

Brownsville Independent School District

Brownsville Academic Center

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020

Public Presentation Date: November 4, 2020

Mission Statement

The mission of the Brownsville Academic Center (BAC) is to provide each student with a meaningful educational experience in a well-disciplined environment that provides consistency, structure, intense academics and supportive related services in an effort for each student to grow intellectually, socially, emotionally, and psychologically and be able to transition to home campus as a more successful student and individual.

Vision

All students assigned to the BAC will successfully complete their individual program and transition to their home campus in accordance to the alternative campus' requirements.

Value Statement

Our primary goal is to serve our students' academic needs in an environment which stresses the importance of self-discipline and respect. We are a student-focused and team-supported alternative campus dedicated to providing a positive learning environment which incorporates the BAC Respect Model as a daily guide to help reinforce the values of respect and self-discipline.

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Comprehensive Needs Assessment

Needs Assessment Overview

The student enrollment at the Brownsville Academic Center is comprised of students that were removed from their home campus as a result of mandatory and/or discretionary removal that warrant a 30 to 45-day placement. Most students bring with them disciplinary issues, poor grades, low self-esteem, family issues and/or peer pressures. It is the responsibility of the Brownsville Academic Center to ensure that each student is provided with the necessary instruction, counseling, social skills instruction and corrective strategies to improve behaviors and assist students in becoming life-long learners and productive citizens within the community. Teachers have received extensive training in classroom management and social skills instruction. The success of the students at our campus is attributed to the *Whole Person Concept* (academic and behavioral instruction) and is often influenced by parental support and effective home and school collaborative efforts. Parents are invited to participate in student-parent counseling sessions, as needed, to develop communication and parental understanding of the student's needs and parental expectations. Parents are also encouraged to participate in parent meetings implemented in an effort to train parents on various strategies to improve the home environment and strategies to assist them with their children's problems. The design of our facility provides for effective supervision of students while transitioning to their designated locations. One of our goals is to make sure that our students understand the importance of respect and discipline during and after they return to their home campuses. It is our ultimate objective that our students attain leadership skills that help them internalize the "Enter to Learn, Leave to Lead" philosophy modeled at the Brownsville Academic Center.

BAC, previously named TLC, is the oldest and largest Disciplinary Alternative Education Program (DAEP) school in Brownsville, Texas, which harbors a vast number of diverse student communities created by the blend of cultures rich in heritage and tradition. The campus, which is located on the 3308 Robindale Rd. Brownsville, TX 78526 in the Northeast side of the city, has experienced a variety of academic and facility changes since its construction in 2012. BAC school colors are Red, White & Blue; our Center's Mascot is represented by a 'Educational Trooper' Rhino; our Motto is "Enter to Learn....Leave to Lead". This past year 2019-2020 BAC had about 600 placements, 283 High School and 317 Middle school (as shown on the graph in the demographics section) . The school serves approximately 161 students out of 264 in grades 6-12 (this number does not take into account the unlimited mandatory placements), primarily Hispanic, and all are considered At-Risk. BAC services 7 high schools, 10 middle schools, and 3 alternative school. Our campus profile usually consists of 60{+-%} male and 40{+-%} female middle school cadets and 52{+-%} male and 24{+-%} female high school cadets. Our population also includes: 100% At-Risk. The Drop out rates for the 2019-2020 school year is 1% for all students. This current school year (2020-2021), we have a teaching and resource staff of 49 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 3 administrators, 2 counselors, 14 regular education teachers, 4 special education teachers, 11 drill instructors, 1 senior drill instructor, 1 nurse, 1 parent liaison, 1 inclusion aide, 3 teacher aides, 2 behavioral intervention (BI) aides, 2 clerks, and 3 custodians. In order to produce responsible, well-rounded cadets, BAC faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus.

Teachers are extremely dedicated professionals who continuously reflect upon the educational changes and deliberately plan staff development based on student achievement data and teacher/student/parent feedback in order to improve lessons and lesson designs. All certified professional staff members are continuously seeking attendance to conferences and professional trainings in the areas of Behavior Intervention, IDEA, Technology, 504, State of Texas Assessment Programs, and other related areas that directly impact our students. The curriculum for all courses offered at BAC is based on the Texas Essential Knowledge and Skills guidelines set forth by the Texas Education Agency.

Departments meet to discuss and develop time-lines that dictate subject area pace, integration of EOC Standards, teaching strategies, and various lesson activities to meet the needs of each student group. In addition, department and strand members disaggregate EOC, District and Campus benchmark test data, analyze test items, recommend campus activities that address specific student population needs, and determine staff development needs. Regaining credit opportunities are offered through the STARS program, which is individualized and uses American Preparatory Institute (API) competency based curriculum modules to regain credit or utilize the other option as the A+ Program. BAC continuously strives to provide an environment that is conducive to teaching and learning. Students receive the BISD Student Parent Handbook as well as the BAC Cadet Manual which outlines the district and campus policies regarding attendance/grades/discipline, designed to promote student achievement. Campus six weeks tests are scheduled for the end of each six weeks and district benchmarks are scheduled to be administered during the second and fourth six weeks. Throughout the school year, mid & end points are administered by core subject areas per six weeks, prior to the EOC/STAAR testing. The primary focus of these tests is to review the respective EOC Standards and to provide

individualized assistance. All teachers have interwoven writing activities designed to increase student writing abilities into their weekly lessons, thus providing a much needed and appreciated support system for language arts teachers (fluency checks). A built in common planning period has been implemented by teams to promote vertical alignment and collaboration.

BAC uses the DIP's data to guide our overall curriculum and assessments needs for our students. Ultimately the teachers work with students individual data to help the students progress with any State tests data. For 2019-2020, BISD campuses are rated A, B, or C overall in the new TEA Accountability system. BISD has joined Cohort 2 of the Texas Education Agency System of Great Schools to be able to benefit from the supports offered to accelerate the availability of high quality seats for all BISD students. The following table provides the BISD 2019 Accountability Ratings Overall Summary with the district's letter rating. For more specific student performance information, please refer to the TEA 2019 Accountability information at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html?srch=C>

2019 Accountability Ratings Overall Summary for Brownsville ISD			
Domain/ Component	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		87	B
STAAR Performance	52	83	
College, Career, and Military Readiness	67	92	
Graduation Rate	95.4	85	
School Progress		92	A
Academic Growth	69	79	C
Relative Performance (Economically Disadvantaged: 88.5%)	60	92	A
Closing the Gaps	82	87	B

Subject to Change: Data is updated on Novemer/December when the new DIP's information is updated and approved.

Needs Overview

- Provide more credit recovery opportunities to keep students from dropping out
- Address the needs of all student populations with a focus on the academic success of At-Risk, IDEA, 504, ELL, and Migrant students
- Increased English Language Learners competencies through support strategies all across core content areas
- Train teachers on the disgregation of student achievement data using Aware/Tango
- Teachers provided with more professional development opportunities on curriculum alignment, best practices supporting literacy across all content areas, academic rigor and depth of content to ensure the success of all student populations
- Focus collaboration between teachers and counselors to disaggregate student assessment by sub-population to determine specific needs
- Aid from District Curriculum Specialists and Bilingual Specialists for ELL students targeting Reading and English Proficiency; Implement intervention Strategies through sheltered instruction (SIOP), SRA Reading Program to address student acadееmic success for IDEA, 504, ELL and Migrant students
- Increase technology/software upgrades for academic rigor in all core content areas (Edgenuity/Clever)

Professional Development on rigor and depth of instruction for all teachers with fixed technology assets/materials /equipment for additional rigor to support/enhance

student learning

- Opportunities for teachers/staff to attend District Professional Development to enhance current teaching practices (such as Boys/Girls Town Training and Discipline Procedures)
- Increase budget for programs that educate on topics such as character/responsibilities/drug abuse/violence/health
- Increase At-Risk student attendance by actively monitoring by providing incentives for all students
- Provide parents with discipline procedures during In-takes Orientations

Demographics

Demographics Summary

Brownsville Academic Center (BAC) views demographics data on a daily basis. The student population served at BAC is approximately 161 students out of 264 in grades 6-12 (this number does not take into account the unlimited mandatory placements) during a peak enrollment and serves students. According to the CNA Data Review, our campus profile usually consists of 37% male and 25% female middle school cadets and 32% male and 15% female high school cadets. Our population also includes: 100% At-Risk. The Drop out rates for the 2019-2020 school year is 1% for all students. Of the many focuses of data, our attendance population is monitored daily; we view our daily attendance average to see if we have met our attendance goals. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused(Staff Phone Log). If students are consistently absent, we make sure to conference with parents or send the Parent Liaison for a home visit. Administrators, counselors, and teachers will begin consistent progress monitoring to make sure students are academically successful, since our students are identified as At-Risk. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

This 2020-2021 Campus Improvement Plan, for the Brownsville Academic Center, was developed with the input of the Site-Based Decision-Making (SBDM) Committee as well as members of the entire faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the overall achievement of all students attending this alternative campus.

As deemed appropriate and with our students' best interest in mind, this plan may be modified throughout the year as needed to change strategies and /or activities in such a way that campus goals may be met. Any changes will be reviewed on a frequent basis with the SBDM committee.

This current school year (2020-2021), we have a teaching and resource staff of 50 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 3 administrators, 1 counselors, 14 regular education teachers, 4 special education teachers, 1 dyslexia teacher, 11 drill instructors, 1 senior drill instructor, 1 nurse, 1 parent liaison, 1 inclusion aide, 3 teacher aides, 2 behavioral intervention (BI) aides, 2 clerks, 1 security officer and 3 custodians.

Brownsville Academic Center (B.A.C.) serves as the district's Disciplinary Alternative Education Program (DAEP) with a previous school year (2019-2020) high enrollment of 161 students out of 264 (this number does not take into account the unlimited mandatory placements), primarily Hispanic, and all are considered At-Risk. BAC services 7 high schools, 10 middle schools, and 2 alternative school.

In the 2019-2020 school year, Brownsville Academic Center serviced 600 students for different placements from different High Schools and Middle Schools. A total of 283 placements were sent from the High Schools and 317 from the Middle Schools. One third of the placements are drug related and one sixth of the placement are Student Code of Conduct violations, in which together they comprise half of the placements at BAC.

The following is a break down of 2019-2020 placements at BAC by cause and by campus (current DIP credited):

	High School	Assault	Bullying	Drug-Related	Fighting	Lewdness	SCOC	Theft	Threat	Other	Total Placements
HANNA	2	0	19	7	0	2	3	0	1		34
LOPEZ	7	0	29	7	0	9	0	1	0		53
PACE	6	0	21	3	0	6	0	0	3		39

High School	Assault	Bullying	Drug-Related	Fighting	Lewdness	SCOC	Theft	Threat	Other	Total Placements
PORTER	2	0	9	16	2	18	0	0	1	48
RIVERA	2	0	18	4	0	3	1	0	2	30
VETERANS	1	0	15	0	1	0	1	0	0	18
BECHS	0	0	0	0	0	0	0	0	0	0
BLA HS	0	0	2	0	0	0	0	0	0	2
HS Totals	Assault	Bullying	Drug-related	Fighting	Lewdness	SCOC	Theft	Threat	Other	HS Total Placements
	20	0	112	37	3	38	5	1	7	224

MS Totals	Assault	Bullying	Drug-related	Fighting	Lewdness	SCOC	Theft	Threat	Other	Total Placements
Besteiro	9	0	14	7	0	7	1	2	1	41
Faulk	8	0	4	7	0	15	1	1	2	38
Garcia	4	0	5	4	0	8	0	0	1	22
Lucio	0	0	10	2	0	9	0	0	2	23
Manzano	3	0	3	1	0	3	0	0	0	10
Oliveira	3	0	2	0	0	5	0	0	3	1
Perkins	1	0	1	5	0	2	0	0	2	11
Stell	4	0	5	9	0	9	0	0	0	27
Stillman	2	0	2	9	1	2	0	0	1	17
Vela	5	1	3	0	1	0	2	0	2	14
BLA MS	2	0	5	0	0	3	0	0	0	10
MS Totals	Assault	Bullying	Drug-Related	Fighting	Lewdness	SCOC	Theft	Threat	Other	MS Total Placements
	41	1	54	44	2	63	4	3	14	226

Overall Totals	Assault	Bullying	Drug-Related	Fighting	Lewdness	SCOC	Theft	Threat	Other	BAC Total Placements
	61	1	167	81	5	101	9	4	21	450

Demographics Strengths

1. Highly qualified teachers with a campus average of 18+ years of teaching experience
2. Highly qualified counseling staff with 30+ years of experience

3. Highly skilled resource staff
4. At Risk Program

Demographic Challenges (Needs)

1. Provide more credit recovery opportunities to keep students from dropping out.
2. Address the needs of all student populations with a focus on the academic success of At-Risk, IDEA, 504, ELL, and Migrant students.
3. Increased academic support through research-based interventions for students struggling academically.
4. Increased English Language Learners proficiency through support strategies all across core content areas.
5. Increased Professional Development opportunities for teachers on curriculum alignment, best practices that support literacy across all core content areas, academic rigor and depth of content.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students **Data Analysis/Root Cause:** Lack of Budgetary Funding

Student Learning

Student Learning Summary

During the 2019-20 school year, the Curriculum and Instruction Department provided support to district instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, district and campus needs were identified and then ranked by the DEIC membership in May of 2020.

BISD and Texas STAAR/EOC Data for 2017-2019 from TAPR Reports--no STAAR/EOC Data is available for Spring 2020 due to COVID 19 cancellation of State Assessments.

STAAR Performance Rates	Year	BISD	Econ Disadv	EL (Current & Mon.)	Special Ed
All Grades All Subjects	2019	81%	79%	74%	50%
At Approaches Grade Level or Above	2018	78%	78%	61%	47%
	2017	76%	76%	60%	43%
At Meets Grade Level or Above	2019	52%	49%	41%	26%
	2018	49%	48%	24%	25%
	2017	45%	44%	24%	22%
At Masters Grade Level	2019	23%	21%	16%	11%
	2018	21%	20%	8%	10%
	2017	18%	17%	7%	8%

The entire BISD 2019 TAPR report is attached as an addendum to this plan. There will not be any Spring 2020 state assessment data available due to the COVID-19 pandemic; however, BISD plans to participate in the beginning of year TEA provided diagnostic assessments as well as offer additional assessments to use as baselines for instructional progress monitoring during this school year.

BAC uses District's Data for 2017-2019 from TAPR Report (no STAAR/EOC data is available for Spring 2020 due to COVID 19 cancellations of State Assessments) as part of the development of the 2019-2020 problem statements addressed by the District Targeted.

NOTE: to be updated in November and December as District Leadership Team and DEIC meet to conduct the Effective Schools Framework that is replacing the TAIS process

and the DIP is updated.

Student Learning Strengths

1. Teachers ability to read data reports
2. Weekly teacher, team meetings to disaggregate data by core content areas and to plan instruction
3. Provide EOC/STAAR preparation classes in all tested areas focusing on reading strategies (Text Structures)
4. Constant communication and collaboration among teachers and counselors
5. Technology integration to enhance student learning
6. Analyze Enrollment Report
7. Focus on EOC scores for all subpopulations (primary and re-testers)
8. All students are required to read 3-5 books for completion of their placement
9. Disaggregation of PEIMS Student Data
10. Student CNA Report results
11. Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success

Student Academic Achievement Challenges (Needs)

1. Train teachers on the disaggregation of student achievement data using Aware and/or TANGO.
2. Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success.
3. Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations.
4. Aid from district curriculum specialists and bilingual specialists for ELL students targeting reading and English proficiency.
5. Increase academic opportunities with supplemental audio/software resources and supplies for ELL students (i.e., Duolingo & Soft Schools).
6. Increase technology hardware and software programs for academic rigor in all core content areas (Apex).

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations **Data Analysis/Root Cause:** Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

Need Statement 2 (Prioritized): Increase technology hardware/software upgrades for academic rigor in all core content areas (Edgenuity/Clever), teacher and administrators portable ipads to keep up with the virtual instruction, meetings and trainings, funded IT personal to help with the daily virtual instructional technology needs, any resources needed to stay up to date with the COVID-19 pandemic spread among students and staff **Data Analysis/Root Cause:** Lack of District Funding

Need Statement 3 (Prioritized): Provide more accelerated credit recovery opportunities to keep students from dropping out **Data Analysis/Root Cause:** Limited ability to award course credit given the amount of time that a student attends BAC

Need Statement 4 (Prioritized): Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students **Data Analysis/Root Cause:** Lack of Budgetary Funding

School Processes & Programs

School Processes & Programs Summary

To meet the instructional needs of our campus, Brownsville Academic Center implements the district curriculum initiatives and assessments as required by the Texas Essential Knowledge and Skill (TEKS) which prepares the students for the state assessments, while they are enrolled at our campus. Teachers plan lessons consistent with the district curriculum frameworks. Campus Administration provides teachers with instructional resources and professional development opportunities to enhance student learning. Planning for instruction and intervention is done through Virtual Zoom bi-weekly (team) meetings and, at times, as a whole campus through vertical/horizontal alignment Virtual Zoom meetings. Only highly qualified and certified teachers are recruited at BAC in order to maximize positive learning opportunities for students as required by law. The state mandated T-TESS is used to evaluate each teacher performance, whose records are kept by the school administration.

Due to the nature of the students assigned to Brownsville Academic Center, Administration/SBDM/CIP members analyze the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affects classroom instruction. It is important to have procedures in place (cadet manuals & point sheet system) so that interference or distractions pertaining to classroom instruction are kept to a minimum.

School Processes & Programs Strengths

1. Resources for all subjects are provided by state and district
2. Knowledge of curriculum components and TEKS
3. Bi-weekly Virtual Zoom team meetings are held on a consistent basis
4. Highly qualified/certified teachers in all content areas
5. Stipends for teachers
6. Campus-wide discipline management procedures are monitored and implemented consistently (Digital point system & Digital cadet/Expectations manual)
7. Accessibility to T-TESS assessment instrument
8. Consistent communication among faculty/staff/parent (Distance Participation & Student/Parent Contact phone logs)
9. Discipline Management Program/Zero Tolerance Initiative Program(Z-TIP & Cadet Virtual Tardy/Attendance Logs)
10. Highly qualified/trained drill instructor personnel
11. Promote campus-wide upkeep of the school facilities incorporating all CDC Covid-19 Protocols
12. Provide additional, classroom support, employee incentives and recognize stakeholders to promote and encourage teacher attendance and morale (Digital Newsletter Recognitions and nutriment/libations following CDC guidelines & protocols)

School Processes & Programs Needs

1. Purchase updated instructional resources/materials/equipment for core content area teachers.
2. Provide consistent teacher aide instructional support for teachers to maximize student learning.
3. Opportunities for teachers to attend district professional development to enhance current teaching practices.
4. Promote campus-wide upkeep of the school facilities.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Provide more accelerated credit recovery opportunities to keep students from dropping out **Data Analysis/Root Cause:** Limited ability to award course credit given the amount of time that a student attends BAC

Need Statement 2 (Prioritized): Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations **Data Analysis/Root Cause:** Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

Need Statement 3: Purchase updated instructional resources/materials/equipment for core content area teachers. **Data Analysis/Root Cause:** The implementation of Virtual Distance Teaching & Learning due to the Covid-19 Pandemic.

Need Statement 4: Provide consistent teacher aide instructional support for teachers to maximize student learning. **Data Analysis/Root Cause:** The incorporation of Distance Learning Classrooms.

Need Statement 5: Opportunities for teachers to attend district professional development to enhance current teaching practices **Data Analysis/Root Cause:** Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

Need Statement 6: Promote campus-wide upkeep of the school facilities. **Data Analysis/Root Cause:** In order to meet the Texas Education Agency & Center for Disease Control's mandated protocols for protecting the health, safety, and well-being of students, teachers, staff, their families, and community in response to the Covid-19 Pandemic.

Perceptions

Perceptions Summary

Our campus administration/teachers/resource staff, provide a safe/disciplined learning environment in order to maintain a facility conducive to a positive school culture and climate through constant analysis at our bi-weekly faculty meetings. It is our ultimate objective to teach individual responsibility to foster leadership/character building skills in our students to help them internalize "Enter to Learn....Leave to Lead" philosophy modeled at BAC. Brownsville Academic Center is committed to its students' education and therefore encourages the involvement of parents and community members to share in this endeavor. Parents are strongly encouraged to get involved in volunteering opportunities that will assist in their children's education by attending monthly meetings. During our campus' first parent meeting, our parent liaison provides parents with a parental involvement survey, in an effort to improve family and community involvement. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee and school principal. The survey results will be analyzed to determine decisions for the school year. Campus climate issues are then reviewed and discussed through consistent dialogue by campus staff to address specific barriers concerning students removed from their home campuses. In an effort to increase the ratio of parental involvement, BAC will host a bi-yearly district parental/community member volunteer meeting, in addition to the monthly meetings during 2019-2020 school year.

Perceptions Strengths

1. Mutual respect among all stakeholders
2. Campus-wide Discipline Management Program
3. Collaboration with Probation Officer and other external agencies (Counselor/Mesquite Treatment Center Support Services)
4. Partnership with Drill Instructors
5. Cleanliness of Campus
6. Monthly parental meetings (activities/programs orchestrated by Parent Liaison)
7. Parent/student/staff surveys
8. Required BAC Reflection/Transition letters from student's upon exit

Perceptions Needs

1. Increase budget for programs that educate on topics such as character/responsibility/drug abuse/violence/health.
2. Increase At-Risk student attendance by actively monitoring (ie. teacher phone logs) and provide incentives for all students.
3. Provide a variety of topics at parent meetings.
4. Annual district parental/community meeting.
5. Provide parents with discipline procedures during in-take orientation.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students **Data Analysis/Root Cause:** Lack of Budgetary Funding

Priority Need Statements

Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students

Data Analysis/Root Cause 1: Lack of Budgetary Funding

Need Statement 1 Areas: Demographics - Student Learning - Perceptions

Need Statement 2: Increase technology hardware/software upgrades for academic rigor in all core content areas (Edgenuity/Clever), teacher and administrators portable ipads to keep up with the virtual instruction, meetings and trainings, funded IT personal to help with the daily virtual instructional technology needs, any resources needed to stay up to date with the COVID-19 pandemic spread among students and staff

Data Analysis/Root Cause 2: Lack of District Funding

Need Statement 2 Areas: Student Learning

Need Statement 3: Provide more accelerated credit recovery opportunities to keep students from dropping out

Data Analysis/Root Cause 3: Limited ability to award course credit given the amount of time that a student attends BAC

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

Need Statement 4: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations

Data Analysis/Root Cause 4: Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.




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




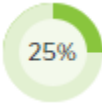

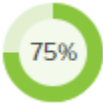
Goals







Goal 1: BAC 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 2) (TEA Ch. 4 Obj. 2, 4, 5, 7, and 11).



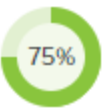


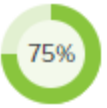




Performance Objective 1: BAC student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and EOC/STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide EOC/STAAR preparation classes focusing on reading strategies, writing process, language use and making complex inferences to ensure all students are successful in the state mandated assessments with the use of needed instructional supplies and technology.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test Results, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Summative: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: ELA and Reading Teachers, Principal, Assistant Principal and Administrator for State Compensatory Education, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 1, 2020 - End Date: July 30, 2021</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: General Supplies - Instructional supplies - 162 State Compensatory - 162-11-6399-00-033-Y-28-000-Y - \$7,000, General Supplies - Computer Supplies/Ink - 162 State Compensatory - 162-11-6399-62-033-Y-28-000-Y - \$6,000, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-033-Y-28-EOC-Y - \$2,100, General Supplies - Printed Instructional Services - 162 State Compensatory - 162-11-6399-16-033-Y-28-000-Y - \$500, General Supplies - Copy Paper - 162 State Compensatory - 162-11-6396-00-033-Y-28-000-Y - \$1,000, General Supplies - 162 State Compensatory - 162-33-6399-00-033-Y-28-000 - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans. Summative: STAAR/EOC Scores Staff Responsible for Monitoring: ELA and Reading Teachers, Administration, Counselors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Improve and provide instructional support to all students to include credit accrual to advanced students by implementing Brain-Pop and Edgenuity. Students will be reclassified by January if credit accrual is met. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, Lesson Plans, and Compass Student Reports. Summative: STAAR/EOC Scores Staff Responsible for Monitoring: ELA and Reading Teachers, Administration, Administrator for State Compensatory Education, Counselors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Improved instruction and enrichment activities in the foundation curriculum will be provided during the day, week, or six-weeks in order to improve middle and high school At-Risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, and Student Progress Reports.</p> <p>Summative: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Data Management Clerk, Counselors, Administrator for State Compensatory Education, Drill Instructors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Salary & Wages State Comp. - Teachers - 162 State Compensatory - 162-11-6119-00-033-Y-28-000-4 - \$821,228, Salary Wages State Comp. - Teacher Aide - 162 State Compensatory - 162-11-6129-00-033-Y-28-000-Y - \$69,115.20</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement an integrated, condensed, challenging standard Math curriculum with the use of needed instructional supplies and technology that will help all students to acquire their high-school credits in a faster pace, and at the same time, being able to increase their conceptual knowledge at their appropriate grade level according to the district campus improvement plan strategies and actions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports</p> <p>Summative: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Specialists, Administration, Counselor, Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Math teachers will implement Edgenuity software for credit recovery with the purpose of acceleration of credits to impact credit accrual in all students. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Edgenuity Student Reports. Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Math Teachers, Math Specialists, Special Ed. Teachers, Administration TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Implement with all students a standard Social Studies based curriculum, with the use of needed instructional supplies and technology, that will be achieved by: -Edgenuity(6th-12th) -Sheltered Instruction (Focus on Reading Strategies) -Vocabulary Enrichment -Textbook Integration -ESL Strategies -Reading & Writing strategies (prediction, inference, summarizing, paraphrasing & researching) -Benchmark Assessment & Unit Assessment Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Benchmark assessments, Edgenuity Student Reports Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Social Studies Teachers, Social Studies Curriculum Specialists, Administration, Counselor, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

Student Learning

Need Statement 1: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations **Data Analysis/Root Cause:** Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

Need Statement 3: Provide more accelerated credit recovery opportunities to keep students from dropping out **Data Analysis/Root Cause:** Limited ability to award course credit given the amount of time that a student attends BAC

Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students **Data Analysis/Root Cause:** Lack of Budgetary Funding

School Processes & Programs

Need Statement 1: Provide more accelerated credit recovery opportunities to keep students from dropping out **Data Analysis/Root Cause:** Limited ability to award course credit given the amount of time that a student attends BAC

Need Statement 2: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations **Data Analysis/Root Cause:** Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

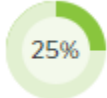









Perceptions

Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students **Data Analysis/Root Cause:** Lack of Budgetary Funding

Goal 1: BAC 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 2) (TEA Ch. 4 Obj. 2, 4, 5, 7, and 11).

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








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

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will complete written assignments in grammatically correct form and in complete sentences. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Benchmarks Summative: STAAR/EOC Scores Staff Responsible for Monitoring: ELA and Reading Teachers, Administration, and Teacher Aides TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Migrant students in 9th -11th TAKS/STAAR EOC results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Benchmarks Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Core Area Teachers, Counselors, Administration Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: BAC 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 2) (TEA Ch. 4 Obj. 2, 4, 5, 7, and 11).

Performance Objective 3: Certified and Classified personnel will provide daily instruction to include strategies for ELL and SPED populations, discipline management techniques, counseling, and health-related services in order to ensure the academic success of our at-risk students.








Evaluation Data Sources: EOC/STAAR Results, Attendance Rate, Student Progress Report, Sign-In Sheets, Parental Involvement Compliance Checklist, Employee Evaluations, EOY Survey, PEIMS and Discipline Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom rules, regulations, and procedures shall be enforced throughout the school year. Classroom environment conducive to teaching and learning. Promote awareness of the BAC rules, regulations and procedures including exit criteria to students and parents during the In-Take Orientations with the BAC drill instructors, counselors, support staff, and administrators to ensure student academic success.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walk-through Forms, Grades, Health Forms, Discipline Referrals, and Counseling Forms</p> <p>Summative: Parental Involvement Attendance Sheets, Attendance Rates, Discipline Referrals, Nurse Reports, STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administration, Drill Instructors, Nurse, Security, Paraprofessionals, Support Personnel</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The Board of Trustees, in collaboration with BAC 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 3)

Performance Objective 1: BAC facilities will implement energy savings plans; maintain and upgrade current facilities, as deemed appropriate, in order to provide a healthy and positive learning environment for students.




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








Strategy 1 Details	Reviews			
Strategy 1: BAC will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Milestone's/Strategy's Expected Results/Impact: Complete implementation of the BAC energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff ESF Levers: Lever 3: Positive School Culture - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: BAC will ensure effective and efficient use of all available funds in implementing a balanced budget: 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: BAC will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Strategy 1 Details	Reviews			
Strategy 1: BAC will support programs in the effective and efficient use of 100% of available budgeted funds based on the campus needs assessments. Milestone's/Strategy's Expected Results/Impact: Campus funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly Expenditure Reports compared (CIP) Summative: EOY Expenditure Reports Staff Responsible for Monitoring: Campus Administration DEIC/SBDM Committees Custodians TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: Salary & Wages State Comp. -Secretary V and Data Management Clerk - 162 State Compensatory - 162-23-6129-00-033-Y-28-000-Y - \$51,081.60, Substitutes Support Personnel - 162 State Compensatory - 162-11-6122-06-033-Y-28-000-Y - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Give priority to teachers instructional needs by content areas. Milestone's/Strategy's Expected Results/Impact: Budget plan will reflect teachers' needs based on content areas and needs of students. Formative: Monthly Expenditure Report Summative: Annual Expenditure Report Staff Responsible for Monitoring: Campus Administration Administrative Assistant Content Specialists Counselors Department Heads SBDM Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021 Funding Sources: - No Funds Required		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					








Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

Goal 3: BAC will ensure effective and efficient use of all available funds in implementing a balanced budget: 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: BAC will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Strategy 1 Details	Reviews			
Strategy 1: BAC will support campus SBDM committee in creating and participating in employee incentives/recognitions to improve employee, campus, and district morale/climate. Milestone's/Strategy's Expected Results/Impact: Formative Result: Campus CNA survey and district/campus climate survey data related to support and retention Summative Impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates Staff Responsible for Monitoring: Campus SBDM committee Climate Committee BAC Administration/Faculty and Staff TEA Priorities: Build a foundation of reading and math - Population: All BAC faculty/staff - Start Date: August 3, 2020 - End Date: July 30, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: Awards - 162 State Compensatory - 162-11-6498-00-033-Y-28-000-7 - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:



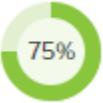







Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

Goal 4: BAC 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: All BAC program areas will provide the BISD Public Information Office with featured articles, recognition of students, extra-curricular activities, and parent/community events.











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

Strategy 1 Details	Reviews			
Strategy 1: B.A.C. will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Weekly news articles will indicate a new campus each week. Formative: Weekly Newsletter/Website Updated Summative: EOY Article featuring highlights of the B.A.C. throughout the school year Staff Responsible for Monitoring: Campus Administration Technology Support Teacher TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: B.A.C. will update campus website at least monthly including showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: Updated website (monthly) Summative: Updated website (monthly, consistently) Staff Responsible for Monitoring: Campus Administration Technology Support Teachers TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Refine and implement all safety plans across the Campus to ensure students are safe in the event of a crisis.

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

Strategy 1 Details	Reviews			
Strategy 1: Promote an awareness of the BAC rules, regulations and procedures including exit criteria to students and parents during the in-take presentations (Digitally or Face to Face) with the BAC drill instructor, counselor, and administrator to ensure student success. Rules, regulations, and procedures shall be enforced throughout the school year. Milestone's/Strategy's Expected Results/Impact: Formative: Discipline Referrals, Student Progress Reports, Number of Students assigned to I-BAC Summative: PEIMS Discipline Records Staff Responsible for Monitoring: Teachers, Counselors, Drill Instructors, Nurse, Administration TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021 Need Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Salary & Wages State Comp. - Drill Instructors - 162 State Compensatory - 162-11-6129-06-033-Y-28-000-Y - \$298,154.08	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain the upkeep of school grounds and classrooms to ensure that students have a good learning environment and learn to respect the environment. Milestone's/Strategy's Expected Results/Impact: Formative: Campus Observation, Teacher Surveys, and Safety Reports Summative: PEIMS Discipline Records, STAAR/EOC Staff Responsible for Monitoring: Teachers, Administration, Custodial Staff, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: Maintenance Supplies - 162 State Compensatory - 162-51-6315-00-033-Y-28-000-Y - \$3,000, Salary and Wages State Com. Custodial Staff - 162 State Compensatory - 162-51-6129-00-033-Y-28-000-Y - \$83,185.92, Custodial General Supplies - 162 State Compensatory - 162-51-6399-00-033-Y-28-000-Y - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Need Statements:




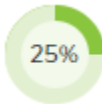

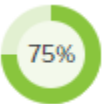
Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 1: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations Data Analysis/Root Cause: Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example. Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
School Processes & Programs
Need Statement 2: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations Data Analysis/Root Cause: Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding








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

Performance Objective 2: The students at BAC will be provided with an increased awareness of the importance of a healthy living to include safety, health, nutrition, substance abuse and violence prevention.

Evaluation Data Sources: Lesson Plans, Counseling Sessions, and Physical Training

Strategy 1 Details	Reviews			
Strategy 1: All students at BAC will build cardiovascular endurance and stamina to successfully engage in the Physical Education Program and follow the Physical Education Curriculum to be evaluated using the Fitness Gram. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs Summative: Physical Training Results Staff Responsible for Monitoring: Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: With the use of instructional supplies and technology, BAC will maintain the campus Physical Education program to ensure all students reach required moderate to vigorous physical activity to comply with Senate Bill 19. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs Summative: Physical Training Results Staff Responsible for Monitoring: Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Evaluate and recommend upgrade for equipment/ resources/software to ensure current and grade appropriate instruction and student safety for all students. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs Summative: Physical Training Results Staff Responsible for Monitoring: Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Campus nurse will assist with the overall health and safety of students to promote lifestyles free of harmful substances via the Center for Disease Control and the Texas Department of State Health Service Guidelines. Milestone's/Strategy's Expected Results/Impact: Formative: Nurse Sign-in Log Summative: Physical Training Results Reduced discipline issues related to drug abuse Staff Responsible for Monitoring: Administration, Nurse, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Funding Sources: Salary & Wages State Comp. - Nurse - 162 State Compensatory - 162-33-6119-00-033-Y-28-000-Y - \$51,730.56		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<p>Strategy 5: All cadets will be provided with Digital & Hard-Copy Cadet Training Manuals, supporting printed/digital materials, military style uniforms (if face to face), and physical/digital awards to ensure self-discipline, reduce distractions, reduce gang- related affiliations, and instill a sense of community while providing safety for all At-Risk students and staff.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Equipment Issue Reports, Cadet Point Sheets, Visual Observations.</p> <p>Summative: PEIMS Discipline Records</p> <p>Staff Responsible for Monitoring: Drill Instructors, Administrators, Counselors, and Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p> <p>Funding Sources: Students Uniforms - 162 State Compensatory - 162-11-6399-44-033-Y-28-000-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding</p>
Student Learning
<p>Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding</p>
Perceptions
<p>Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding</p>

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

Performance Objective 3: Disciplinary placements for In-school 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 Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
Strategy 1: Provide Discipline Management Program (DMP)/Zero Tolerance Initiative Program (Z-Tip)/Social Skills/Classroom Google/Schoology training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Sign-In Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations Summative: PEIMS Discipline Records Staff Responsible for Monitoring: Administration Drill Instructors Teachers IBAC Teacher Department Heads SBDM Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: BAC will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 4: Discipline referrals for removals or placements to the JJAEP will decrease by 2%.




Evaluation Data Sources: JJAEP placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Referrals report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to JJAEP placements




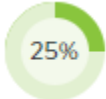


Strategy 1 Details	Reviews			
Strategy 1: Provide Classroom Google/Schoology training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved. Have outside agencies, such as Mesquite Treatment Center, hold meetings with students to discuss discipline, drug abuse, and other related topics (virtually or face to face). Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Sign-In Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations Summative: PEIMS Discipline Records Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				














Goal 6: The Board of Trustees, in collaboration with BAC Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity (virtually or face-to-face). 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 Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: School staff will improve parent/student communication and provide parents with skills to improve the home setting by providing them with a variety of trainings from community agencies and District Personnel, either virtually or face to face.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Fliers, Training Agendas, Training Sign-In Sheets, Open House</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>School Messenger Report Attendance Rate Discipline Referrals STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselors, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p> <p>Funding Sources: State Comp. Principal/Assistant - 162 State Compensatory - 162-236119-00-033-Y-28-000-Y - \$216,596</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: School staff will utilize questionnaires, surveys, telephone contact, and parent conferences to promote teacher/parent communication, either virtually or face to face. Milestone's/Strategy's Expected Results/Impact: Formative: Fliers, Agendas, Surveys, Questionnaires, Parent Contact Logs, Open House Summative: Parental Involvement Attendance Sheets School Messenger Report Survey Results Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselors, Teachers TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent Liaisons will make home visits to monitor student attendance and to make a parent connection as allowed by parameters set forth by the BISD in compliance with State & Federal Social Distancing Regulations in regard to the Covid-19 Pandemic. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Liaison Home Visit Logs Job Description Summative: Parental Involvement Attendance Sheets Increased Parent Participation Student Attendance Rate Discipline Referrals Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Clerical Staff, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: Salary & Wages State Comp. - Parent Liaison - 162 State Compensatory - 162-61-6129-00-033-Y-28-000-Y - \$25,656.40, Employee Travel - SCE-FTE Funding, Mileage - 162 State Compensatory - 162-61-6411-00-033-Y-28-000-Y	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: The Parental Involvement Team will disseminate and complete Title I Parental Involvement Policy during the first parent meeting of the year and the first SBDM meeting of the year (either virtually or face to face). Milestone's/Strategy's Expected Results/Impact: Formative: Fliers, Sign-In Sheets, Agendas and Zoom Meetings Summative: Attendance Rate Meeting Minutes Parent Participation STAAR/EOC Scores Staff Responsible for Monitoring: Parents, Administration, Parent Liaison, SBDM Committee Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Recognize the educational stakeholders such as parent volunteers and business/organizations for supporting campus activities in order to increase participation. Milestone's/Strategy's Expected Results/Impact: Formative: Recognition Meeting Agendas, Parent Awards Authority to Volunteer Form Summative: Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: School staff will disseminate the School-Parent-Student Compact indicating the responsibilities to ensure student achievement, either virtually or face to face. Milestone's/Strategy's Expected Results/Impact: Formative: Signed Compacts, Counselor In-takes, Sign-in Sheets, and Zoom Meetings Summative: Title I-A Parental Involvement Compliance Binder Attendance Rate Discipline Referrals STAAR/EOC Scores Staff Responsible for Monitoring: Parent Liaison, Administration, Clerical Staff TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 1 Need Statements:




Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding



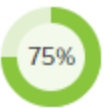




Goal 7: BAC educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning virtually thru different digital formats (Schoology, Google Classroom, Google meets and Teams). (TEA Ch. 4 Obj. 9)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans. Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Teachers, Administration, Counselors TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided with the necessary professional developments/training specifically designed for strategies for effective instruction with depth and rigor to ensure student academic success in the classroom and on STAAR/EOC assessments. Teachers will participate in Professional Development activities on the following topics as pertain to their subject:</p> <ul style="list-style-type: none"> -New End-of-Course testing standards and strategies -AWARE online system -Tango -ESL strategies -Lab Safety -EOC -Project Share -Edu-Smart -Science Maintenance Training -Reading Strategies -Open Ended Questions -Technology Integration (Schoology, Google Classroom, Google Meets, Zoom and Teams) -Student motivation strategies <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Lesson Plans, Walk-throughs, Classroom Test Results, Compass Learning Student Reports, PDS Session Evaluations, Sign-in Sheets, Agendas</p> <p>Summative: STAAR/EOC Scores, PDS Transcripts, EOC/STAAR, PBMAS, Staff Training and Materials.</p> <p>Staff Responsible for Monitoring: Teachers Specialist Administration Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Administrative Travel - 162 State Compensatory - 162-23-6411-23-033-Y-28-000-Y - \$3,000, BISD Professional Development, Curriculum Department, Region I - 162 State Compensatory - 162-13-6411-23-033-Y-28-000-Y - \$2,000, Misc. Operating Cost- Food and Refreshments - 162 State Compensatory - 162-13-6499-53-033-Y-28-000-Y - \$600, Employee Travel - 162 State Compensatory - 162-61-6411-00-033-Y-28-000-Y - \$600</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Administration will manage the instructional programs, provide instructional leadership to ensure student success and oversee the implementation of district and campus policies and procedures. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores Summative: STAAR/EOC Results Staff Responsible for Monitoring: Administration Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021 Funding Sources: RENTAL - OPERATING LEASES - 162 State Compensatory - 162-23-6269-13-033-Y-24 000-Y - \$3,500, Computer Supplies (Ink)-Administration - 162 State Compensatory - 162-23-6399-65-033-Y-28-000-Y - \$3,000, General Supplies-Administration - 162 State Compensatory - 162-23-6399-00-033-Y-28-000-Y - \$1,500, Miscellaneous Contracted Services - 162 State Compensatory - 162-11-6299-62-033-Y-28-000-Y - \$2,500, General Supplies - 162 State Compensatory - 162-11-6399-44-033-Y-28-000-Y, Rentals-Operating Leases - 162 State Compensatory - 162-11-6269-13-033-Y-28-000-Y - \$8,500		Formative			Summative
		Oct	Jan	Mar	June
					
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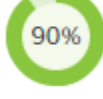

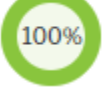




Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 3: Provide more accelerated credit recovery opportunities to keep students from dropping out Data Analysis/Root Cause: Limited ability to award course credit given the amount of time that a student attends BAC Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
School Processes & Programs
Need Statement 1: Provide more accelerated credit recovery opportunities to keep students from dropping out Data Analysis/Root Cause: Limited ability to award course credit given the amount of time that a student attends BAC
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

Goal 7: BAC 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 virtually thru different digital formats (Schoology, Google Classroom, Google meets and Teams). (TEA Ch. 4 Obj. 9)

Performance Objective 2: BAC staff will participate in required on-going trainings related to trauma informed care and safe and supportive school.

Evaluation Data Sources: Training records for BAC staff and implementation documentation

Strategy 1 Details	Reviews			
Strategy 1: All teachers, principal and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practice to support student's well-being and apply intervention for academic and emotional support. (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records Summative: End of year reports Staff Responsible for Monitoring: Administration, Counselor, Nurse, Teachers. ESF Levers: Lever 1: Strong School Leadership and Planning - Population: All Faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: BAC will have a training Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employee on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school or individual and support the district in implement the district's multi-hazard emergency operations plan. (Policy FFB) Milestone's/Strategy's Expected Results/Impact: Formative: Training Records Summative: End of Year reports Staff Responsible for Monitoring: Campus Threat Assessment Team Leader Population: All Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: BAC will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. BAC will provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative: Training records Summative: End of Year reports Staff Responsible for Monitoring: Campus Treat Assessment Team Leader Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:








Student Learning
Need Statement 1: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations Data Analysis/Root Cause: Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.
School Processes & Programs
Need Statement 2: Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations Data Analysis/Root Cause: Due to the incorporation of Distance Teaching, Professional Training is needed in the areas of Distance Learning/Instruction/ and Planning in the usage of Fore-thought, Google Classroom, Microsoft Teams, Zoom, and Schoology; for example.

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: BAC will show a 3% increase in all four key areas:

1. Teaching and Learning
2. Educator Preparation and Development
3. Leadership, Administration and Instructional Support
4. Infrastructure for Technology

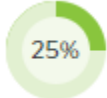





Evaluation Data Sources: EOY Student grades, electronic portfolios, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports








Strategy 1 Details	Reviews			
Strategy 1: Improvement in the cable network, wireless infrastructure and instructional work stations as we are virtually teaching in classrooms (virtual platform) for our students. Milestone's/Strategy's Expected Results/Impact: Six Weeks Avgs Semester Avgs Consistent Program of Study Formative: *Observations Summative: *Cable installation Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, SBDM committee, Department Heads Population: Bilingual, ELL, Mig, Sp. Ed., Dyslexia, At Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
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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: Technology will be implemented 100% of the instructional week to increase the effectiveness of student learning, instructional staff development, and administrative duties.

Evaluation Data Sources: STARR/EOC Scores, Increase Student Attendance by 10%

Strategy 1 Details	Reviews			
Strategy 1: Increase student success of EOC/STAAR assessment by utilizing mobile/multi-media technologies in the classroom to present academic objectives. Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs, T-TESS Pre-Conference, Formal Observations Summative: STAAR/EOC Scores, T-TESS Post-Conference Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Integrate technology into classroom lesson presentations using software/media program such as Edgenuity, Brain Pop, QUIZZZ, Edgenuity Blended, KAHOOT, MYHRW to actively engage class and provide student response tracking/management for academic success. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Student Progress Report Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Teachers, Administration, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Enhance the delivery of academic instruction in the classroom for all students through the use of computer based instruction and adaptive assisted devices Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Teachers, Administration, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Need Statements: Demographics 1 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Computer Supplies/ Software - Locally Defined - 162 State Compensatory - 162-11-6398-62-033-Y-28-0J2-Y, Computer Supplies/Software - Locally Defined - 162 State Compensatory - 162-11-6398-62--033-Y-28-337-Y		Formative			Summative
		Oct	Jan	Mar	June
					
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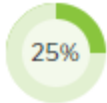






Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 3: Provide more accelerated credit recovery opportunities to keep students from dropping out Data Analysis/Root Cause: Limited ability to award course credit given the amount of time that a student attends BAC Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
School Processes & Programs
Need Statement 1: Provide more accelerated credit recovery opportunities to keep students from dropping out Data Analysis/Root Cause: Limited ability to award course credit given the amount of time that a student attends BAC
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

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

Performance Objective 1: Increase BAC overall attendance rate to 96.8% with a target of 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 1% over prior year attendance.







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








Strategy 1 Details	Reviews			
Strategy 1: Train and monitor teachers to examine attendance reports daily and contact parents and campus staff of all absent students. Maintain sign-in sheets in all office personnel's offices to account for all students who may be reporting there instead of their classrooms during attendance. Milestone's/Strategy's Expected Results/Impact: Formative: Attendance Reports, Phone Logs, Sign-In Sheets Summative: Attendance Rate Staff Responsible for Monitoring: Teachers, Data Management Clerk, Parent Liaison, Administration, Probation Officer TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: An attendance committee will be assembled to develop awards for attendance based on a six weeks basis. Perfect attendance for their stay at the BAC will also be recognized. Milestone's/Strategy's Expected Results/Impact: Formative: Attendance Reports, Student Progress Report Summative: Attendance Rate Staff Responsible for Monitoring: Attendance Committee, Teachers, Parent Liaison, Data Management Clerk, Administration, and Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 9: Through enhanced dropout prevention efforts, all BAC students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

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

Strategy 1 Details	Reviews			
Strategy 1: Through the use of technology, professional development, and supporting materials, staff will assist students with issues interfering with learning (self-discipline, emotional distress, family problems, and/or alcohol/drug use) Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Dropout Reports, Counselor Logs, At-Risk Progress Reports Summative: STAAR Dropout rate, Retention rate Staff Responsible for Monitoring: Teachers, Counselors, Social Workers, Nurse, Parent Liaisons, Administration, and Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: Salary Wages State Comp. - Counselor - 162 State Compensatory - 162-31-6119-00-033-Y-28-000-Y - \$79,070.55	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with outside agencies to ensure students are receiving all applicable services to improve student academic and behavioral achievement. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Reports, Annual Evaluations Summative: STAAR, Dropout Rate, Retention Rat Staff Responsible for Monitoring: Social worker, Administration and Administrator for State Compensatory Education, Counseling Center (Mesquite Treatment) TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will be provided with professional development specifically designed for strategies for effective instruction with depth and rigor to ensure student success on STAAR/EOC assessments. Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Sign in sheets, ERO Sessions, ERO Evaluations, Classroom Observations, Lesson Plans, Student Progress Reports, Benchmark Scores. Summative: STAAR, Dropout Rate, Retention Rate Staff Responsible for Monitoring: Teachers, Administration, Administrator for State Compensatory Education TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021 Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1 Funding Sources: General Supplies - 162 State Compensatory - 162-13-6399-65-033-Y-28-000-Y - \$3,500		Formative			Summative
		Oct	Jan	Mar	June
					
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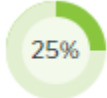


Performance Objective 2 Need Statements:








Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

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

Performance Objective 3: BAC will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 1%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: At-Risk students enrolled in all secondary courses, with the use of needed instructional supplies and technology, will conduct visual demonstrations for laboratory investigations as part of their instructional time. Middle School students enrolled in all science courses will conduct visual demonstrations for laboratory investigations as part of their instructional time.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports, Credit Accrual</p> <p>Summative: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Science Teacher, Science Specialists, Administration, Counselor, Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: July 30, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement effective intervention strategies for each student not demonstrating grade level science competencies:</p> <ul style="list-style-type: none"> -Individual enrichment activities -Vocabulary activities -Sheltered activities -Computer based interactive study guides -STAAR-EOC -Teacher feedback on student daily work <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walkthroughs, Classroom Test Results.</p> <p>Summative: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Science Teachers, Science Specialists, Special Ed. Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement and create intervention plans for At-Risk students not demonstrating grade level Social Studies competencies: -EOC/STAAR released exams -Computer based study guides -District Benchmarks -Individual Enrichment activities Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs, Classroom Test Results. Summative: STAAR/EOC Scores Staff Responsible for Monitoring: Social Studies Teachers, Social Studies Specialists, Special Ed. Teachers, Administration TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

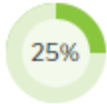






Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Student Learning
Need Statement 4: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding
Perceptions
Need Statement 1: Address the needs of all student populations with a focus on the academic success of AT-Risk, IDEA, 504, ELL, and Migrant students Data Analysis/Root Cause: Lack of Budgetary Funding

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To promote physically and emotionally healthy students, the district will utilize the</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Nurse, Campus Counseling Department, Mesquite Treatment Counseling Center, Dept Chairs & Campus Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Population: At-Risk - Start Date: August 3, 2020 - End Date: June 4, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Brownsville Academic Center

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-033-Y-28-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$2,100.00
162-11-6122-06-033-Y-28-000-Y	6122 Salaries or Wages for Substitute Support Personnel	\$8,000.00
6100 Subtotal:		\$10,100.00
6200 Professional and Contracted Services		
162-11-6269-13-033-Y-28-000-Y	6269 Rentals - Operating Leases	\$8,500.00
162-23-6269-13-033-Y-24-000-Y	6269 Rentals - Operating Leases	\$3,500.00
162-11-6299-62-033-Y-28-000-Y	6299 Miscellaneous Contracted Services	\$2,500.00
6200 Subtotal:		\$14,500.00
6300 Supplies and Services		
162-51-6315-00-033-Y-28-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$3,000.00
162-11-6396-00-033-Y-28-000-Y	6396 Supplies and Materials - Locally Defined	\$1,000.00
162-11-6399-00-033-Y-28-000-Y	6399 General Supplies	\$7,000.00
162-11-6399-16-033-Y-28-000-Y	6399 General Supplies	\$500.00
162-11-6399-44-033-Y-28-000-Y	6399 General Supplies	\$2,000.00
162-11-6399-62-033-Y-28-000-Y	6399 General Supplies	\$6,000.00
162-13-6399-65-033-Y-28-000-Y	6399 General Supplies	\$3,500.00
162-23-6399-00-033-Y-28-000-Y	6399 General Supplies	\$1,500.00
162-23-6399-65-033-Y-28-000-Y	6399 General Supplies	\$3,000.00
162-33-6399-00-033-Y-28-000-Y	6399 General Supplies	\$300.00
162-51-6399-00-033-Y-28-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$30,800.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6400 Other Operating Costs		
162-13-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$2,000.00
162-23-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$3,000.00
162-61-6411-00-033-Y-28-000-Y	6411 Employee Travel	\$600.00
162-11-6498-00-033-Y-28-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$500.00
162-13-6499-53-033-Y-28-000-Y	6499 Miscellaneous Operating Costs	\$600.00
6400 Subtotal:		\$6,700.00

Personnel for Brownsville Academic Center

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Kristen	Drill Instructor	BAC	1
Brewer, Zachary	Nurse	BAC	1
Briones, Javier	Drill Instructor	BAC	1
Briseno, Isidro	Drill Instructor	BAC	1
Castillo, Ana D.	Parent Liaison	BAC	1
Castro, Eleazar	History Teacher	BAC	1
Castro, Eric	Drill Instructor	BAC1	1
Chavez, Carlos A	Science Teacher	BAC	1
Cordova, Antonio	STARS Teacher	BAC	1
Diaz, Sergio	Drill Instructor	BAC	1
Duran, Elizabeth D.	Teacher Aide	BAC	1
Garcia, Jorge L.	Drill Instructor	BAC	1
Garcia, Ninfa	Reading Teacher	BAC	1
Garcia, Rose M.	STARS Teacher	BAC	1
Garza, Martha	Drill Instructor	BAC	1
Gomez, Sandra	Assistant Principal	BAC	1
Gonzalez, Ignacio	Drill Instructor	BAC	1
Govea, Doris	Drill Instructor	BAC	1
Gracia, Maria	Senior Drill Instructor	BAC	1
Gutierrez, Elida M.	Secretary V	BAC	1
Hernandez, Gabriel	Security V	BAC	1
Hernandez, Hector	Principal	BAC	1
Hernandez, Luz	English Teacher	BAC	1
Ibarra, Saul	Teacher Aide	BAC	1
Kaull, Mark	Assistant Principal	BAC	1
Medina, Diana M.	Counselor At-Risk	BAC	1
Medrano, Hortencia C.	Social Worker	BAC	1
Moreno, Elisa	Science Teacher	BAC	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Moreno, Micaela	Head Custodian	BAC	1
Morrison, Gyssa E.	Science Teacher	BAC	1
Navarro, Marina	Data Entry Management Clerk	BAC	1
Pinion, Rebecca N.	English Teacher	BAC	1
Ramos, Lorenzo	Drill Instructor	BAC	1
Reyes, Hector	Reading Teacher	BAC	1
Rodriguez, Brenda I.	Math Teacher	BAC	1
Rodriguez, Fabian	Drill Instructor	BAC	1
Rodriguez, Karina	Drill Instructor	BAC	1
Ruiz, Maria E.	STARS Teacher	BAC	1
Salinas, Eliseo	Drill Instructor	BAC	1
Serna, Enriqueta A.	Custodian	BAC	1
Tacla, Jaime	Custodian	BAC	1
Taliancich, Graciela	ISS Teacher	BAC	1
Trueba, Maria A.	Counselor At-risk	BAC	1
Villafuerte, Rene	Dyslexia Split Campus Teacher	BAC	.25
Villarreal Jr., Fernando	History Teacher	BAC	1
Villarreal, Elizabeth	Teacher Aide	BAC	1
Zamora, Manuel A.	Math Teacher	BAC	1

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Sandra Gomez	Dean
Classroom Teacher	Carlos Chavez	Science Dept.
Classroom Teacher	Luz Hernandez	English Dept.
Classroom Teacher	Charles West	Special Education Department
Parent	Martha Chavez	Parent
Administrator	Hector Hernandez	Administrator
District-level Professional	Dr. Greg Garcia	Grant Specialist
Community Representative	Dr. Tony Zavaleta	TSC Trustee
Community Representative	Scott Graham	U.S. Navy (Civilian)
Business Representative	Rene Cardenas	Cardenas Motors
Business Representative	Benjamin Mendoza	Tae-Kwon-Do Instructor
Classroom Teacher	Rebecca Pinion	English Dept.
Non-classroom Professional	Mark Kaull	Assistant Principal
Non-classroom Professional	Maria-Antonia Trueba	Counselor
Classroom Teacher	Elisa Moreno	Science Dept.
Parent	Kayla Chavez	Parent
Classroom Teacher	Gyssa Morisson	Science Dept.
Classroom Teacher	Manuel Zamora	Math Dept.

Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies - Instructional supplies	162-11-6399-00-033-Y-28-000-Y	\$7,000.00
1	1	1	General Supplies - Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$6,000.00
1	1	1	Professional Extra Duty Pay	162-11-6118-00-033-Y-28-EOC-Y	\$2,100.00
1	1	1	General Supplies - Printed Instructional Services	162-11-6399-16-033-Y-28-000-Y	\$500.00
1	1	1	General Supplies - Copy Paper	162-11-6396-00-033-Y-28-000-Y	\$1,000.00
1	1	1	General Supplies	162-33-6399-00-033-Y-28-000	\$300.00
1	1	4	Salary & Wages State Comp. - Teachers	162-11-6119-00-033-Y-28-000-4	\$821,228.00
1	1	4	Salary Wages State Comp. - Teacher Aide	162-11-6129-00-033-Y-28-000-Y	\$69,115.20
3	1	1	Salary & Wages State Comp. -Secretary V and Data Management Clerk	162-23-6129-00-033-Y-28-000-Y	\$51,081.60
3	1	1	Substitutes Support Personnel	162-11-6122-06-033-Y-28-000-Y	\$8,000.00
3	2	1	Awards	162-11-6498-00-033-Y-28-000-7	\$500.00
5	1	1	Salary & Wages State Comp. - Drill Instructors	162-11-6129-06-033-Y-28-000-Y	\$298,154.08
5	1	2	Maintenance Supplies	162-51-6315-00-033-Y-28-000-Y	\$3,000.00
5	1	2	Salary and Wages State Com. Custodial Staff	162-51-6129-00-033-Y-28-000-Y	\$83,185.92
5	1	2	Custodial General Supplies	162-51-6399-00-033-Y-28-000-Y	\$3,000.00
5	2	4	Salary & Wages State Comp. - Nurse	162-33-6119-00-033-Y-28-000-Y	\$51,730.56
5	2	5	Students Uniforms	162-11-6399-44-033-Y-28-000-Y	\$2,000.00
6	1	1	State Comp. Principal/Assistant	162-236119-00-033-Y-28-000-Y	\$216,596.00
6	1	3	Salary & Wages State Comp. - Parent Liaison	162-61-6129-00-033-Y-28-000-Y	\$25,656.40
6	1	3	Employee Travel - SCE-FTE Funding, Mileage	162-61-6411-00-033-Y-28-000-Y	\$0.00
7	1	2	Administrative Travel	162-23-6411-23-033-Y-28-000-Y	\$3,000.00
7	1	2	BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$2,000.00
7	1	2	Misc. Operating Cost- Food and Refreshments	162-13-6499-53-033-Y-28-000-Y	\$600.00
7	1	2	Employee Travel	162-61-6411-00-033-Y-28-000-Y	\$600.00
7	1	3	RENTAL - OPERATING LEASES	162-23-6269-13-033-Y-24 000-Y	\$3,500.00
7	1	3	Computer Supplies (Ink)-Administration	162-23-6399-65-033-Y-28-000-Y	\$3,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	General Supplies-Administration	162-23-6399-00-033-Y-28-000-Y	\$1,500.00
7	1	3	Miscellaneous Contracted Services	162-11-6299-62-033-Y-28-000-Y	\$2,500.00
7	1	3	General Supplies	162-11-6399-44-033-Y-28-000-Y	\$0.00
7	1	3	Rentals-Operating Leases	162-11-6269-13-033-Y-28-000-Y	\$8,500.00
8	2	3	Computer Supplies/ Software - Locally Defined	162-11-6398-62-033-Y-28-0J2-Y	\$0.00
8	2	3	Computer Supplies/Software - Locally Defined	162-11-6398-62--033-Y-28-337-Y	\$0.00
9	2	1	Salary Wages State Comp. - Counselor	162-31-6119-00-033-Y-28-000-Y	\$79,070.55
9	2	3	General Supplies	162-13-6399-65-033-Y-28-000-Y	\$3,500.00
Sub-Total					\$1,757,918.31
Budgeted Fund Source Amount					\$1,757,918.31
+/- Difference					\$0.00
Grand Total					\$1,757,918.31

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

FFBA
(LOCAL)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

**Trauma-Informed
Care Policy**

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
 - a. Increasing staff and parent awareness of trauma-informed care; and
 - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325 [redesignated as Education Code 38.351];
2. As part of any new employee orientation for all new district educators; and
3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

For any training under this provision, a district shall maintain records that include the name of each district staff member who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)–(d), (f)

Reporting to TEA

A district shall report annually to TEA the following information for the district as a whole and for each school campus:

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

FFBA
(LEGAL)

1. The number of teachers, principals, and counselors employed by the district who have completed training under this provision; and
2. The total number of teachers, principals, and counselors employed by the district.

Education Code 38.036(e)

Threat Assessment

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more

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than one campus of a district, provided that each district campus is assigned a team.

Oversight
Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
 - a. Referring a student for mental health assessment; and
 - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Consent for Mental
Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)–(g)

Determination of
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the

parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)–(j)

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
 - a. Any disciplinary action taken, including a change in school placement;
 - b. Any action taken by law enforcement; or
 - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
 - a. Citations issued for Class C misdemeanor offenses;
 - b. Arrests;
 - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
 - e. Referrals to or changes in counseling, mental health, special education, or other services;
 - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
 - g. Unexcused absences of 15 or more days during the school year; and
 - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Health and Safety Code 161.325 [redesignated to Education Code 38.351, see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
 - b. Mental health or psychological first aid for schools;
 - c. Training relating to the safe and supportive school program; or
 - d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

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**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

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For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

**Sexual Abuse,
Trafficking, and
Maltreatment
Policies and
Programs**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or
Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a
Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

By Any Person

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

*Abuse of Persons
with Disabilities*

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

By a Professional

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

Family Code 261.101(b)

Adult Victims of Abuse

A person or professional shall make a report in the manner required above if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

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1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

To Whom Reported

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

JJAEPs

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term “juvenile justice program” includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act), and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006 and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department

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shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Texas Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

Reporting Policy A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code, Chapter 261, and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;

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2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline web-site](https://www.txabusehotline.org/)¹ for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

¹ Texas Abuse Hotline website: <https://www.txabusehotline.org/>

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**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child

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and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

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and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>