	93.74
Fourth 6 Weeks	94.53
Fifth 6 Weeks	93.94
Sixth 6 Weeks	93.11

Rivera ECHS - Attendance 2019-2020

First 6 Weeks	96.71
Second 6 Weeks	95.00
Third 6 Weeks	94.5
Fourth 6 Weeks	95.48

First 6 Weeks	96.71
Fifth 6 Weeks	**
COVID 19 - 5th was last marking period.	**

Students taking Advanced Placement and Dual Enrollment have increased and their understanding of dual benefits have increased 2018-2019.

Rivera	AP Score	Score Count, All Subjects	% of Scores, All Subjects
	1	411	64%
	2	143	22%
	3	42	7%
	4	32	5%
	5	10	2%
	<b>All Tests</b>	638	100%

### Student Academic Achievement Strengths

Data from college enrollments have increased.

Students are challenging themselves and one another. This is a new trend on campus.

### NEEDS

1. Students need additional instructional time before and after school for extended day **tutorials with transportation**. (1.1.1, 9.3.1)
2. Every student needs to have a Personal Graduation Plan and a Program of Study. Student support after making these decisions needs to come from every member of the campus staff starting with the counselors and teachers with support from administration and the rest of the campus staff.
3. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. **Incentives and awards** need to be provided for attendance and academic improvement and achievement. (3.3.1)
4. **Instructional and consumable** Supplies are needed every day including **copy paper and Media Center printing for instructional purposes**. (1.1.1, 1.6.1)
5. Teachers and Students need to use **computers in multiple settings and related technology** for streaming, coursework, research and technical skills to ensure 21st Century work and college readiness (8.2.1). Related **computer toner and supplies** to run and connect technology are needed to support hardware. (1.3.1, 8.1.2)

6. **Computer software and software renewals** are critical needs for student achievement and **reporting by support staff**. (1.1.1, 1.3.1, 6.1.1, 8.1.1, 8.1.2)
7. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. Mileage reimbursements need to be provided for parent liaisons for home visits. **Supplies and refreshments at major parent meetings** are needed. (6.1.1, 6.1.3)
8. Teachers and Librarians/Media Specialists/Support Personnel need annual training and opportunities to participate in conferences and other forms of collaborative professional learning (7.1.1)

# School Processes & Programs

## School Processes & Programs Summary

To ensure well-rounded graduates, students need to have access to many opportunities outside their narrow field of vision. Students need to be able to travel to IHEs, visit a variety of businesses, hear representatives from different fields of service talk about the jobs they perform, how much money they make, where they travel, how they learn on the job, what kind of people they meet and how they have learned to interact with people from different circumstances. Students need to learn how to organize their time, plan their tasks, and complete intricate assignments successfully. (1.4.1, 1.4.2)

To ensure well-prepared teachers, qualified to teach complex subject material and assign and score complex tasks, teachers need to have experiences, training and professional development to prepare them for the requirements of HB5 coursework, dual enrollment vertical alignment, and introduce them to experiences one would find in multicultural metroplexes where big business provides opportunities to students that are not available in this locale. (1.6.1)

To ensure the campus staff and parents understand the scope of learning today's student should envision, opportunities for campus staff and parents need to be exposed to the types of learning experiences their children have in an Early College High School.

Rivera provides several instructional programs that interface with one another in support of HB5.

- Career and Technology pathways (STEM, Business, Public Service, Arts & Humanities, and Interdisciplinary Studies)
- Advanced Placement (22 offerings)
- Early College High School
  - Dual Enrollment 9th Grade Cohort (preparing students in the cohort to complete high school and receive their Associates Degree simultaneously)
  - wall-to-wall dual enrollment (students in grades 10-12 have the opportunity to enroll in college courses as they become eligible)
- Core Complete (students can obtain the requirements for Core Completion, enabling them to transfer the core to any college in Texas)
- TSI Ready (students pass all 3 TSI college prep exams so they can enroll in college coursework in high school or after graduation)

For student success and for instruction, a Technology Support Teacher (TST) must be available throughout the day to respond to the increasing demands of installing, setting up, and training high school and college teachers and students for the changes in technology and prepare them for college and workforce.

Some faculty members currently attend masters courses in preparation to teach dual enrollment. Support from the campus administration and the district enable them to pay reduced tuition. Support from TEA's ECHS Blueprint and coach guides the campus and faculty toward greater success through regular visits and coaching to adhere to the 2018-2019 Blueprint Design. AVID is a vital component of our freshmen coursework and is supported by administration.

Teachers meet in departments and in strands to prepare for lesson implementation and to review data and teacher-made assessments. Strand leaders are

crucial to the positive outcomes necessary for successful implementation and intervention.

### School Processes & Programs Strengths

Faculty professional development is ongoing and efforts are made to provide opportunities for personal growth, time to share and learn in risk-free environments, and time to plan after self-reflection. Staff members are involved in decisionmaking activities and suggestions are taken seriously. The Parent Center, run by our Parent Liaison, is a vital part of our Raider Community, providing skills and services to our parents to strengthen students' experience at our school.

### NEEDS

1. This Early College Campus needs a full-time **college advisor. (1.3.2)**
2. **AP and SAT testing materials** are needed for adequate student college application completion. **(1.4.1)**
3. **Substitutes** are needed for testing situations and for times our teachers are out in training or at conferences. **(1.4.1, 7.1.1)**
4. **Funding for Summer Bridge Programs** are needed to be in compliance with the ECHS Blueprint and is just good practice to prepare 8th graders for the rigor of high school and college coursework. **(1.4.2)**
5. **Training for teachers and opportunities for teachers to attend conferences** instill professionalism and growth as a norm for the job of teaching. **(7.1.1)**
6. A **scanner is needed for our parent center** to provide timely reporting. **(6.1.1)**
7. **AVID training, AVID Library, and membership fees** are provided for teachers and students. **(1.4.4)**
8. Compliance with OSHA requires the **installation and wiring of our classroom projectors** overhead to prevent safety issues.
9. Migrant students and parents need help on campus to assist them with assimilation into the school, academic requirements and the community with the help of a **full time Migrant teacher and a clerk. (9.2.1)**
10. Provide motivational speakers for students to provide the drive and determination to persevere and to succeed.
11. The campus will purchase **computers, and academic software** as needed to support all instruction aligned to ECHS and to skills needed for the workplace **(8.1.2).**

# Perceptions

## Perceptions Summary

The designation of Early College High School changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals.

This year there is an air of excitement and although there have been many changes, the teachers and staff have been very patient in the process. Everyone feels the momentum and extends their enthusiasm to the students. Change to our dual enrollment designation as a "School within a School" targets a cohort of 126 our incoming freshmen, some of those offerings extended to freshmen; the supper program providing an evening meal to every student during days of tutorial; extended tutorial opportunities, some of which are for college entrance exam preparation; dress code for teachers, - all lend an air of sophistication and elevates the expectation of everyone on campus. Everyone seems ready to work a little harder for every student's success.

There is a collective vision for Early College High School on this campus. All teachers are working together with a positive attitude. Students are excited about the opportunity to enroll in college coursework while they are in high school and many understand the positive benefits of attending college.

## Perceptions Strengths

Teachers are encouraged to share ideas, offer suggestions, and attend training as requested. Teachers are open to new teaching methodologies as long as they are perceived as valuable to the overall work and can be woven together for the greater good of the campus and student achievement.

## NEEDS

#1 Teachers need to be valued by being awarded for attendance, good work, and attending training to improve school climate.

#2 Students need to be awarded regularly for good attendance and overall improvement in behavior and deportment.

#3 The campus needs to be represented at all district events, meetings, and board committee meetings pertinent to the improvement of the campus and give credit to the students, teachers and sponsors for the support required.

#4 The campus needs to prioritize Board Identified Priorities and District Initiatives.

#5 The campus needs to maintain the facilities and train the staff on safety measures to prevent accidents.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Revised/Approved: September 19, 2019**

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













**Performance Objective 1:** Rivera 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 3 percentage points.

**Evaluation Data Source(s) 1:** Benchmark results, AP Score Reports, and TSI performance reports.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Budget \$3-4,000 additional funding for tutorials on Saturdays for 2020-2021.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide supplies and resources for instructional delivery and student achievement during the school day and during tutorial. Proporcionar suministros para la entrega de instruccion y el aprendizaje de los estudiantes durante el dia AAa escolar y durante la tutoria. Population: All students Timeline: Fall 2019 for 2019-2020 school year Formative assessment: 85% of funding used by mid-term for student use. Summative Assessment: Student scores increase by 5% on Spring EOCs. Element number: 2.4 Population: All students Timeline: September 3, 2019-March 12, 2020 (shortened due to COVID-19) CNA: Student Academic Achievement #1	2.4, 2.4, 2.6	Dean Department Chairs Strand Leaders GearUP Counselor	Teachers will have resources needed for quality instruction and students will be able to demonstrate understanding in class and on assessments.				
<b>Funding Sources:</b> 162 State Compensatory - 123262.00, 211 Title I-A - 77381.00, 199 Local funds - 11847.00, 274 GEAR UP Grant Funds - 2562.89							
<b>TEA Priorities</b> Build a foundation of reading and math 2) Implement the 3-Tier Response to Intervention Model for students failing to meet a grade level standard in math and reading or those who exhibit a behavior problem. Population: all students identified with the support of their content teachers. Timeline: every 6 weeks CNA:	2.5	AP for RTI/504	Formative: Meet with teachers of identified students and commence documentation by end of 1st 6 weeks Summative: Improved reporting from Tier 3 to 2 and 2 to 1 based on benchmarks, TSI, and Edgenuity data.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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









**Performance Objective 2:** Rivera ECHS Career and Technical Education student certifications will increase by 3 percentage points over 2019 including special population students, and TSI passing rates will improve by 5% over 2019 rates.

**Evaluation Data Source(s) 2:** CTE Certifications, CCMR reports

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue to integrate CTE goals with Academic ones.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2019 - July 2020 CNA: SA#9, Prog-CTE#1-5		Principal Assistant Principal for CTE Career Placement Officer	Students will be actively engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology. Students will apply knowledge and skills to describe, model, create, and engage in competition and complete 5% more certifications than last year.				
	<b>Funding Sources:</b> 164 State Career and Technical Education - 485722.85						
<b>TEA Priorities</b> Connect high school to career and college 2) CTE Students will travel to broaden their understanding of career options and compete at district, region, state, national and international venues. Population: all CTE students Timeline: August 2019-July 2020 CNA SA, Prog-CTE#1-5		CPO CTE Teachers AP For CTE	Formative: CTE students will engage with various businesses and IHEs to experience and learn about career and college life after high school Summative: 80 percent of students will meet students in other areas of the state and nation by visiting jobsites and interacting with adults in professional venues.				
	<b>Funding Sources:</b> 164 State Career and Technical Education - 251339.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 3) Career teachers will provide instruction for Career Pathways, appropriate experiences for students to learn more about job and educational opportunities, and ways to participate in competitive venues appropriate to their interests. Provide substitutes when needed. Population: all CTE students Timeline: September 2019-July 2020. CNA:		CPO CTE Teachers	Formative; establish courses with teachers to foster clubs and organizations for each pathway leading to licensure and certifications if possible. Summative: Full participation in opportunities to visit companies/universities and learn about careers.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 3:** Rivera ECHS will implement the Early College High School model to maintain designation and improve performance as measured by the ECHS Blueprint.

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

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Set monthly goals for TSI training and testing. Prepare for TSIA implementation in September 2020.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will purchase computers and software as needed to support ECHS. El campus comprara computadoras, nuevo software y actualizara el software academico segun sea necesario para apoyar ECHS. Population: All student Timeline: August 2019 Student Academic Achievement #5	2.5	Dean TST Librarian	Students will be able to extend learning by having access to their textbooks electronically and add study time by utilizing technology programs 24/7 thereby showing academic progress. Teachers will be able to access disaggregated data in a timely way from technology through: Benchmarks AP formative assessments TSI formative assessments				
Funding Sources: 211 Title I-A - 248947.00, 162 State Compensatory - 207536.00, 263 Title III-A Bilingual - 8557.00, 163 State Bilingual - 1500.00							
2) The campus will provide a College Advisor for the student population to comply with the ECHS Blueprint, ESSA, and HB5. El campus proporcionara un asesor universitario para que la poblacion estudiantil cumpla con el Plan de ECHS, ESSA y HB5. Population: All Students Timeline: August 2019 to May 2020 CNA: School Processes and Programs #1	2.4	Principal Dean	ECHS students will complete 10% more FAFSA and scholarship applications over the total in 2019.				
Funding Sources: 211 Title I-A - 10000.00							
<div><div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div></div><div>= No Progress</div></div> <div><div></div><div>= Discontinue</div></div>							













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









**Performance Objective 4:** 80% of Rivera students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 4:** District Benchmark Assessment reports for each sub-population and each subject area.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Maintain high expectations for teachers and students in every way.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide AP and SAT School Day test funds for our 11th and 12th grade students. Population: AP, DE, and students challenging test Timeline: November-May 2019-2020 School Process and Programs #2		Counselors College Advisor Teachers Dean	Identify students qualifying for scholarships aimed at at-risk students resulting in increased opportunities for under-identified students and first time college attending families.				
<b>Funding Sources:</b> 211 Title I-A - 40000.00, 162 State Compensatory - 4000.00							
2) Summer Bridge will be scheduled and held to prepare students for rigorous coursework, acclimate them to the high school teachers and culture, and introduce them to mentors for the coming 4 years. Population: Incoming 8th graders Timeline: Summer 2019-2020 CNA: School Processes and Program #4	2.6	Rivera Cluster Principals Dean GearUP Counselor Summer Bridge Teachers	Successful academic and social-emotional transition for 8th graders to 9th grade. Community service for Rivera students to provide mentorships for incoming 9th graders.				
<b>Funding Sources:</b> 211 Title I-A - 22612.00, 274 GEAR UP Grant Funds - 5771.90							
<b>Additional Targeted Support Strategy</b> 3) All students will receive instructional training in the best possible learning environment with appropriate materials and needed supplies. Todos los estudiantes recibirán capacitación educativa en el mejor ambiente de aprendizaje posible con los materiales apropiados y los suministros necesarios. Population: all students Timeline: August 20, 2019-April 30, 2020 Student Achievement #4 & 5	2.4	Principal Assistant Principals LPAC Chair LUCHA teacher IDEA Department Chair ESOL Teacher	All students success will be commiserate with state-identified sub-populations by 3 percentage points.				
<b>Funding Sources:</b> 163 State Bilingual - 33431.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) ECHS Cohort students will be provided an AVID class supported by content teachers trained in AVID strategies to ensure successful completion in high school and college classes. In addition, the AVID teachers will train campus staff AVID strategies pending their training during campus staff development and Strand Meetings.</p> <p>A los estudiantes de la cohorte de ECHS se les proporcionara una clase de AVID con el apoyo de maestros de contenido capacitados en estrategias de AVID para asegurar la finalizaciAn exitosa en las clases de preparatoria y universidad. Ademas, los maestros de AVID capacitaran al personal del campus las estrategias AVID pendientes de su capacitacion durante el desarrollo del personal del campus y las reuniones de Strand.</p> <p>Population: all students</p> <p>Timeline: August 20, 2019-April 30, 2020</p> <p>CNA School Processes and Programs #7</p>	2.6	Principal Dean AVID teachers Strand Leaders	Cohort students will utilize AVID strategies in all classes as evidenced by AViD grades. All students will utilize AVID strategies in content classes.				
<p><b>Funding Sources:</b> 211 Title I-A - 6000.00</p>							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							









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









**Performance Objective 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 2018-2019 participation.

**Evaluation Data Source(s) 5:** Regional and State competition participation numbers

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Monitor CTE Club activities to ensure membership growth. Increase competitive STEM participation.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades 9-12 teachers and students (especially G/T identified students) Timeline: August 2019- May 2020		Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.				
<b>Funding Sources:</b> 199 G/T Advanced Academics - 0.00							
2) Theater Arts, Music, Visual Art, Dance, and other Fine Arts Programs will use financial assets as needed to provide transportation, food, supplies, and materials to ensure successful implementation of each endeavor. Population: Fine Arts students Timeline: August 11, 2020 - June 1, 2021 CNA: School Processes and Programs #10		Assistant Principal Fine Arts Staff	Successful competitive programs that bring enrichment to students' educational experience and encourage them to excel.				
<b>Funding Sources:</b> 199 Local funds - 8100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Create 1-hour accelerated instruction program for athletes to assist their focus on academic excellence while committing to practicing sport skills each day. Population: all athletes Timeline: August 2019-May 2020 CNA: Student Academic Achievement #1	2.5	Head Coach Principal	Formative: 100% participation of athletes in 1 hour of accelerated academic instruction per day. Summative: 100% qualified athletes in UIL.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

**Performance Objective 6:** 80% of migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 6:** TAPR, Federal Accountability, District Benchmark Assessments for all sub-populations.

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 6:** Maintain Migrant student excellence and college enrollment.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All migrant students will receive grade appropriate school supplies and hygiene productson 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. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2019-June 2020 CNA: Student Academic Achievement #1	2.6	Migrant Funded: Teachers, Clerk Migrant Counselor	Formative: PFS student grades and scores Summative: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased				
<b>Funding Sources:</b> 212 Title I-C (Migrant) - 2450.00							
2) Migrant 8th and 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes, AMC and banchmark exams. Population: 8th and 9th grade migrant students Timeline: January 2020 CNA: Student Academic Achievement #1	2.6	District Migrant Coordinator HS Migrant Teacher HS Campus Clerk	Formative: 3 week Progress Report and Six Weeks grades Summative: +Increased Algebra I and EOC passing rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							









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

**Performance Objective 1:** All Rivera ECHS facilities 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.

**Evaluation Data Source(s) 1:** New Energy Plan adopted by campus and an updated 5-year Renovation Plan

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Monitor school improvements and report unfinished maintenance requests to Main Office weekly.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain equipment, instructional supplies, and building. Population: All students Timeline: Aug-July 2019-2020 CNA: Perceptions #5		Principal Safety Officer Maintenance Personnel Faculty and staff	Maintenance is continuous as needed. Reports to the principal will be made daily based on visual inspections by all faculty and staff.				
	Funding Sources: 199 Local funds - 33250.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							


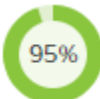










### Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 1:** The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Source(s) 1:** Fiscal reports from bookkeeper, federal, state, and local funds, internal and external audit reports.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue to monitor expenditures to meet percentages on timeline.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide supplies necessary to carry out instructional activities, travel for students competing at upper levels, and to meet with and enhance relationships with parents and community members. Population: All students and parents Timeline: August 2019-May 2020 CNA: Perceptions #3	2.6, 3.2	Principal Principal's secretary	Teachers and students have the resources they need and parents/community members have frequent contact with staff about the activities of the campus.				
	<b>Funding Sources:</b> 199 Local funds - 25100.00						
2) The campus will provide the library with monetary requirements to provide varied college readiness resources to ensure success in work and higher education experiences. the campus will also make certain the library is open after school hours to study, attend tutorials, and access technology. Population: all students Timeline: August 20-April 2020 CNA: Student Academic Achievement #1		Principal Librarians Library Staff Dean and instructional staff	Students will have access to the latest technology to complete assignments which are competitive with the rest of the nation and research opportunities through technology and print resources.				
	<b>Funding Sources:</b> 199 Local funds - 7850.00						
3) The campus will provide the nursing staff with supplies for the execution of their duties to the students on campus. Population: All students and staff Timeline: August 2019-June 2020		Principal	Improve daily health care for students on campus.				
	<b>Funding Sources:</b> 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							













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

















**Performance Objective 2:** The campus will commit to a budget which includes accurate and timely submission of reimbursements, extra duty and stipend compensation for 100% of teachers.

**Evaluation Data Source(s) 2:** Extra duty pay and stipend reports

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue to schedule and complete purchases on a timely basis.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The bookkeeper will provide training for clubs and organizations and maintain a sound practice of oversight and teacher support for those transactions designed to provide student experiences in preparation for work, college, and military. Population: All students and staff Timeline: August 20, 2019-June 2020 CNA: Perceptions #3		Principal Bookkeeper monitors: Sponsors	Well trained staff and timely deposits. Adherence to the Chief Financial Officer's directives. Transparency for all fiduciary transactions when audited.				
	<b>Funding Sources:</b> 199 Local funds - 0.00						
2) Supplemental Duty Pay/Stipends will be provided for teachers as required for tutorial. Timeline: Tutorial Calendar September 3, 2019-April 30, 2020. CNA: Student Academic Achievement #1		Principal Dean	Formative: Improved Oversight and accountability.				
	<b>Funding Sources:</b> 199 Local funds - 22000.00						
3) Travel for teachers and administrators will be provided for conferences, professional training or to accompany students' competitions and subs for teachers. Population: Teachers and Administrators Timeline: August 2019-July 2020 CNA# School Processes and Programs #5 and #7		Principal Assistant Principals	Teachers will benefit from professional development and students will benefit from the safety of having an adult accompany them to competition.				
	<b>Funding Sources:</b> 199 Local funds - 16317.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Supplies for Administrative needs in the capacity of providing student instruction, data for teachers, and other administrative duties. Population: All students Timeline: July 2019-June 2020 CNA: School processes & Programs#6		Principal	Increased effectiveness of administrative staff in their duties of oversight.				
	Funding Sources: 199 Local funds - 12150.00						
5) The campus will provide funds for graduation expenses. Population: All seniors Timeline: May 2020 CNA: Student Academic Achievement #3		Principal Counselors	Students will celebrate the completion of their studies with a ceremony.				
	Funding Sources: 199 Local funds - 39500.00						
6) The campus will provide capital assets for administration as needed for the execution of their required duties or building equipment. Population: needs of student and staff Timeline: August 2019-July 2020 CNA:		Principal	Timely reporting of data.				
	Funding Sources: 274 GEAR UP Grant Funds - 812.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							













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

**Performance Objective 3:** Rivera 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 Source(s) 3:** Campus needs surveys, district/campus climate surveys

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Improve recognition and schedule regular activities to boost teacher and student morale.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide awards and incentives for faculty and staff including activities to support campus climate and retention. Population: Teachers and staff Timeline: May 2020 Perceptions: #1		Principal					
	Funding Sources: 199 Local funds - 0.00						
2) The campus will provide awards and incentives for students including activities to support campus climate and retention. Population: All students Timeline: April-May 2020 CNA Student Acad. Achievement #3		Principal	Improve/maintain positive campus climate.				
	Funding Sources: 211 Title I-A - 2000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							













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

**Performance Objective 1:** The campus will provide information on the achievements of the students and staff to the Public Information Office.

**Evaluation Data Source(s) 1:** Formative: Increase campus enrollment  
Summative: Revised District Calendar, Campus Initiatives for Summer Programs

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Give equal recognition to each department (Academic, Fine Arts, CTE, Foreign Language, ECHS Cohort, Athletics, ROTC, Special Education)

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) All departments will provide evidence to the Public Information Office for notable student and staff achievements. Population: All Students Timeline: August 2019-June 2020 CNA: Perceptions #3		Principal School Secretary Assistant Principals Athletic Director Fine Arts Staff Dean	Campus Image will improve and student population will increase.				
<b>TEA Priorities</b> Connect high school to career and college 2) Campus will meet to plan, execute and document CATCH tasks to include all students, teachers, (parents and staff as much as possible). Population: All Students Timeline: August 2019 to July 2020 CNA: Student Acad. Achievement #3 and #6 (Eduguide participation)		Each member of the CATCH team will contribute to the effective implementation of CATCH	Formative: Students will participate in activities that are focusing on physical and mental health. Summative: Lessons and Activities completed cover the 5 aspects of CATCH: Physical Health (smoking, nutrition, safety, physical activity, mental health)				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

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

**Evaluation Data Source(s) 1:** PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Summative Evaluation 1:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Improve monitoring and interventions to decrease placements and removals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Interventions will be used to reduce the amount of students submitted to BAC. Population: All students At Risk of failing due to behavior Timeline: August 2019 to May 2020 CNA: Student Acad. Achievement #7		Assistant Principals At Risk Specialist Head Counselor Attendance Liaisons	Reduce infractions by implementing interventions, preventing tardies, absences, and violence.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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









**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

**Evaluation Data Source(s) 2:** BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, eSchools, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Improve communication between teachers, staff, and students to decrease ISS and OSS numbers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior Rtl plans. Population: all teachers Timeline: August 2019 to March 2020 CNA: Demo#3		Assistant Principal assigned to Safety and AP assigned to RTI.	Formative: All Teachers are trained Summative: RTI plans are complete and show adherence to plans.				
2) Staff will attend training by Counselors, and community/non-profit organizations, regarding current mental health, safety-related trends and conflict resolution, Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education. (revised 4-15-2019) Population: All Students, Counselors, Campus staff, and parents/guardians Timeline: August 2019 to June 2020 CNA: Demo#3, Progs#1		Principal Dean Parent Liaison	Formative: all staff trained Summative: all topics covered by June for staff and parent participants				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Students will attend Advisory Period and use Eduguide to explore self-reflection, motivation and goal setting in class and on their own. Freshmen students will take the College and Career Readiness course in the second semester as part of their blocked English class. Population: all students Timeline: August 2019 - July 2020 CNA: Student Academic Achievement #6	2.6		Formative: All students are enrolled and all teachers are trained to use Eduguide Summative: Students show growth based on their responses and teachers' feedback				
	Funding Sources: 162 State Compensatory - 23000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							













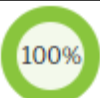



**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 3:** Refine and implement safety plan to ensure students are safe in the event of a crisis.

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

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Formulate a schedule by September 1 to ensure all safety plans are practiced with fidelity.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Population: All Students and staff Timeline: August 2019 to June 2020 CNA: Processes #2 Board Priority		Principal, Admin assigned to Safety	Formative: All information is current in Emergency Operations Binder and updates to the law are included for the current year Summative: Final Supporting documentation is in binder.				
2) Ensure security and a Police Officer will be stationed on campus and assigned throughout the year. Provide police etiquette training annually to 9th grade population to comply with Senate Bill 30. Population: All Students Timeline: August 2019 through June 2020 Summer School CNA: Board identified priority		Principal	Formative: Security Officers and Police Officers work schedule assignments Summative: end of year assignments indicates campus has officer and or security officer in place				
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Provide motivational speaker for students. Population: At Risk students, all grades Timeline: February 24, 2020 CNA: School Programs #10		Counselors	Formative: Students will self reflect on Sean's experiences with anxiety, depressions, fear, hearing and HOPE. Summative: Students will be inspired and raise their expectations of themselves.				
<b>Funding Sources:</b> 289-TIV Title IV-A Student Support and Acad. Enri - 500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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









**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.









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









**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective









**Next Year's Recommendation 1:** Continue to provide adequate opportunities for parents to attend events, trainings, and informative sessions.













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Parent Liaison will provide activities in English and Spanish, pertinent to the needs of parents and informational topics, during regularly advertised meetings and on home visits, requiring mileage reimbursement. Meetings will include supplies and refreshments. Population: Parents and student achievement Timeline: August 15, 2019-June 5, 2020 CNA: Student Academic Achievement #7	3.2	Principal Dean Parent Liaison	Increased parental involvement by 10% from last year's attendance. Formative assessment: PEIMS Snapshot, Summative Assessment: 100% Graduation				
<b>Funding Sources:</b> 211 Title I-A - 2700.00							













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Electronic devices will be provided for parent contact; home visits, phone calls and/or obtain signatures.</p> <p>Population: Parent &amp; Family Engagement, Migrant and State Compensatory Staff Timeline: August 2019 -June 2020 CNA: Progs-Title#10</p>	3.2, 3.2	Federal Programs Administrator Parent & Family Engagement, Migrant and State Compensatory Coordinators	<p>Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores</p> <p>Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program</p>				
<p>3) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>Population: All migrant parents Timeline: November 2019 and March 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority</p>	3.2	District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC	<p>Formative: Sign-In sheets &amp; agendas of Parent Meetings</p> <p>Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities</p>				
<b>Funding Sources:</b> 212 Title I-C (Migrant) - 50.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Conduct the following annual Title I-A meetings to address required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2019-June 2020 CNA: Demo#5, Progs-Title#10	3.1, 3.1, 3.2	Parent and Family Engagement Coordinator and Staff Principal	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				
<b>TEA Priorities</b> Connect high school to career and college 5) 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10	3.1, 3.1	Parent and Family Engagement Coordinator and Staff	Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 6) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers. *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Population: Parents and Community Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10	3.2	Parent and Family Engagement Coordinator and Staff  Principal Dean	Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative impact: +Increased Partnerships and Parent Volunteers by 5%				
<b>TEA Priorities</b> Connect high school to career and college 7) Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups. Population: Parents Timeline: October 2019 and March 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10	3.1	Parent and Family Engagement Coordinator and Staff Bilingual, GT, Migrant, Special Ed. Administrators Principals Parent Liaisons	Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Provide ample Parent Education opportunities through district support group meetings and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Obtain the necessary equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents. Population: Parents Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	3.2	Parent and Family Engagement Staff, Dyslexia Teacher IDEA Inclusion teacher, College Lab Advisor, Department Staff, Technology Services, Math Teacher, English/English SL teacher, History teacher, and Science teacher AFJROTC TSC representatives, & 21st Century	Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool				
9) The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. Population: Parent and Family Engagement and Migrant funded Staff and Parents Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	3.2	Parent and Family Engagement and Migrant Coordinators and Staff	Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 10) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	2.6, 3.2, 3.2	Parent and Family Engagement Staff GearUP Counselor	Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals				
<b>Funding Sources:</b> 274 GEAR UP Grant Funds - 224.81							
<b>TEA Priorities</b> Connect high school to career and college 11) All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another. Population: Migrant Parents and Students Timeline: March 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	2.6	District Migrant Coordinator Migrant Counselor Parent Liaison Recruiters	Formative: Sign-In Sheets Summative: +Increased # of students returning with grades				
<b>TEA Priorities</b> Connect high school to career and college 12) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Population: All migrant parents Timeline: November 2019 and March 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	3.2	District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC	Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) A district-wide Migrant Parent Advisory Committee (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students. Population: Migrant parents and students Timeline: October 2019, December 2019, February 2020, March 2020, April 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority		District Migrant Coordinator Migrant Parent Liaison MSC DMC	Formative: Sign-In Sheets & Evaluations Summative: +Increased parental involvement over prior year				
<b>TEA Priorities</b> Connect high school to career and college 14) Migrant funded parent liaison will assist the district campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs and college/career opportunities. Population: Migrant parents Timeline: September 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Title#10, ESSA Element/ priority	3.2	District Migrant Coordinator Migrant Parent Liaison District Parent Trainers MSC	Formative: Agendas, Sign in sheets Summative: +3% Increase in participation on PAC Meetings +Increase on-time graduation +Parents surveyed with greater understanding of migrant program				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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



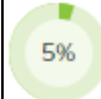





**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance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

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Budget for professional development in district, out-of-district, and for conferences to ensure timely access.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers/librarians/support personnel will attend professional development and conferences to enhance the knowledge of their craft, improve delivery and learn new knowledge and skills. The campus will sustain training implementation and see evidence of teachers keeping current with creative and innovative techniques in instruction to motivate at-risk students. Population: Librarian Training to support all students academically Timeline: Fall 2019 and Spring 2020 Conferences CNA: School Processes and Programs #5 CNA: Student Academic Achievement #8	2.4	Principal Assistant Principals for TTESS, Dean	Improvement for every learner as evidenced by growth from one assessment to the next: benchmark sequential administrations Formative Assessments 3 & 6 wks Eduphoria data TELPAS through Ellevation TANGO data APEX data AP SAT, ACT				
				<b>Funding Sources:</b> 162 State Compensatory - 10000.00, 211 Title I-A - 40372.00, 199 Local funds - 0.00, 163 State Bilingual - 1694.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: August 2019 to May 2020 CNA: SA#1-8, Progs-Migrant#4		District Migrant Coordinator Campus Administration	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = 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:** Rivera will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Improve technology training by utilizing a schedule designed by teachers by topic at the beginning of the year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 5: Effective Instruction 1) Purchase personal technology as additional funding is available for student use to access credit recovery software and study resources online. Population: At-Risk Students Timeline: August 2019-May 2020 CNA:	2.5	Strand Leaders Department Chairs	Students will receive focused, targeted instruction for listening, speaking, reading and writing to improve these skills across the curriculum.				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						
<b>TEA Priorities</b> Connect high school to career and college 2) Provide equipment, materials and computer technology supplies to ensure all students become 21st Century ready and data from technology is used to improve instruction. Provide accurate funding. Population: All Students Timeline: August 2019 to May 2020 CNA: Student Acad. Achievement #5		Dean TST Librarians CTE Department	Equipment functions as required.				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00, 211 Title I-A - 14930.00, 274 GEAR UP Grant Funds - 46142.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 3) Verify enrollment data to ensure all students are coded correctly in PEIMS so funding is appropriately allocated and data is correct. Population: Student subpopulations Timeline: August 2019 to May 2020 (See TAIS TEA Additionally Targeted in Plan Addendum)		Principal PEIMS Administrator Counselors Data Entry Registrar	Formative: All students coded in PEIMS are allocated support and funding for their successful completion of high school and college participation. Summative: Data is 100% correct at the beginning and end of each school year.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = 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 2:** Students will increase proficiency in English by using various methods to achieve 3% higher score in Advanced on Telpas.

**Evaluation Data Source(s) 2:** Telpas, Benchmark tests, Edgenuity, Robotel and Lexia programs

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 2:** Utilize and monitor use of Robotel in the English I lab three times per week.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> 1) Students will use technology to become more proficient listeners, speakers, readers and writers of English. POPULATION: EL students Timeline: February - May 2020 Student Academic Achievement Strength #5		Assistant Principal	Increased percentages in Advanced and Advanced High for EL students.				
<b>Funding Sources:</b> 163 State Bilingual - 6597.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = 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 1:** Increase campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** Campus attendance rates, At-Risk Student Attendance

**Summative Evaluation 1:** No progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Continue to contact parents with good and bad news including attendance and academic progress.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Verify attendance from counseling center, competition, life skills, and sports activities to be sure all students are accounted for. Population: All Students Timeline: August 2019 to May 2020 CNA: Student Academic Achievement #7 (See TAIS Problem Statement)	2.6	Principal Attendance clerk Asst. Principals	Consistent, accurate attendance at 96% or better.				
2) Provide a Drop Out Specialist who will work with At Risk students daily to provide support strategies and encouragement to complete school and focus on a career after Graduation. Provide funding for training or conference attendance. Population: At Risk students Timeline: August 2019 - Walk for the Future through June 2020 Graduation and Summer School enrollment.	2.6	Principal Dean	Formative: Ensure all students are accounted for when school starts and coded correctly by PEIMS Snapshot. Summative: Ensure all students matriculate from one grade level to the next and seniors graduate with their cohort. Provide interventions.				
<b>Funding Sources:</b> 162 State Compensatory - 100.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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

**Performance Objective 2:** Increase our Completion Rate to 95% and increase the Graduation Rate to 91.3%

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

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Work with the end in mind, plan timelines for instruction and use them.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) The high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. *High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation. *A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded. *Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg. Population: HS Migrant students Timeline: August 2019-June 2020 CNA: Student Academic Achievement #2		District Migrant Coordinator HS Principal HS Migrant Teachers HS Migrant Clerk MSC	Formative: migrant files Summative: +increased On-time promotion and on-time graduation +Decreased dropout rates +PBMAS improved staging				
	<b>Funding Sources:</b> 212 Title I-C (Migrant) - 69250.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							













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

**Performance Objective 3:** Rivera ECHS will develop prevention and intervention strategies that increase At-Risk student achievement on District Benchmarks by 3%

**Evaluation Data Source(s) 3:** Benchmark reports disaggregated for At-Risk and other sup-populations

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Monitor student progress by ensuring teachers post accurate information on Progress Reports, students can access their grades in addition to parents and teachers and students utilize student planners.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Interventions will include WALK TO THE FUTURE to engage students to return to school and then provide additional instruction and opportunities for At Risk students who fail to receive credit for coursework because of excessive absences and/or failing grades. Parents will participate by co-signing a contract for each student in this situation. Population: All Students needing to restore course credit Timeline: August 2019 to May 2020 CNA: Student Acad. Achievement #1 & 2	2.4, 2.5	Principal Dean At-Risk Team GearUP Counselor	Increased attendance and graduation rates.				
Funding Sources: 162 State Compensatory - 300.00, 274 GEAR UP Grant Funds - 111796.40							
2) Provide Communities in Schools and Probation Officer for At Risk students support.	2.6	At Risk Specialist Dean	Students in crisis will be supported by professionals who will be able to access other agencies and support systems to reduce the percentage of truancy, vagrancy, and drop-outs by 5%.				
Funding Sources: 162 State Compensatory - 22500.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

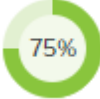







**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Maintain the activities and goals of CATCH, create a timeline for counselors to do presentations to classes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Create a list of activities for each month so the entire campus can participate and instill healthy habits to promote overall health. Population: All Students Timeline: August 2018 to May 2019 CNA: Student Academic Achievement #4	2.6	CATCH team: Dean Health Teachers Nurses Cafeteria Manager Counselors Athletic Coordinator PE/Athletic staff	Formative: Students will participate in various activities to address their emotional, physical, and corporal well-being. Summative: The campus will address all of the components of the CDC's School Health Index and the CATCH Program.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
9	1	1	Verify attendance from counseling center, competition, life skills, and sports activities to be sure all students are accounted for. Population: All Students Timeline: August 2019 to May 2020 CNA: Student Academic Achievement #7 (See TAIS Problem Statement)

# State Compensatory

## Budget for Rivera Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6112-00-004-y-30-000-y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,000.00
162-11-6112-18-004-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
162-11-6118-00-004-Y-24-EOC-y	6118 Extra Duty Stipend - Locally Defined	\$20,412.00
162-11-6118-00-004-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
<b>6100 Subtotal:</b>		<b>\$37,412.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-62-004-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$32,000.00
162-32-6299-00-004-y-24-CIS-y	6299 Miscellaneous Contracted Services	\$12,500.00
162-32-6299-00-004-y-24-JPO-y	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$54,500.00</b>
<b>6300 Supplies and Services</b>		
162-13-6395-62-004-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$23,000.00
162-11-6396-00-004-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6398-62-004-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$10,275.00
162-11-6399-00-004-Y-30-000-Y	6399 General Supplies	\$14,775.00
162-11-6399-16-004-Y-30-000-Y	6399 General Supplies	\$3,000.00
162-61-6399-00-004-y-30-WTF-Y	6399 General Supplies	\$200.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Subtotal:</b>		<b>\$53,250.00</b>
<b>6400 Other Operating Costs</b>		
162-13-6411-23-004-Y-30-000-Y	6411 Employee Travel	\$7,000.00
162-23-6411-23-004-Y-30-TVL-Y	6411 Employee Travel	\$100.00
162-61-6499-53-004-y-30-WTF-Y	6499 Miscellaneous Operating Costs	\$100.00
<b>6400 Subtotal:</b>		<b>\$7,200.00</b>

## Personnel for Rivera Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baldomero Ramos	Drop Out specialist	State Compensatory	1.0
Criselda Rookstool	English Teacher	State Compensatory	1.0
Genny Sterling	Dean of Instruction	State Compensatory	1.0
Giovanna de la Garza	Dyslexia Teacher	State Compensatory	1.0
Jose Serrato	Counselor	State Compensatory	1.0
Manuel Rodriguez	Math Teacher	State Compensatory	1.0
Robert Pizana	Math Teacher	State Compensatory	1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

In the spring this campus met to conduct a comprehensive needs assessment by analyzing achievement data from several sources including our end-of-year Student, Parent and Staff Surveys, the Migrant Survey, and the STAR Chart survey. Student data from the LPAC Committee, TEA (STAAR, TELPAS, AMAO/Ellevation) and the College Board (TSI, SAT, AP, ACT, DE). Several groups of stakeholders met to review data and provide feedback.

Based on the data from these sources and data from the AdvancED SACS Accreditation visit, the TSC Accreditation visit, and the ECHS Blueprint for transition from a wall-to-wall model to a school within a school model, teacher stakeholders created a list of areas of need. Using the allocated budgets and the list from the Needs Assessment Committee, a list of resources, consumables, and replacement items was generated.

The committees mentioned above also met and collected data from the At-Risk team who monitor the social, emotional, and academic needs of students in danger of failing to meet State standards. They analysed the barriers these students face and developed strategies to try to prevent those barriers from causing students to drop out or fail to meet expectations.

The Sub-Committee reviewed the Campus Needs Assessment and related Goals, Performance Standards, and Strategies on May 27, 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Needs Assessment Committee adopted the Goals and Performance Objectives of the District Improvement Plan and reviewed the needs generated from the Parent, Teacher, and Student Surveys and data from the Needs Assessment Committee. Strand leaders met with the department chairs and identified strategies important to the improvement. Allocated funding was assigned to those strategies in the Campus Improvement Plan. Elements of the Campus Improvement Plan are reviewed weekly with Sub Committees on Thursdays and also at monthly meetings for the entire SBDM. The Campus Improvement Plan is available in its entirety on both the District and Campus websites: [www.bisd.us](http://www.bisd.us) and [www.bisd.us/rivera](http://www.bisd.us/rivera).

On August 13, 2019 the entire campus staff reviewed the CIP Needs Assessment and Goals for 2019-2020 as part of the Campus Inservice.

The Sub-Committee reviewed the Campus Needs Assessment and related Goals, Performance Standards, and Strategies on May 27, 2019.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS CIP.

Armando Fraire Y1	IDEA Teacher	afraire@bisd.us	Classroom Teacher
Beatriz Bethal Y1	Science Teacher	baeguerra@bisd.us	Classroom Teacher
Norma Jean Canales	Principal	njc@bisd.us	Administrator
Genny Sterling	Dean	rgsterling@bisd.us	Meeting Faciliator
Thomas Brashear Y2	History Teacher/Coach	tkbrashear@bisd.us	Classroom Teacher
Arcelia Villalobos Y2	Parent	palmaraz@bisd.us	Parent
Isabel Gonzalez Y1	Parent	palmaraz	Parent
Donna Marhoun Y1	Federal Programs/Title I Coordinator	dcmarhoun@bisd.us	District-level Professional
Jose Serrato Y1	At-Risk Counselor	joserrato@bisd.us	Non-classroom Professional
Jessica Mazone Y1	ESOL Teacher	jomazone@bisd.us	Classroom Teacher
Lillian Martinez Y1	Classroom Teacher	lamartinez2@bisd.us	Classroom Teacher
Jesse Vela Y1	Catering Business	riveracomm@bisd.us	Community Representative
John A. Sanchez Y1	Law Enforcement	BISanchez@bisd.us	Community Representative
Antonio Salazar Y2	Moore Supplies	ASalazar@bisd.us	Business Representative
Kristen Garcia Y2	4M Sunscreens	KGarcia@bisd.us	Business Representative

## 2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored quarterly for progress and revision. In addition, teh SBDM uses most current data and feeddback from all stakeholders in regards to the revision of the plan.

On August 13, 2019 the entire campus staff revised/reviewed the CIP for 2019-2020 as part of the Campus Inservice.

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

The Campus Improvement Plan is located on the school website in addition to the district website and is written in simple language and includes visuals that are easy to understand.

The Campus Improvement Plan is in the process of being translated into Spanish for our parents and families who are only Spanish speakers and can be translated orally in Spanish upon request.

## 2.4: Opportunities for all children to meet State standards

The Campus Improvement Plan includes strategies based on scientific, research-based protocols with scaffolded expectations and rewards for student

success. Stakeholders have shared ideas from many perspectives and incorporated them for the coming year's instruction to ensure progress for each student.

The campus provides the following opportunities for all students to meet State standards:

1. Each teacher provides an overview, resources, lessons and sample evaluations on their course Weebly online, available 24 hours per day.
2. Each department provides extended day tutorial opportunities for students before and after school, on campus and a minimum of two times at the university.
3. Computer Software is provided with student access 24/7 to practice or complete assignments in virtually every course for instruction and assessment.
4. New textbooks were purchased for English I and II to provide TEKS aligned Honors standards to all English I and II students to improve scores on STAAR and TSI.
5. Computers and iPads are available for teachers to use with their classes to access the internet, practice skills, or assess.
6. The campus provides space in the library with technology and teachers to assist students 3 days per week until 7pm.
7. AVID-trained teachers use scientifically-based strategies with students to promote responsibility and good study habits.

### Rivera ECHS

#### TWO Comparison Tests

This first comparison was requested by the Superintendent to see how much students learned from the beginning of the year to February by following the Curriculum Timeline. (the two tests are different test makers and different timelines)

Comparison Data:

TANGO Curriculum Checkpoint Benchmark Nov 2019 -- compared to --

STAAR Released Test 2019 in Feb 2020

	English I			English II			Biology			Algebra I			US History		
	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-
<b>HS</b>	46%	55%	+8	65%	57%	-8	6%	81%	+75%	20%	67%	+47%	10%	91%	+81%
<b>APP</b>															
<b>Meets</b>	0%	39%	+38	47%	38%	-9	14%	46%	+32%	10%	31%	+21%	12%	56%	+42%
<b>Mast</b>	0%	3%	+3	1%	2%	+1	1%	9%	+8%	3%	10%	+7%	8%	18%	+10%

This second comparison came from Assessment – purpose is to compare STAAR Spring release from 2019 to STAAR Spring release 2020. (tests are more similar in nature)

## Comparison Data:

STAAR Released Test 2018 tested Spring 2019 -- compared to --

STAAR Released Test 2019 tested in February 2020

	English I			English II			Biology			Algebra I			US History		
	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-	Nov.	Feb.	+/-
<b>APP</b>	57%	55%	-2	74%	57%	-17	88%	81%	-7%	89%	67%	-22%	82%	91%	+9%
<b>Meets</b>	40%	39%	-1	61%	38%	-9	58%	46%	-12%	69%	32%	-37%	40%	56%	+16%
<b>Mast</b>	6%	3%	+3	11%	2%	-9	16%	9%	+9%	38%	10%	-28%	10%	18%	+8%

## Rivera Early College High School

### ALL STUDENTS Preliminary STAAR Scores May 2018 to 2019

	2017-2018			2018-2019			Change	Change	Change
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>Algebra I</b>	82	55	31	85	69	43	+3	+14	+12
<b>English I</b>	52	33	4	58	43	8	+6	+10	+4
<b>English II</b>	53	37	3	59	39	3	+6	+2	same
<b>Biology</b>	83	43	10	83	53	11	same	+10	+1
<b>US History</b>	92	65	29	93	64	27	+1	-1	-2

Same students – Growth from English I to English II (Based on Preliminary Scores)

	English I - 2018			English II - 2019			GROWTH		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>English</b>	52	33	4	59	39	3	+7	+6	-1
<b>Students</b>									

## 2.5: Increased learning time and well-rounded education

Opportunities for extended learning time through web-based programs, tutorials, and weekend events provide assistance for students struggling with

difficult concepts. Students are provided supper after school to prepare them for extracurricular activities and academic events in addition to transportation when needed to assist in participation.

Several times per year the campus invites the community to attend concerts, recitals, shows, and expositions where students spotlight academic learning. Each Open House students showcase important concepts they have learned by holding demonstrations in the lobby and other open areas of the campus.

All students are encouraged to excel by studying to pass the Reading, Writing, and Math portions of the TSI and enroll in Advanced Placement and Dual Credit courses with the college and university to propel them into their chosen career pathway.

Opportunities to participate in the Student by Student Leadership Conference, RGV Lead, and other valley leadership conferences give students an opportunity to see what the rest of the regional students are studying and what issues our community face now and in the future. This campus promotes United Nations' 17 Sustainable Goals which connects our students to the rest of the world by understanding that everything they learn will provide the skills to find solutions to the world's problems:

Students use the Goals to make connections to their learning.

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

Each year begins with a Walk for the Future to visit the homes of students who have not yet enrolled in school, explain how important they are, meet their families and urge them to come back to school to complete their education. This campus reaches out to homeless students and provides food, clothing and sometimes shelter or assistance with utilities enabling them to attend school regularly. The migrant program includes a classroom/computer lab where students can work to regain credits, receive academic help, are provided school supplies, food, and connections to other support measures to make their lifestyle less demanding.

This campus provides a full-time nursing staff and well-supplied exam rooms to serve students needing medical assistance throughout the day. The nursing staff also organizes Health Fairs during Open House and works as a vital component of our CATCH team, providing training for our students on breast and testicular cancer, diabetes, smoking, allergies, CPR, Epipen, and Blood-borne Pathogens.

Our Library Media Service provides a Makerspace for students to explore technology, learn how things work, learn to and participate in recycling technology parts, train students to provide technology training to teachers and staff district-wide, and provide resources so students can create products using VIVE VR, greenscreen, robots/coding, 3D printing, and other types of problem-solving and creative products.

Our Parent Liaison holds weekly meetings with parents to provide information on the many programs available to students to prepare them for their future. The College Advisor, teachers, program instructors, and the testing coordinator all meet with parents on schedule to provide information and answer questions. Strategies for parents to use to prepare their children to be successful are always on the agenda. Summer Bridge students always have an invitation for parents to see what they are learning to prepare for high school and college coursework.

Response-to-Intervention, Dyslexia, 504, and At-Risk personnel are the primary campus experts on campus and address the learning concerns posed by

trained teachers when students need additional support. Attendance Liaisons visit homes when questions arise about attendance and other concerns. A Communities in Schools representative provides intensive one-on-one support to the student and family in dire situations and the campus also houses a probation officer and at-risk counselor.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

With support from the District Parental Involvement department, our campus parent representatives meet to review and revise our Parent and Family Engagement Policy. The Policy is distributed in English and Spanish to parents at the beginning of the year, and is located on our website. Updates to the Policy are made public as they occur.

This year Family Engagement activities included support from Texas Southmost College and Community 21st Century Grant, University of Texas RGV programs such as Upward Bound, and our Texas A&M University College Advisor, all of whom provided rich experiences for our parents.

The beginning of the development and distribution of the Parent and Family Engagement Policy started ON June 1, 2019.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS Parent and Family Engagement Policy.

Armando Fraire Y1	IDEA Teacher	afraire@bisd.us	Classroom Teacher
Beatriz Bethal Y1	Science Teacher	baeguerra@bisd.us	Classroom Teacher
Norma Jean Canales	Principal	njc@bisd.us	Administrator
Genny Sterling	Dean	rgsterling@bisd.us	Meeting Facilitator
Thomas Brashear Y2	History Teacher/Coach	tkbrashear@bisd.us	Classroom Teacher
Arcelia Villalobos Y2	Parent	palmaraz@bisd.us	Parent
Isabel Gonzalez Y1	Parent	palmaraz	Parent
Donna Marhoun Y1	Federal Programs/Title I Coordinator	dcmarhoun@bisd.us	District-level Professional
Jose Serrato Y1	At-Risk Counselor	joserrato@bisd.us	Non-classroom Professional
Jessica Mazone Y1	ESOL Teacher	jomazone@bisd.us	Classroom Teacher
Lillian Martinez Y1	Classroom Teacher	lamartinez2@bisd.us	Classroom Teacher
Jesse Vela Y1	Catering Business	riveracomm@bisd.us	Community Representative
John A. Sanchez Y1	Law Enforcement	BISanchez@bisd.us	Community Representative
Antonio Salazar Y2	Moore Supplies	ASalazar@bisd.us	Business Representative
Kristen Garcia Y2	4M Sunscreens	KGarcia@bisd.us	Business Representative

### 3.2: Offer flexible number of parent involvement meetings

Parents attend events and meetings throughout the year at this campus and at different times of the day and evening. There are Upward Bound parent meetings each month for the parents of the UTRGV Upward Bound students identified at the beginning of each school year. The band, choir, football, soccer, estudiantina, basketball, track, softball, and other groups - all of which include a parental support group meet regularly to support their students but also to make suggestions for the improvement of the school as a whole.

**Our Parent Liaison meets with parents every week on Monday Mornings** and has a schedule of services including speakers for topics of interest for parents, meetings with teachers, information sessions about college readiness, healthy lifestyles, parenting, community guest speakers, financial aid for college, and other topics generated by our annual survey and discussions throughout the year with parents. Rivera is proud to provide parental involvement services through the following partnerships:

1. Texas Southmost College 21st Century Grant which provides Deans from each School and Admissions personnel to walk parents through the college application process monthly. They also provide training for parents selected as Advisors to assist in targeting topics of interest to parents and providing Round Table Discussions.
2. Texas A&M College Advisor who presents various topics at Parent Meetings.
3. UTRGV and TSC Americorps college student volunteers who are scheduled throughout the week into the College Lab and assist parents with FAFSA and college readiness activities.
4. UTRGV Upward Bound Parent Program which supports students in the Upward Bound Program during the 4 years of high school and beyond.
5. GEARUp for the students entering this summer into Rivera as freshmen. This grant will match funding for this cohort of students and provide training for parents throughout their high school career, starting in August.

In addition to the weekly meetings, parents will be offered a flexible number of meetings presented on dates/times other than Monday mornings throughout the school year to reiterate the same information from weekly meetings and to provide them information on...

- (1) Title IA required activities and funding,
- (2) Parental Involvement Policy that delineates how parents can actively be involved at the district/campus level,
- (3) School-Parent-Student Compact indicating group responsibility to ensure student achievement,
- (4) An Annual Title I meetings to inform parents of services provided through Title I funds (September 9, 2019 and September 16, 2019)
- (5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards
- (6) Literacy and Technology training to help parents work with their children to improve their children's achievement

This campus has a full-time Parent Liaison that plans training and activities for parents based on their interests and she also provides suggestions for the

academic improvement of their children. This is supported through the district Parental Involvement Department office, whose website includes a schedule of activities, upcoming events, resources in English and Spanish, and support staff to provide training and support throughout the school life of the students they serve. This effort results in training sessions on healthy eating and exercise, cooking classes, ZUMBA, craft classes, cyberbullying, state testing, college awareness, financial aid, and other topics designed to improve communication among parents, between teachers and parents, and parents and their children.

In addition to these, the campus hosts Open House two times per year and always includes a Health Fair and different related events.

Other parent meetings address the topics related to college readiness, preparation for college, dual enrollment and concurrent enrollment, FAFSA and financial aid, scholarships, college careers, local college and university options, career pathways, military careers, and the various tests students take such as AP, ACT, PSAT, SAT, TSI, and ASVAB.

Parents review the SBDM agenda are solicited for SBDM topics monthly during their Monday meetings. Parents are invited to campus SBDM meetings and participate in 21st Century Advisory Meetings Upward Bound Parent Meetings, and ECHS Parent Meetings where their opinions and requests are valued as part of the decision-making process. (A full list of these meetings are included in the Addendum.)

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Astrid Martinez	Library Aide	Title I	1.0
Blanca Mahuad	Nurse	Title I	0.40
Carlos Melendez	Math Teacher	Title I	1.0
Cynthia Escovar	English Teacher	Title I	1.0
Edna Cervantes	Science Teacher	Title I	1.0
Jesus Vela	Home Liaison	Title I	1.0
Maria Judith Suarez Crews	Nurse	Title I	0.40
Minerva Rodriguez	Math Teacher	Title I	1.0
Nancy Cepeda	Parent Liaison	Title I	1.0
Patricia Vasquez	Library Aide	Title I	1.0
Rosalinda Ayala	Dyslexia Clerk	Title I	1.0
Ruben Rivas	Home Liaison	Title I	1.0
Viviana Vasquez	English Teacher	Title I	1.0

# 2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Roberta Sterling	Dean
Non-classroom Professional	Donna Browne	Librarian Library Media Services
Classroom Teacher	David Trevino	Social Studies Dept. Chair
Classroom Teacher	Cinthia Sierra	English I - Strand Leader
Classroom Teacher	Claudia Cantu	Math Dept. Chair
Classroom Teacher	Maj. Pedro Gonzalez	AFjROTC Senior Aerospace Science Instructor
Classroom Teacher	Mary Ann Gonzalez	IDEA Department Chair
Classroom Teacher	Farley Trevino	Science Dept. Chair
Classroom Teacher	Teddy Cumberworth	English II Department Chair
Classroom Teacher	Michael Mares	English II - Co-Department Chair
Administrator	Myrta Castillo	Assistant Principal
Classroom Teacher	Deborah Parkin	Fine Arts Department Chair
Classroom Teacher	Irma Magallanes	LOTE Department Chair
Classroom Teacher	Shirley Zuniga	PE/Athletics Department Chair

# 2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Joel Guzman	ECHS Cohort Teacher
Classroom Teacher	Linda Teran-Tolman	AVID Teacher
Classroom Teacher	Deborah Parkin	Art Teacher (DE/AP)
Classroom Teacher	Minerva Rodriguez	Geometry Teacher
Classroom Teacher	Jesus Cordoba	World History Teacher
Non-classroom Professional	Donna Browne	Librarian LMS
Classroom Teacher	Darby Grant	ROTC Instructor
Classroom Teacher	Minerva Rodriguez	Math Teacher
Classroom Teacher	Melinda Zarate	CTE Teacher
Classroom Teacher	Armando Fraire	IDEA Teacher
Classroom Teacher	Beatriz Escobedo-Guerra Bethal	Science Teacher
Administrator	Norma Jean Canales	Principal
Meeting Faciliator	Genny Sterling	Dean
Classroom Teacher	Thomas Brashear	History Teacher/Coach
Parent	Arcelia Villalobos	Parent
Parent	Isabel Gonzalez	Parent
District-level Professional	Donna Marhoun	Federal Programs/Title I Coordinator
Non-classroom Professional	Jose Serrato	At-Risk Counselor
Classroom Teacher	Jessica Olivarez-Mazone	ESOL Teacher
Classroom Teacher	Lillian Martinez	Classroom Teacher
Community Representative	Jesse Vela	Catering Business
Community Representative	John A. Sanchez	Law Enforcement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Antonio Salazar	Moore Supplies
Business Representative	Kristen Garcia	4M Sunscreens

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-004-y-11-000-y	\$6,847.00
1	1	1	furniture	199-23-6399-45-004-y-99-000-y	\$5,000.00
1	5	2	student field trips	199-11-64xx-00-004-y-11-000-y	\$8,100.00
2	1	1	Contracted maintenance	199-11-6249-62-004-y-11-000-y	\$500.00
2	1	1	Supplies - Maintanence	199-51-6315-01-004-Y-99-000-Y	\$30,000.00
2	1	1	custodial overtime	199-51-6121-46-004-y-99-000-y	\$2,750.00
3	1	1	Supplies/materials	199-11-6399-00-004-y-11-000-y	\$4,000.00
3	1	1	supplies/materials	199-11-6399-62-004-y-11-000-y	\$500.00
3	1	1	student travel and subsistence	199-11-6412-00-004-y-11-000-y	\$5,000.00
3	1	1	reclassified travel	199-11-6494-00-004-y-11-000-y	\$2,700.00
3	1	1	misc. operating costs - fees	199-11-6497-00-004-y-11-000-y	\$400.00
3	1	1	Student travel to competition/sustenance	199-36-64xx-0x-004-y-99-0xx-y	\$12,500.00
3	1	2	Reading materials - Library	199-12-6329-00-004-y-99-000-y	\$4,500.00
3	1	2	General Supplies - Library	199-12-6399-00-004-y-99-000-y	\$1,000.00
3	1	2	Supplies and Materials - LCL Def	199-12-6398-62-004-y-99-000-y	\$350.00
3	1	2	General Supplies	199-12-6399-62-004-y-99-000-y	\$500.00
3	1	2	Travel - Conference	199-12-6411-23-004-y-99-000-y	\$1,500.00
3	1	3	General Supplies - campus clinic/nursing staff	199-33-6399-00-004-y-99-000-y	\$0.00
3	1	3	General Supplies - computer supplies	199-33-6399-65-004-y-99-000-y	\$0.00
3	2	1	Co-Curricular Stipends	199-36-6117-00-004-y-99-020-y	\$0.00
3	2	1	Student Travel	199-36-6412-00-004-y-99-000-y	\$0.00

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	1	Reclassified Transportation	199-36-6494-00-004-y-99-000-y	\$0.00
3	2	1	Student travel and subsistence	199-36-6412-00-004-y-99-019-y	\$0.00
3	2	1	Reclassified Transportation Expense	199-36-6494-00-004-y-99-019-y	\$0.00
3	2	1	Reclassified Transportation Expense	199-36-6494-00-004-y-99-020-y	\$0.00
3	2	1	Extra Duty Overtime Sup PE	199-51-6121-46-004-y-99-000-y	\$0.00
3	2	1	Supplies for Maintenance/Operating Custodians	199-51-6315-00-004-y-99-000-y	\$0.00
3	2	2	Stipends for teachers	199-13-6117-00-004-y-99-000-y	\$2,000.00
3	2	2	UIL stipends	199-26-6399-17-004-y-99-020-y	\$20,000.00
3	2	3	Employee Travel - subs	199-11-641x-23-004-y-99-000-y	\$4,500.00
3	2	3	Employee travel - administration	199-13-6411-23-004-y-99-000-y	\$1,500.00
3	2	3	teacher workshop	199-13-6117-00-004-y-99-000-y	\$2,000.00
3	2	3	staff development	199-13-639x-00-004-y-99-000-y	\$3,500.00
3	2	3	supplies	199-13-6399-00-004-y-99-000-y	\$4,817.00
3	2	4	Supplies and materials -	199-23-6398-00-004-y-99-000-y	\$2,000.00
3	2	4	General Supplies	199-23-6399-00-004-y-99-000-y	\$7,500.00
3	2	4	supplies	199-33-6399-xx-004-y-99-000-y	\$2,650.00
3	2	5	Misc. Operating costs - Graduation and Parent mtg.	199-23-6499-53-004-y-99-000-y	\$2,500.00
3	2	5	Awards - teachers	199-23-6498-00-004-y-99-000-y	\$22,000.00
3	2	5	Awards - students	199-11-6498-00-004-y-11-000-y	\$15,000.00
3	3	1	awards and incentives for faculty \$150-500	199-13-6398-00-004-y-99-000-y	\$0.00
3	3	1	Misc Operating Costs - Awards for teachers	199-23-6498-00-004-y-99-000-y	\$0.00
3	3	1	Supplies and Materials - LCL Def	199-13-6399-00-004-y-99-000-y	\$0.00
7	1	1	Substitute teacher	199-13-6112-00-004-y-99-000-y	\$0.00
7	1	1	Travel for 2019 Texas Librarians Conference	199-12-6411-23-00-004-y-99-000-y	\$0.00
<b>Sub-Total</b>					<b>\$176,114.00</b>

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Budgeted Fund Source Amount</b>					<b>\$176,114.00</b>
<b>+/- Difference</b>					<b>\$0</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	extra duty pay for tutorials EOC	162-11-6118-00-004-Y-24-EOC-Y	\$20,412.00
1	1	1	Contracted Service - software renewal A+	162-11-6299-62-004-Y-30-000-Y	\$2,500.00
1	1	1	Copy Paper	162-11-6396-00-004-Y-30-000-Y	\$2,000.00
1	1	1	Miscellaneous Contracted Services - Edgenuity	162-11-6299-62-004-y-30-0J3-Y	\$29,500.00
1	1	1	instructional tech items greater than \$500 and less than \$5000	162-11-6398-62-004-Y-30-000-Y	\$10,275.00
1	1	1	Instructional Supplies and consumables	162-11-6399-00-004-Y-30-000-Y	\$14,775.00
1	1	1	Media center printing for instructional purposes	162-11-6399-16-004-Y-30-000-Y	\$3,000.00
1	1	1	Professional Extra Duty Pay	162-11-6118-00-004-y-30-000-y	\$10,000.00
1	1	1	General Supplies - mounts and calculators	162-11-6399-00-004-y-30-337-y	\$27,800.00
1	1	1	Media Center	162-11-6399-16-004-Y-30-337-Y	\$3,000.00
1	3	1	Student computers	162-11-6398-62-004-y-30-337-y	\$116,036.00
1	3	1	Teacher Computers	162-13-6398-62-004-y-30-337-y	\$81,500.00
1	3	1	Projectors - more than \$150, less than \$5000	162-11-6398-00-004-y-30-337-y	\$10,000.00
1	4	1	Substitutes - on-site testing	162-11-6118-18-004-Y-30-000-Y	\$4,000.00
5	2	3	Eduguide Software	162-11-6395-62-004-y-30-000-y	\$23,000.00
7	1	1	travel and fees for training	162-13-6411-23-004-Y-30-000-Y	\$7,000.00
7	1	1	substitutes	162-11-6112-00-004-Y-30-000-Y	\$3,000.00
8	1	1	Personal devices	162-11-6398-62-004-Y-30-000-Y	\$0.00
8	1	2	computer supplies at a cost less than \$500	162-13-6399-62-00-004-Y-30-000-Y	\$0.00
8	1	2	computer supplies at a cost of \$500 or more (printer)	162-13-6649-65-004-Y-30-000-Y	\$0.00
9	1	2	Conference	162-23-6411-23-004-y-30-TVL-y	\$100.00

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
9	3	1	Provide Walk to the Future intervention supplies/potential dropouts	162-61-6399-00-004-Y-30-WTF-Y	\$200.00
9	3	1	Walk to the Future - Operating Costs	162-61-6499-53-004-Y-30-WTF-Y	\$100.00
9	3	2	Contracted Services - CIS	162-32-6299-00-004-y-24-CIS-Y	\$12,500.00
9	3	2	Contracted Services - JPO	162-32-6299-00-004-y-24-JPO-Y	\$10,000.00
<b>Sub-Total</b>					\$390,698.00
<b>Budgeted Fund Source Amount</b>					\$390,698.00
<b>+/- Difference</b>					<b>\$0</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Robotel Software	163-11-6395-62-004-y-25-000-y	\$1,500.00
1	4	3	Bilingual/ESOL Paraprofessional	163-11-6129-50-004-y25-000-y	\$20,090.00
1	4	3	Stipends for LPAC Chair	163-13-6117-00-004-y25-L12-y	\$861.00
1	4	3	Stipends Bilingual/ESOL	163-11-6117-00-004-Y25-031-y	\$11,480.00
1	4	3	School Leadership Training	163-23-6411-23-004-Y25-031-Y	\$1,000.00
7	1	1	Remote training for Robotel Language Lab	163-13-6291-00-004-y-25-000-y	\$1,694.00
8	2	1	Digital Software	163-11-6395-62-004-y-25-031-y	\$4,607.00
8	2	1	Training	163-13-6291-00-004-y-25-031-y	\$1,990.00
<b>Sub-Total</b>					\$43,222.00
<b>Budgeted Fund Source Amount</b>					\$43,222.00
<b>+/- Difference</b>					<b>\$0</b>
<b>164 State Career and Technical Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	software license	164-11-6299-xx-004-y	\$45,825.00
1	2	1	Health science textbooks and Architecture and Construction	164-11-6321-AC-004-Y-22-000-Y	\$33,320.00
1	2	1	site license-single use	164-11-6395-62-004-Y-22-000-Y	\$1,500.00

164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	copy paper	164-11-6396-01-004-Y-22-000-Y	\$2,000.00
1	2	1	Equipment and equipment for instruction	164-11-6398-xx-004-Y-22-000-Y	\$139,151.17
1	2	1	supplies	164-11-6399-xx-004-Y-22-000-Y	\$138,576.68
1	2	1	fees, permits, online course fees	164-11-6497-xx-004-Y-22-000-Y	\$57,250.00
1	2	1	graduation awards and food	164-11-649x-xx-004-Y-22-000-Y	\$30,100.00
1	2	1	Printing media center	164-31-6399-xx-004-Y-22-000-y	\$38,000.00
1	2	2	Student, teacher, and administrative travel for CTE	164-xx-641x-xx-004-y-220-xx-y	\$251,339.00
Sub-Total					\$737,061.85
Budgeted Fund Source Amount					\$737,061.85
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty pay for tutorials	211-11-6118-00-004-Y-30-of2-Y	\$20,000.00
1	1	1	copy paper	211-11-6396-00-004-Y-30-of2-Y	\$2,451.00
1	1	1	supplies	211-11-6399-00-004-Y-30-of2-Y	\$43,000.00
1	1	1	Transportation for tutorials	211-11-6494-00-004-Y-30-of2-Y	\$10,950.00
1	1	1	Teacher Retirement/TRS Care	211-11-6146-00-004-y-30-of2-y	\$690.00
1	1	1	Social Security/Medicare	211-11-8141-00-004-y-30-of2-y	\$290.00
1	3	1	software	211-11-6395-62-004-Y-30-of2-Y	\$10,000.00
1	3	1	Computers	211-11-6398-62-004-Y-30-of2-Y	\$85,263.00
1	3	1	tech supplies over \$150 and less than \$5000	211-11-6398-00-004-Y-30-of2-y	\$5,000.00
1	3	1	Turnitin, Nearpod, etc.	211-11-6299-62-004-y-30-of2-y	\$18,745.00
1	3	1	Non instructional computer (cables, etc.)	211-23-6398-65-23-004-y-of2-y	\$3,993.00
1	3	1	Computers - Minigrant 2/2020	211-11-6398-62-004-x-xx-xxx-x	\$125,946.00
1	3	2	College Advisor (contracted services)	211-31-6299-00-004-Y-30-TUK-Y	\$10,000.00

<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1	AP and SAT testing materials	211-11-6339-00-004-Y-30-of2-Y	\$40,000.00
1	4	2	Extra Duty Pay for Summer Bridge	211-11-6118-00-004-Y-30-BDG-Y	\$19,000.00
1	4	2	Transportation for Summer Bridge	211-11-6494-00-004-Y-30-BDG-Y	\$1,350.00
1	4	2	Social Security/Medicare	211-11-6141-00-004-y-30-bdg-y	\$276.00
1	4	2	Group Health and Life Insurance	211-11-6142-00-004-y-30-bdg-y	\$1,330.00
1	4	2	Teacher Retirement/TRS Care	211-11-6146-00-004-y-30-30-bdg-y	\$656.00
1	4	4	AVID membership fees	211-11-6495-00-004-Y-30-of2-y	\$6,000.00
3	3	2	student awards	211-11-6498-00-004-y-30-ayp-y	\$2,000.00
6	1	1	refreshments for parent meetings	211-61-6499-53-004-Y-30-of2-Y	\$900.00
6	1	1	supplies for parent center	211-61-6399-00-004-Y-30-of2-Y	\$900.00
6	1	1	employee travel	211-61-6411-00-004-y-30-of2-y	\$900.00
7	1	1	substitutes on campus	211-11-6112-00-004-Y-30-AYP-Y	\$5,000.00
7	1	1	Teacher training and Content Conferences	211-13-6411-23-004-Y-30-AYP-Y	\$31,772.00
7	1	1	Region One Training for EOC	211-13-6239-00-004-Y-30-AYP-Y	\$2,400.00
7	1	1	Employee Travel in District	211-13-6411-00-004-y-30-ayp-y	\$1,200.00
8	1	2	computer supplies, toner and instructional less than \$500	211-11-6399-62-004-Y-30-of2-Y	\$9,600.00
8	1	2	Projection Screens - Minigrant 2/2020	211-11-6399-00-004-x-xx-xxx-x	\$5,330.00
<b>Sub-Total</b>					\$464,942.00
<b>Budgeted Fund Source Amount</b>					\$464,942.00
<b>+/- Difference</b>					<b>\$0</b>
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	supplies, clothing, hygiene products	212-11-6399-00-004-y-24-of2-y	\$2,450.00
6	1	3	Parent Meetings - Refreshments	212-61-6499-53-004-y-24-of2-y	\$50.00
7	1	2	Training fees	212-11-62xx-00-004-y-24-of2-y	\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	wages and fringes	212-xx-6xxx-0x-004-y-24-of2-y	\$69,250.00
9	2	1	student transportation	212-11-6494-00-004-y-24-of2-y	\$0.00
Sub-Total					\$71,750.00
Budgeted Fund Source Amount					\$71,750.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Robotel Software	263-11-6395-62-004-y-25-000-y	\$8,557.00
Sub-Total					\$8,557.00
Budgeted Fund Source Amount					\$8,557.00
+/- Difference					\$0
274 GEAR UP Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GearUP - general consumable supplies	274-xx-6399-00-004-y-24-RGV-y	\$2,562.89
1	4	2	GearUP - transportation	274-11-6494-00-004-y-24-RGV-y	\$4,700.00
1	4	2	GearUP - student travel	274-11-6412-00-004-y-24-RGV-y	\$1,071.90
3	2	6	GearUP - Equipment	274-31-6398-65-004-y-24-rgv-y	\$812.00
6	1	10	GearUP Parent Training - refreshments	274-61-6499-53-004-y-24-RGV-y	\$224.81
8	1	2	laptops and cart, mobi pads	274-11-6398-62-004-Y-24-RGV-Y	\$46,142.00
9	3	1	GearUP Counselor, Substitutes, Para-part-time	274-xx-xxxx-xx-004-y-24-RGV-Y	\$111,796.40
Sub-Total					\$167,310.00
Budgeted Fund Source Amount					\$167,310.00
+/- Difference					\$0

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	Sean Elliott Russell	289-31-6291-00-004-Y24-T4C-Y	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0
Grand Total					\$2,060,154.85

# Addendums

**Texas Education Agency**  
**2018-19 School Report Card**  
**RIVERA EARLY COLLEGE H S (031901004)**

**Accountability Rating**

**B**

RIVERA EARLY COLLEGE H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for RIVERA EARLY COLLEGE H S. Scores are scaled from 0 to 100 to align with letter grades.



**School Information**

**District Name:** BROWNSVILLE ISD  
**Campus Type:** High School  
**Total Students:** 2,347  
**Grade Span:** 09 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

**Distinction Designations**

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Social Studies
- X Comparative Academic Growth X Comparative Closing the Gaps
- X Postsecondary Readiness

**School and Student Information**

This section provides demographic information about RIVERA EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2017-18)</b>	93.7%	95.4%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.1%	12.6%
Hispanic	98.5%	98.3%	52.6%
White	1.4%	1.4%	27.4%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.2%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	87.8%	88.5%	60.6%
English Learners	15.3%	34.6%	19.5%
Special Education	12.1%	12.1%	9.6%
<b>Mobility Rate (2017-18)</b>	14.7%	15.0%	15.4%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	16.9	17.0	16.6
Foreign Languages	19.7	20.8	18.9
Mathematics	21.7	19.9	17.8
Science	20.8	20.1	18.9
Social Studies	20.8	19.8	19.3

**School Financial Information (2017-18)**

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	58.7%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	61.7%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,368	\$10,446	\$9,844
Instruction	\$5,581	\$5,572	\$5,492
Instructional Leadership	\$60	\$145	\$155
School Leadership	\$498	\$547	\$576

**Texas Education Agency**  
**2018-19 School Report Card**  
**RIVERA EARLY COLLEGE H S (031901004)**

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	78%	81%	<b>76%</b>	*	76%	79%	-	*	-	-	75%
	2018	77%	78%	<b>73%</b>	*	73%	70%	-	*	-	-	74%
ELA/Reading	2019	75%	76%	<b>64%</b>	*	64%	67%	-	*	-	-	63%
	2018	74%	74%	<b>59%</b>	*	60%	42%	-	*	-	-	60%
Mathematics	2019	82%	86%	<b>87%</b>	-	87%	90%	-	-	-	-	87%
	2018	81%	85%	<b>83%</b>	*	82%	100%	-	*	-	-	83%
Science	2019	81%	84%	<b>84%</b>	-	84%	83%	-	-	-	-	84%
	2018	80%	82%	<b>84%</b>	*	84%	82%	-	*	-	-	85%
Social Studies	2019	81%	83%	<b>93%</b>	-	93%	*	-	-	-	-	92%
	2018	78%	80%	<b>93%</b>	-	92%	*	-	-	-	-	93%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	50%	52%	<b>50%</b>	*	49%	56%	-	*	-	-	49%
	2018	48%	49%	<b>45%</b>	*	45%	43%	-	*	-	-	45%
ELA/Reading	2019	48%	47%	<b>41%</b>	*	41%	33%	-	*	-	-	40%
	2018	46%	44%	<b>36%</b>	*	36%	31%	-	*	-	-	36%
Mathematics	2019	52%	57%	<b>66%</b>	-	65%	80%	-	-	-	-	67%
	2018	50%	55%	<b>55%</b>	*	54%	64%	-	*	-	-	55%
Science	2019	54%	55%	<b>51%</b>	-	50%	61%	-	-	-	-	50%
	2018	51%	51%	<b>41%</b>	*	41%	29%	-	*	-	-	41%
Social Studies	2019	55%	54%	<b>62%</b>	-	62%	*	-	-	-	-	61%
	2018	53%	51%	<b>65%</b>	-	64%	*	-	-	-	-	65%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2019	24%	23%	<b>16%</b>	*	15%	32%	-	*	-	-	15%
	2018	22%	21%	<b>13%</b>	*	14%	5%	-	*	-	-	14%
ELA/Reading	2019	21%	18%	<b>6%</b>	*	6%	19%	-	*	-	-	5%
	2018	19%	17%	<b>4%</b>	*	4%	0%	-	*	-	-	4%
Mathematics	2019	26%	31%	<b>43%</b>	-	42%	60%	-	-	-	-	43%
	2018	24%	28%	<b>32%</b>	*	33%	14%	-	*	-	-	32%
Science	2019	25%	21%	<b>12%</b>	-	12%	17%	-	-	-	-	11%
	2018	23%	19%	<b>11%</b>	*	11%	6%	-	*	-	-	11%
Social Studies	2019	33%	29%	<b>27%</b>	-	27%	*	-	-	-	-	26%
	2018	31%	26%	<b>27%</b>	-	28%	*	-	-	-	-	28%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2019	69	69	<b>73</b>	*	73	86	-	*	-	-	73
	2018	69	71	<b>68</b>	*	68	65	-	*	-	-	68
ELA/Reading	2019	68	67	<b>66</b>	*	65	*	-	*	-	-	64
	2018	69	69	<b>63</b>	-	63	43	-	-	-	-	63
Mathematics	2019	70	71	<b>83</b>	-	83	84	-	-	-	-	83
	2018	70	72	<b>75</b>	*	75	77	-	*	-	-	75

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
- Indicates zero observations reported for this group.  
\* Indicates results are masked due to small numbers to protect student confidentiality.  
n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency**  
**2018-19 School Report Card**  
**RIVERA EARLY COLLEGE H S (031901004)**

**Graduation and College, Career, and Military Readiness Outcomes**

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
2017-18	1.9%	1.1%	<b>0.9%</b>	*	0.9%	0.0%	*	*	-	*	0.9%
2016-17	1.9%	1.3%	<b>0.5%</b>	*	0.6%	0.0%	-	*	-	*	0.6%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2018											
Graduated	90.0%	92.8%	<b>92.1%</b>	-	92.1%	*	-	*	-	-	92.5%
Graduates, TxCHSE, & Cont	94.3%	96.1%	<b>95.6%</b>	-	95.6%	*	-	*	-	-	96.1%
Class of 2017											
Graduated	89.7%	91.6%	<b>93.4%</b>	-	93.4%	*	-	-	-	-	93.6%
Graduates, TxCHSE, & Cont	94.1%	96.6%	<b>97.3%</b>	-	97.3%	*	-	-	-	-	97.5%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2017											
Graduated	92.0%	95.4%	<b>96.9%</b>	-	96.9%	*	-	-	-	-	97.1%
Graduates, TxCHSE, & Cont	93.7%	96.2%	<b>97.3%</b>	-	97.3%	*	-	-	-	-	97.5%
Class of 2016											
Graduated	91.6%	94.7%	<b>96.2%</b>	-	96.4%	*	-	-	-	-	96.2%
Graduates, TxCHSE, & Cont	93.4%	95.7%	<b>97.1%</b>	-	97.3%	*	-	-	-	-	97.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2016											
Graduated	92.1%	95.4%	<b>96.6%</b>	-	96.8%	*	-	-	-	-	96.6%
Graduates, TxCHSE, & Cont	93.4%	95.8%	<b>97.1%</b>	-	97.3%	*	-	-	-	-	97.0%
Class of 2015											
Graduated	91.8%	95.2%	<b>96.1%</b>	-	96.1%	*	-	-	-	-	96.2%
Graduates, TxCHSE, & Cont	93.3%	95.8%	<b>96.1%</b>	-	96.1%	*	-	-	-	-	96.2%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>											
Class of 2018	90.0%	91.9%	<b>91.4%</b>	-	91.4%	*	-	*	-	-	91.9%
Class of 2017	89.7%	90.5%	<b>92.2%</b>	-	92.2%	*	-	-	-	-	92.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2018	68.5%	85.7%	*	-	*	-	-	-	-	-	*
Class of 2017	88.5%	96.3%	<b>96.9%</b>	-	96.9%	*	-	-	-	-	96.9%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2018	86.8%	96.8%	<b>96.6%</b>	-	96.6%	*	-	*	-	-	96.8%
Class of 2017	85.9%	96.2%	<b>96.9%</b>	-	96.9%	*	-	-	-	-	96.9%
<b>College, Career, and Military Ready (Annual Graduates)</b>											
2017-18	65.5%	67.4%	<b>66.1%</b>	*	66.2%	-	-	*	-	-	65.9%
<b>SAT/ACT Results (Annual Graduates)</b>											
Tested											
2017-18	74.6%	76.9%	<b>79.9%</b>	*	79.3%	?	-	*	-	-	80.4%
2016-17	73.5%	71.0%	<b>71.4%</b>	-	71.3%	100.0%	-	-	-	-	71.3%
Average SAT Score ***											
2017-18	1036	960	<b>939</b>	*	940	*	-	*	-	-	939
Average ACT Score ***											
2017-18	20.6	18.1	<b>17.7</b>	-	17.6	*	-	*	-	-	17.6

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

- Indicates zero observations reported for this group.

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

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

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

**Texas Education Agency  
2018-19 School Report Card  
RIVERA EARLY COLLEGE H S (031901004)**

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STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Statement of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited  
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

**Examples**

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

**Sexual Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

**Examples**

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

**False Claim**

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

**Prohibited Conduct**

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

**Reporting  
Procedures**

**Student Report**

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

**Employee Report**

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

*Definition of  
District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /  
Section 504  
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<b>Investigation of the Report</b>	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal  
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the  
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of  
Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

**District Action**

**Prohibited Conduct**

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

*Corrective Action*

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

**Bullying**

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

**Improper Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

## \*CCMR Summary - 2019-20 Graduates

Campus Name:

**Rivera**



### CCMR Rate

	All Students
# of CCMR Points	129
# Students	574
CCMR Rate	22

### FEDERAL CCMR Rate - Domain III Closing the Gaps (Minimum Size Criteria: 10 for All Students group | 25 for other student groups)

	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	SpEd	EcoDis	EL Ever in HS	SpEd (Former)	Cont Enroll	Non-cont Enroll
# of CCMR Points	129.0	0.0	128.0	0.0	0.0	0.0	0.0	0.0	4.0	110.0	23.0	0.0	0.0	0.0
# in Class	574	0	567	1	0	0	0	0	67	494	92	0	0	0
CCMR Rate	22%		23%	0%					6%	22%	25%			

**\*CCMR Rate To Be Used for  
Student Achievement Domain  
(Domain I)**

**22**

**CONFIDENTIAL**  
**TEXAS EDUCATION AGENCY**  
**OUTCOMES-BASED MEASURES**  
**(2019-2020 DESIGNATION YEAR)**

**NOTE: College and Career Readiness School Models (CCRSM) are currently in a phase-in process for new Blueprints. These data are for information and planning purposes only. This information will not be used for designation.**

**District Name: BROWNSVILLE ISD**  
**District Number: 031901**  
**Comparison District Name: BROWNSVILLE ISD**  
**Comparison District Number: 031901**

**Campus: RIVERA EARLY COLLEGE H S (031901004)**

Program	Designation Type	OBM Type	Measure	OBM Criteria	Campus Num	Campus Den	Campus Rate	District Num	District Den	District Rate	Met OBM Criteria
ECHS	Designated	Access	At-Risk	No more than 15% points under district	48	118	40.7%	8,309	13,634	60.9%	NO
			Economically Disadvantaged	No more than 5% points under district	492	565	87.1%	35,838	40,734	88.0%	YES
			African American	No more than 5% points under district	1	565	0.2%	42	40,734	0.1%	YES
			Hispanic	No more than 5% points under district	560	565	99.1%	40,139	40,734	98.5%	YES
			Males	No more than 5% points under district	286	565	50.6%	20,757	40,734	51.0%	YES
		Achievement	Algebra I EOC Assessment in Grade 9^	85% of students meeting the Approaches standard or above	370	405	91.4%	N/A	N/A	N/A	YES

N/A denotes 'Not Applicable.' See How to Read Your Outcome-Based Measure Summary Report documentation for more information.  
. denotes missing values.  
If shown, (^) indicates that students who took the Algebra I EOC in Grade 8 are not included in this calculation.

If shown, (\*) indicates campus-level 4-year graduation rate numerator and denominators are not provided on this report. A double dash (--) will appear in the Campus Numerator and Campus Denominator cells for the graduation rate measure.

Division of College, Career, and Military Preparation - July 24, 2019