

# **Brownsville Independent School District**

## **Veterans Memorial Early College High School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

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



# Mission Statement

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

## Vision

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

## Campus Narrative

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

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

School Mascot: **Chargers**

School Song:

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

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

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

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

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

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

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Goal 11: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3) Meta 2: La Mesa Directiva, en colaboración con el personal del distrito, la administración, los padres y la comunidad garantizará la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energía para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 3)	75
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Goal 13: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)	79
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Goal 18: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3) Meta 9: A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)	97
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# Comprehensive Needs Assessment

Revised/Approved: April 21, 2022

## Demographics

### Demographics Summary

The total enrollment for Veterans Memorial ECHS is approximately 2,092 students from 9th to 12th grades. The Veterans Memorial Early College High School populations is comprised of: 97.8% Hispanics, 1.3% White, .2% Asian, and .4% African American. 63.9% of our student population is considered economically disadvantaged, and 41.5% are identified as At-Risk. Additionally, our English Language Learners make up 11.1% of our student population, and 220 of our students are identified as students with disabilities.

### Demographics Strengths

- Over 77% of our teachers have over 5 years of experience.
- Over 750 students enroll in Dual Enrollment Courses
- An increase in the number of students pursuing an Associates Degree has doubled
- An increase in Advanced Placement courses.
- 20% of our teachers have a Masters Degree, which allows them to teach DE courses.
- Average class size is 20:1

### Need Statements Identifying Demographics Needs

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

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

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

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

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

# Student Learning

## Student Learning Summary

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

STAAR Performance Rates	Year	Campus	Econonmically Disadvantaged	English Learners	Special Education
At Approaches Grade Level or Above	2021	84%	80%	68%	65%
	2019	89%	86%	76%	65%
	2018	88%	57%	76%	60%
At Meets Grade Level or Above	2021	63%	57%	40%	31%
	2019	71%	65%	47%	38%
	2018	67%	64%	43%	33%
At Masters Grade Level	2021	22%	17%	7%	11%
	2019	29%	25%	16%	20%
	2018	22%	20%	8%	16%

## Student Learning Strengths

- Met Standard in State Accountability Rating, Met all Performance Indexes
- Data Review Sessions for testing teachers help drive instruction and monitor student progress.
- Saturday Academies are offered during the Fall and Spring semester to assist retesters and primary testers.
- Extended Day tutorials are offered throughout the school year, Monday through Friday.
- Drop Out Rate for 2021 was .0%.

## Need Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

- Knowledge of district curriculum and TEKS
- Monthly Department Meetings for all subject areas
- Weekly Strand Meetings
- Data Review Sessions
- Recognition of students for academic performances
- Implementation of district created checkpoints and benchmarks
- Teacher created assessments
- AP Teachers are GT and AP Certified and receive 6 hours of ongoing development each year
- Teachers have on-going trainings for technology
- Various academic, fine arts, and athletic activities are available to students
- Vertical Alignment Meetings

## Need Statements Identifying School Processes & Programs Needs

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

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

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

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

to enable them to be successful.

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

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

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

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

The CNA indicates parents and the community are pleased with the academic opportunities provided by Veterans Memorial Early College High School. Parents feel that the administration and teachers are available to them and opportunities for rigor exist. Parents indicated their children were distracted at home during virtual instruction and feel their children learn best at school in person. There was also a belief students have more opportunities in school. Teachers indicated they would like more professional development in technology. Students are glad to be in school and feel safe. The perception is that drugs and weapons are not a high concern at Veterans.

## Need Statements Identifying Perceptions Needs

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

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

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

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

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

# Priority Need Statements

**Need Statement 2:** Improve academic support provided to At Risk Students.

**Data Analysis/Root Cause 2:** The at-risk population tends to perform lower compared to the rest of the population.

**Need Statement 2 Areas:** Demographics

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

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

**Need Statement 4 Areas:** Student Learning

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

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

**Need Statement 12 Areas:** Perceptions

**Need Statement 1:** Increase LEP, At-Risk, Economically Disadvantaged assessment scores.

**Data Analysis/Root Cause 1:** LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

**Need Statement 1 Areas:** Demographics

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

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

**Need Statement 5 Areas:** Student Learning

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

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

**Need Statement 11 Areas:** School Processes & Programs - Perceptions

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

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

**Need Statement 3 Areas:** Demographics

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

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

**Need Statement 6 Areas:** Student Learning

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

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

**Need Statement 9 Areas:** Student Learning - Perceptions

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

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

**Need Statement 8 Areas:** Student Learning - Perceptions

**Need Statement 7:** Supplemental/technological materials will be purchased and distributed to aid teachers, counselors and librarians in implementing curriculum and thus providing instruction for students.

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

**Need Statement 7 Areas:** Student Learning

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

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

**Need Statement 10 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

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

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

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

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

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

# Goals

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

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

## HB3 Goal

**Evaluation Data Sources:** STAAR/EOC performance reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will meet throughout the school year to align the curriculum, scope and sequence and make decisions in regards to appropriate assessments and improvement of instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *Lesson plans *Framework *Scope and sequence *Sign-in Logs *Walk-through observations  Summative: *Final Exams  <b>Staff Responsible for Monitoring:</b> Principal Dean Core Area Department Assistant Principal  <b>Population:</b> Teachers 9th-12th grade - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 - <b>Revision Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Support research-based response to intervention (RTI) strategies, including tutorials and remediation for students diagnosed as performing below campus established proficiency levels so that struggling students gain a year or more in progress.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Tutorial rosters Diagnostic test results from previous years Failure lists Classroom Assessments Benchmarks  Summative: Final Exams End-of-Course Exams  <b>Staff Responsible for Monitoring:</b> Core Math Teachers Special Education Dean of Instruction  <b>Population:</b> 9th-12th grade students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> EDGENUITY - 162 State Compensatory - 162-11-6299-62-009-Y-24-EOC-Y		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting Minutes  Summative: Lesson Plans Framework Scope and Sequence Benchmarks Student Assessments End-of-Course Exams Final Exams  <b>Staff Responsible for Monitoring:</b> Core Dept Chair Dean of Instruction  <b>Population:</b> ALL TEACHERS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement online resources/materials such as Edgenuity to improve student performance in the classroom and on state assessments. Purchase ongoing site license for Compass Learning software to address students' weaknesses in Core Areas. In order to assist with virtual learning, online resources will be more vital for teachers in the common core areas such as Math, Science, ELA and Social Studies. Teachers will be provided with materials to assist with virtual learning</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Student participation  Class Observations  Lesson Plans</p> <p>Summative:  Student Assessments  Final Exams  End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Core Area Depts.</p> <p><b>Population:</b> Core Area Students: ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> Edgenuity - 211 Title I-A - 211-11-6299-62-009-Y30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff and Personnel will work diligently with our At- Risk population to help improve EOC scores in all the content areas by providing small group instruction and additional support in and out of the classroom. Materials, resources and supplies will be available for instructional use.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Lesson Plans  Benchmarks</p> <p>Summative:  Success on state assessments  End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Teachers  Principal  Dean of Instruction  Counselor  Nurses  Instructional Aides</p> <p><b>Population:</b> 9th -12th grade-AT Risk Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> MATERIALS, RESOURCES &amp; SUPPLIES - 281 ESSER II Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *Benchmark testing *Teacher Observations *Progress Reports  Summative: *Final Exams *End-of-Course Exams <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Teachers -9th-12th grade Teachers -Special Education Teachers -Dyslexia Teachers -Principals -Dean of Instruction  <b>Population:</b> 9th - 12th students: - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in classroom instruction.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Coordination/ collaboration meeting schedules Sign-in sheets  Summative: Final Exams End-of-Course Exams TELPAS <b>Staff Responsible for Monitoring:</b> Principals Dean of Instruction Bilingual/ ESL and Special Education Departmental and Campus staff  <b>Population:</b> CORE AREA TEACHERS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize data from district and campus benchmarks and state assessments to: * Target instruction for populations and individuals * Increase student achievement. * Plan future professional development opportunities to improve the delivery of Core Area instruction * Disaggregate data on EOC to plan instruction, design benchmarks, and create student assessments to improve student success on STAAR EOC, benchmark and CNA tests. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  *Lesson Plans *Class Observations *Benchmark Tests *Walkthroughs *Class Assessments *Grades  Summative: *End-of-Course Exams <b>Staff Responsible for Monitoring:</b> Social Studies Teachers Sp. Ed. Department Teachers Dean of Instruction Campus Administrators  <b>Population:</b> EOC TEACHERS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  *Program effectiveness based on assessment results and parent and student surveys *Transcript analysis  Summative:  *Graduation Rate *Completion Rate <b>Staff Responsible for Monitoring:</b> ESL Teacher, Dean, Counselor  <b>Population:</b> Recent Immigrant and LEP students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Campus personnel will ensure the district initiative to provide social emotional learning is implemented. Students will participate during the instructional school day and after school using Suite 360 and other necessary resources <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Program Effectives through surveys  Summative: Attendance <b>Staff Responsible for Monitoring:</b> Librarian, counselors, administration  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

**Performance Objective 2:** Veterans Memorial ECHS Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> CTE COPY PAPER - 164 State Career and Technical Education - 164-11-6396-00-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6398-00-009-y-22-000-y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6398-62-009-Y-22-000-Y, CTE FURNITURE - 164 State Career and Technical Education - 164-11-63999-45-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6399-01-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS AV - 164 State Career and Technical Education - 164-11-6399-av-009-y-22-000-y, CTE SUPPLIES AND MATERIALS ARCHITECTURE - 164 State Career and Technical Education - 164-11-6399-AC-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- BUSINESS - 164 State Career and Technical Education - 164-11-6399-BA-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- HEALTH SCIENCE - 164 State Career and Technical Education - 164-11-6399-HL-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- LAW - 164 State Career and Technical Education - 164-11-6399-LW-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- ENGINEERING - 164 State Career and Technical Education - 164-11-6399-SC-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL IN DISTRICT - 164 State Career and Technical Education - 164-11-6411-00-009-Y-22-000-Y, CTE FEES - 164 State Career and Technical Education - 164-11-6497-00-009-Y-22-000-Y, CTE FURNITURE AND EQUIPMENT - 164 State Career and Technical Education - 164-11-6639-00-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL OUT OF DISTRICT - 164 State Career and Technical Education - 164-13-6411-23-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-31-6398-00-009-Y-22-000-Y, CTE GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Add career specific courses to curriculum to meet the demand of student needs and increase the number of students enrolled in CTE courses and CTSO's by 15% each year.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs  Semester Avgs  Course Completion  Consistent Program of Study</p> <p>Formative:  *Student Tallies  *Class Rosters</p> <p>Summative:  * Student Schedules  * Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> CTE Administrator,  CTE Lead Teacher  CPO,  Counselors  Dean of Instruction,  Principal</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022  <b>Funding Sources:</b> CTE INSTRUCTIONAL SOFTWARE - 164 State Career and Technical Education - 164-11-6395-62-009-Y-22-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide all students with age appropriate CTE information and guidance for a better understanding of career choices.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: Flyers Brochures Sign-In Sheets</p> <p>Summative: Post Grad career choices</p> <p><b>Staff Responsible for Monitoring:</b> CTE Advisory Committees, CTE Teachers, CTE Lead Teacher, CPO, Counselors, CTE Teachers</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> CTE GUIDANCE AND COUNSELING SUPPLIES - 164 State Career and Technical Education - 164-31-6399-2S-009-Y-22-032-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-23-009-Y-22-000-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-00-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-31-6498-00-009-Y-22-032-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Documentation for Students competing at the regional, state and national levels. +Increase accolades for students in respective competitive areas Summative: +increased participation and success in CTE-related competitions</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers CTE Administrative Staff Career Placement Officers</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-11-6412-FT-009-Y-22-000-Y, CTE STUDENT TRANSPORTATION COST - 164 State Career and Technical Education - 164-11-6494-FT-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-11-6498-01-009-Y-22-000-Y, CTE MISC OPERATING COSTS - 164 State Career and Technical Education - 164-11-6499-53-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-ba-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-HL-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-TS-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-00-009-Y-22-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate aligned curriculum for Honors and AP courses in the core areas of English, math, science, social studies, and foreign languages to improve students participation and passing rates on AP exams. Students will be encouraged to challenge AP exams. Campus allocated funds will be used to pay for AP exams.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Curriculum documents</p> <p>Summative: Student Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Dean Testing Coordinator</p> <p><b>Population:</b> CORE AREA TEACHERS/ ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> TESTING MATERIALS - 211 Title I-A - 211-11-6339-00-009-Y-30-0F2-Y - \$51,060</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board Audit process. Dual enrollment teachers will provide opportunities for our high school students to receive college credit. Pay tuition for students to enroll in dual enrollment classes</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Syllabus acceptance letter for the College Board Acceptance letter from college</p> <p>Summative: Student AP scores Student final grade</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Dean of Instruction</p> <p><b>Population:</b> AP/Dual Enrollment Teachers - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> - 162 State Compensatory - 162-11-6223-15009-Y-30-000Y, - 162 State Compensatory - 162-11-6299-15009-Y-30-000Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Guidance and counseling will provide a University Day where BISD students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student information on admissions, financial aid and scholarship information to increase the number of students qualifying for financial aid. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA <b>Staff Responsible for Monitoring:</b> Counselors Dean Principal  <b>Population:</b> 11th grade students - <b>Start Date:</b> September 6, 2021 - <b>End Date:</b> June 2, 2022		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All students at Veterans Memorial Early College High School will have personal graduation plans (PGP's) which are developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's. <b>Milestone's/Strategy's Expected Results/Impact:</b> Tutorial Sign-In Sheets Increase of students attending tutorials. Increase of student interventions. Increase of graduation rates <b>Staff Responsible for Monitoring:</b> Counselors Administrators  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 2, 2022		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Advise TX services will assist in providing students with adequate access to information about going to college, which will help increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a post-secondary education. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students who apply for colleges, scholarships, and financial aid.  <b>Staff Responsible for Monitoring:</b> Counselors Administrator  <b>Population:</b> 11TH AND 12TH GRADE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> ADVISE TX - 211 Title I-A - 211-31-6299-00-009-Y-30-TUK-Y		Formative			Summative
		Oct	Jan	Mar	May





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses.</p> <p>AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students enrolled in advanced level courses.</p> <p>Increased number of students who apply for colleges.</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Administration</p> <p><b>Population:</b> ECHS COHORT STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> AVID Program - 282 ESSER III Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> TSI Teacher and TSI Lab will be used to regularly TSI test students to ensure their enrollment and success in Dual Enrollment courses and post secondary education. Students will have opportunity for Dual Enrollment courses.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students enrolled in advanced level courses.</p> <p>Increased number of students who apply for colleges.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> DUAL FEES - 282 ESSER III Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students.</p> <p>PFS students will be provided with clothing (sweatshirts, jeans, and socks, shoes) as needed in order to assist them with the necessities that will ensure their school attendance.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: Fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Campus Clerk Migrant Service Coordinator</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Migrant students (9th - 12th) will have credit accrual opportunities through the Migrant Department Correspondence Courses and/or Credit by Exams to ensure on time for graduation. (PBMAS)</p> <p>Migrant students (12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarship and college applications.</p> <p>Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP)</p> <p>Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and /or recovery in order to ensure secondary credit for on-time graduation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Credit Accrual Needs of Migrant Students and Student Transcripts Summative: Awarded Credits on Student Transcripts</p> <p><b>Staff Responsible for Monitoring:</b> HS Counselors Migrant Campus Clerk DMC MSC</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div> </div>				

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

**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 (using 2020 data due to Covid) participation.

**Evaluation Data Sources:** Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.</p> <p>Suggested:</p> <ul style="list-style-type: none"> <li>* Debate/Mock Trial</li> <li>* Journalism</li> <li>* Advanced Placement</li> <li>* National History Day</li> <li>* Science Fair</li> <li>* AMC</li> <li>* Chess</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>* Number of Students with Recommended and Distinguished Graduation Plans</li> <li>* Number of students taking AP/SAT/ACT exams</li> <li>* Number of students taking Language Arts AP tests for credit</li> <li>* Benchmark testing schedule &amp; results</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* End-of-Course Exams</li> <li>* Increased attendance</li> <li>* Decreased referrals</li> <li>* Final Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Regular Classroom Teacher</p> <ul style="list-style-type: none"> <li>-Sp. Ed. Teachers</li> <li>-Dyslexia Teachers</li> <li>-Content Area Teachers</li> <li>-Principals</li> <li>-Language Arts Specialist</li> <li>-Dean of Instruction</li> <li>-Dual Enrollment Teachers</li> </ul> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> VMECHS band will perform at all football games, city parades, compete in UIL Region, Area and State Marching Competition and TMEA competitions, and UIL contests. They will use resources such as spreadsheets, apps and or electronic communication to ensure students are prepared with their instruments, equipment, music etc. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: Performance Rating at competitions <b>Staff Responsible for Monitoring:</b> Band Directors Assistant Principal  <b>Population:</b> BAND STUDENTS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> VMHS Estudiantina will compete in the Estudiantina Championship/Evaluation to provide Estudiantina students with a reason for academic success and to improve their skills. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: Performance Rating <b>Staff Responsible for Monitoring:</b> estudiantina instructor Assistant Principal  <b>Population:</b> ESTUDIANTINA STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ROTC students will be trained and prepared to compete and participate in activities associated with the ROTC program. ROTC teachers will provided supplies and instruction needed to help them achieve mastery of the ROTC program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings <b>Staff Responsible for Monitoring:</b> ROTC Teachers  <b>Population:</b> COLOR GUARD STUDENTS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will participate in concerts and evaluations to prepare for UIL concert and sight reading evaluation. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings <b>Staff Responsible for Monitoring:</b> Choir Directors  <b>Population:</b> CHOIR STUDENTS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Art students will compete in community and/or valley art competitions including BISD district and regional competitions/exhibitions to promote professional growth. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings <b>Staff Responsible for Monitoring:</b> Art Teachers  <b>Population:</b> ART STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Theater arts students will participate in activities that include One Act Play, Destination Imagination, and UIL. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings <b>Staff Responsible for Monitoring:</b> Theatre Arts Teacher  <b>Population:</b> THEATER STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Dance students will perform in district events to promote community awareness and cultural experiences for all BISD students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: Audience Reaction, Student reaction <b>Staff Responsible for Monitoring:</b> Dance Teacher  <b>Population:</b> DANCE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselors, Athletic Coordinators, Coaches  <b>Population:</b> STUDENT ATHLETES - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Funds will be used to support the recognition of academic standards for all students in closing the gap. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom success  Summative: State/Regional Results <b>Staff Responsible for Monitoring:</b> Campus Principal Dean  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> January 17, 2022 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> MISC OPERATING COSTS AWARDS - 211 Title I-A - 211-11-6498-00-009-Y-30-0F2-Y, Achievement Cords - 281 ESSER II Grant Funds, Graduation Items and Incentives - 282 ESSER III Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Veterans Memorial ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. VMECHS will purchase supplies and materials to maintain a healthy and safe environment for all students and staff.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage  <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff  <b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> AIR PURIFIERS - 282 ESSER III Grant Funds, PPE - 282 ESSER III Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from campuses will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data  <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff  <b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Librarian will order supplies throughout the school year to ensure that they have the necessary databases, books, periodicals in order to maintain TEA standards of 12 to 1. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Inventory Logs Purchase Order Documentation  Summative: Class Visit Logs Student Activity Logs Book processing & circulation data <b>Staff Responsible for Monitoring:</b> Librarian Dean of Instruction  <b>Population:</b> 9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> December 10, 2021	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Departments, staff and administration will have supplies, materials and printing services available throughout the school year. These items are necessary to ensure teachers, staff and administration have resources to complete the curriculum, provide presentations and deliver quality communication of all campus initiatives. . Items include workbooks, copy paper, pencils, pens, printing supplies, etc. Wireless presenters will be ordered for each teacher to facilitate instruction and to actively monitor student learning.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Invoice Forms            Purchase Order Documentation            Inventory Logs</p> <p>Summative:            Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Core Teacher            Dean of Instruction</p> <p><b>Population:</b> 9TH-12th grade Students; Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk -  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> March 31, 2022</p> <p><b>Funding Sources:</b> General Supplies - 281 ESSER II Grant Funds - \$18,722, GENERAL SUPPLIES-copy paper - 162 State Compensatory - 162-11-6396-00-009-Y-30-000-Y - \$2,200, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-009-Y-30-000-Y - \$4,715, SUPPLIES AND MATERIALS - 162 State Compensatory - 162-11-6399-16-009-Y-30-000-Y - \$6,500, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-009-Y-30-0F2-Y, GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-009-Y-30-Y-OF2 - \$900, GENERAL SUPPLIES - 211 Title I-A - 211-33-6399-00-009-Y-30-AYP-Y, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-62-009-Y-30-000-Y - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> VMECHS will support the departments in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.            Formative: monthly expenditure reports compared DIP/CIP            Summative: end of year expenditure reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            SBDM Committee</p> <p><b>Population:</b> TEACHERS, ADMINISTRATION - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> March 31, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 2:** Veterans Memorial ECHS will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Veterans Memorial ECHS will improve teacher morale and teacher retention rates through: Back-to-School breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week Activities, teacher praise at faculty meetings, teacher raffles, End of Year Appreciation Activity, and mentoring and support program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Improved teacher morale and teacher retention rates. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> TEACHERS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> COVID RETENTION STIPEND WITH FRINGE - 282 ESSER III Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Veterans Memorial ECHS will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> VMECHS will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. <b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Administration Weekly news articles will indicate a new campus event each week. <b>Staff Responsible for Monitoring:</b> PIO Campus Administration  <b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> VMECHS will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. PIO, administration, counselors, sponsors and coaches will generate and post club and or team announcements and events, student accolades, pertinent information about deadlines, scholarships, parent meetings, upcoming assessments, and even motivation quotes or hotlines for student support. A poster-maker and ink will be available for student and faculty use to create the necessary media. <b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases <b>Staff Responsible for Monitoring:</b> PIO Campus Administration  <b>Population:</b> VMECHS STAKEHOLDERS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Poster Maker - 281 ESSER II Grant Funds, Ink - 281 ESSER II Grant Funds	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> VMECHS will update websites at least monthly including showcasing student and community activities. <b>Milestone's/Strategy's Expected Results/Impact:</b> VMECHS website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of website indicating are current Summative: report at end of year for monthly checklist results <b>Staff Responsible for Monitoring:</b> PIO Campus Administration TST  <b>Population:</b> VMECHS STAKEHOLDERS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

**Evaluation Data Sources:** BAC placement data for 2019-2020 and 2021-2022, PEIMS discipline report data, TAC discipline reports, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teach Character Education in our Health classes to support school wide expected behavior. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester <b>Staff Responsible for Monitoring:</b> Health Teachers Administrators  <b>Population:</b> 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The district will provide training for administrators and new teachers: (a) to effectively utilize RtI modules to handle classroom discipline so that out of school suspensions and discretionary removals will decrease. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors  <b>Population:</b> TEACHERS, ADMINISTRATORS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 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, TAC discipline reports or eSchool behavior RTI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet once a month to discuss PE/Health issues and address ways to improve the overall learning and behavior issues of our students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester <b>Staff Responsible for Monitoring:</b> P.E. Teachers  <b>Population:</b> PE/HEALTH TEACHERS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Distribute Student Code of Conduct to students, parents, staff to ensure all students are afforded due process and their rights. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Administration, Registrar, Clerks, Teachers  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> January 7, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> In-service students on the contents of the student handbook through school-wide teacher presentations and grade level assemblies. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals Written Procedures Presentation <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> January 28, 2022	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Guidance and counseling will participate in Red Ribbon Week activities to promote an awareness of anti alcohol, tobacco, and drug awareness and violence prevention. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Counselors, Teachers  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> October 1, 2021 - <b>End Date:</b> October 29, 2021	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. <b>Milestone's/Strategy's Expected Results/Impact:</b> Ensure graduation rate at 100% Decrease student referrals Support Social Emotional Learning Assist with graduate plans, credits, attendance and guidance with college readiness <b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Guidance and Counseling  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 13, 2022 <b>Funding Sources:</b> COUNSELORS SALARIES & FRINGE - 281 ESSER II Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis. Contract services of first responders in order to promote safety and wellness during and after school and at functions and events off campus.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend CPR, First Aid and CPI Training to ensure student safety on campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: *Certification <b>Staff Responsible for Monitoring:</b> Administration  <b>Population:</b> Coaches, Sponsors, CPI Team, IDEA Teachers, Administration - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teacher training on conflict resolution and violence prevention and classroom management techniques. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Counselors Administration  <b>Population:</b> ALL TEACHERS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> In-service students on bully prevention, violence, conflict resolution, and recent drug use trends, and dating violence to recognize and address the issue, as a preventive measure. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Counselors, Administration  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure that our Emergency Operations Plan covers lock down drills, shelter in place, reverse evacuation, drop and cover in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents 3 times a year. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Campus Administration, faculty and staff, counselors, BISD  <b>Population:</b> Administrators, Staff and Faculty, Counselors, All students and parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Security Officers are placed and assigned to prevent the number of criminal offenses on school grounds and to prevent victimization of students and staff. Ambulance or EMS services will be available at school functions in order to act as needed in the interest of the students, parents, faculty and staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services  <b>Population:</b> Administrators, Campus Staff & Faculty, Counselors Students and Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Veterans Memorial ECHS will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** There will be a 10% increase of parents involved in campus involvement activities from 2020-2021 to 2021-2022.





**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			
<b>Strategy 1:</b> Complete and disseminate a Parental Involvement Policy to all parents to delineate how parents will actively be involved at the district/campus level and to increase participation. Parental Involvement Policy is on the campus website. <b>Milestone's/Strategy's Expected Results/Impact:</b> Parent/ Student/ Community awareness of policy and procedure  Formative: Campus Parental Involvement Policy, Flier, website, Agenda, Sign-in Sheets  Summative: Composite of End of the Year Survey /evaluations TAKS/EOC results Attendance Rates Discipline referrals Session Evaluations Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Principal Parent Liaison  <b>Population:</b> PARENTS AND COMMUNITY - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> VMECHS will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>VMECHS will conduct an annual Title I Meeting to inform parents and community members of its purpose and how funds are distributed.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Parent/ Student/ Community awareness of policy and procedures</p> <p>Formative:  Fliers, Agendas, Sign-In Sheets, Handouts  Summative: Composite of meeting minutes/evaluation  *Title 1-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principals  Parent Liaison</p> <p><b>Population:</b> PARENTS, COMMUNITY - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> October 29, 2021</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Parental Involvement program provides different activities for parents to foster better communication skills and healthy relationships between their children, school and the environment they live in so that in turn it assists students achieve a higher academic success. Types of Parental Involvement are:</p> <ul style="list-style-type: none"> <li>*Weekly parent meeting and Trainings</li> <li>* Guest Speakers</li> <li>* BISD Events</li> <li>*Health Education through CATCH and FIT</li> <li>* School Programs</li> <li>* BISD resources</li> <li>* Parent surveys</li> <li>* Family Literacy Enrichment Activities</li> </ul> <p>NOTE: Fliers, Invitations, Calendar of Activities will be sent</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Parent/ Student/ Community awareness of policy and procedures and initiatives</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>*Flyers</li> <li>* Calendar of Activities</li> <li>* Agendas</li> <li>* Sign-in sheets</li> <li>* Handouts</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Evaluations</li> <li>*Minutes</li> <li>*TAKS/EOC results</li> <li>*Attendance Rates</li> <li>*Discipline referrals</li> <li>*Title 1-A Parental Involvement *Compliance Checklist</li> <li>* Composite of End of Year Survey/evaluations</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison</p> <p><b>Population:</b> PARENTS, COMMUNITY - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> PARENTAL INV- GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-009-Y-30-0F2-Y, PARENTAL INV- MISC OPERATING COSTS - 211 Title I-A - 211-61-6499-53-009-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>*Parental Involvement Policy</li> <li>*School-Parent-Student Compact</li> <li>*SBDM</li> <li>*LPAC</li> <li>*F.I.T./CATCH Program</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> arent/ Student/ Community awareness of policy and procedures and initiatives</p> <p>Formative: Fliers, Calendar of Activities, Agendas, Sign-in-Sheets, Handouts</p> <p>Summative: Composite of meeting minutes, Title I Guidelines and Compliance Handbook Evaluations Title 1-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison SBDM Committee Members, Parents, Community Members</p> <p><b>Population:</b> Parents, Teachers, Students, and Community Members - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Every year parent liaisons will get reimbursed for mileage while making home visits. Parent Liaison will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parental involvement meetings. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase in parental involvement and increase in home visits  Formative: Monthly Mileage Report Handouts, PRs  Summative: Evaluation Home Visit requests, Contact Log, Mileage Log <b>Staff Responsible for Monitoring:</b> Principal Parent Liaison  <b>Population:</b> Parent Liaison & parent volunteers - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> PARENT LI- TRAVEL - 211 Title I-A - 211-61-6411-00-009-Y-30-0F2-Y	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Migrant clerk will conduct 2 parents meetings throughout the school year for the purpose of providing awareness to the parents of migrant students, involving them in the education of their children, and providing services to them. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increased parent awareness and parental involvement. <b>Staff Responsible for Monitoring:</b> Migrant Clerk Administration  <b>Population:</b> Migrant students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development and planning opportunities will be offered for Core teachers to develop action plans, for classroom instruction and tutorial. Teachers will also receive stipends for designated PD and planning opportunities based on data analysis in order to monitor/adjust instruction and demonstrate growth in student achievement. Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.)</p> <p>Note: Teachers will complete the appropriate paperwork, sign-in into the Professional Development System and provide their evaluations in order to document and provide feedback of PD using IPADs. Substitues will be hired as needed to cover teacher classes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Evaluations Session Certificate of Completion</p> <p>Summative: Lesson Plans Student Assessments Final Exams End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Core Area Depts. Principals, Dean of Instruction</p> <p><b>Population:</b> Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> IPADS - 282 ESSER III Grant Funds, Substitutes - 211 Title I-A, SUBSTITUTES - 281 ESSER II Grant Funds - 281-11-6112-00-009-Y-24-OCG-Y - \$3,230, Professionl Extra Duty Pay-Stipends - 281 ESSER II Grant Funds - \$14,723</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development that supports District Aligned Curriculum so that teachers will have all updates of the DISTRICT ALIGNED CURRICULUM as requested (IP 2.5) AYP</p> <p>Core teachers and administration will participate in on-going education by participating in Content Specific Conferences (CAMT, NCUST, CAST, RGVSA) Texas Assessment Conference, APSI Summer Institute, Region One Technology Conference, Legal Issues Conferences, Texas Computer Education Association, district and Region I in-services to improve curriculum awareness</p> <p>9th-12th Grade Teachers</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Session Evaluations Class Observations Walkthroughs Vertical and Horizontal Alignment Meetings Meeting Minutes Benchmarks Teacher Evaluations</p> <p>Summative: Lesson Plans Student Assessments Final Exams</p> <p><b>Staff Responsible for Monitoring:</b> 9th - 12th Grade Teachers Math Specialist Dean of Instruction (DISTRICT ALIGNED CURRICULUM Leadership Team) Principal Bilingual /ESL Administrator</p> <p><b>Population:</b> TI, MI, LEP, SE, AR, GT, DYS, CTE - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> EMPLOYEE TRAVEL ADMIN - 211 Title I-A - 211-23-6411-23-009Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teams of English teachers will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are ELL. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observations Lesson Plans  Summative: TELPAS End-of-course Exams Final Exams <b>Staff Responsible for Monitoring:</b> B.I.S.D. ESL Coordinator  <b>Population:</b> 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed. - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide Professional Development for new and existing teachers on designated grade level assessments and data analysis in order to monitor/adjust instruction and report student achievement in literacy. The data will be used to provide students with targeted instruction in areas of deficiency prior to EOC testing in order to prepare and ensure student success and compliance with graduation requirements. Teachers will work with students during available periods. There classes will be covered by substitutes. *EOC 9th - 10th grades *TELPAS (IP 1.15) AYP <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark testing Teacher Observations Progress Reports Professional Dev. Evaluations Curriculum (lesson plans, framework, scope and sequence) Teacher Transcripts  Summative: TELPAS End-of-Course Exams Final Exams <b>Staff Responsible for Monitoring:</b> *9th - 12th grade teachers *Special Ed. Teachers *Dyslexia Teachers *Principals *Dean of Instruction *Lead Teachers/ Department Heads *ELA Curriculum Specialists  <b>Population:</b> 9th - 12th grade teachers, Special Ed. Teachers, Dyslexia Teachers Principals, Dean of Instruction, Lead Teachers/ Department Heads, ELA Curriculum Specialists - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Subs for PD Instruction - 281 ESSER II Grant Funds	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All Pre-AP/AP secondary teachers will receive Pre-AP/AP Institute training and will maintain on-going training in GT, Pre-AP, AP to enhance teaching skills and better prepare students to pass AP exams. <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: Certificate of completion AP test results	Formative			Summative
	Oct	Jan	Mar	May

<b>Staff Responsible for Monitoring:</b> Pre-AP/AP Teachers  <b>Population:</b> Secondary GT/Pre-AP/AP teachers - <b>Start Date:</b> June 1, 2021 - <b>End Date:</b> June 30, 2022				



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Career Placement Officers Administrators CTE Teachers</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



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





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improvement in the cable network, wireless infrastructure, access to electronic devices and instructional work stations (desktops) as we move closer to a 1 to 1 solution for our students. In order to assist students during digital learning instruction the campus will distribute Chrome Book, laptop devices and tablets to meet student needs for instruction or test administration. Campus teachers and TST will utilize power strips to allow whole class use of devices during instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Observations</p> <p>Summative: *Cable installation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean , Assistant Principals</p> <p><b>Population:</b> Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> Chrome Books - 281 ESSER II Grant Funds - \$41,175, power stips 6ft and 15ft - 281 ESSER II Grant Funds, Tablets - 281 ESSER II Grant Funds, TECHNOLOGY - 282 ESSER III Grant Funds, TECHNOLOGY - 281 ESSER II Grant Funds, desktops - 281 ESSER II Grant Funds - \$142,740</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware (printers, projectors, document cameras and interactive panels in the classrooms for computer assisted instruction. Teachers will have access to panels, document image cameras, scanners and projectors to deliver or present content to students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Benchmarks            Classroom projects            Student competitions            Improved connectivity of wired and wireless devices.            Summative:            Test scores            End of Year grades            Electronic portfolios            StarChart Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Campus Administration            TSTs            Bilingual Adm.</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> EQUIPMENT UNDER 5000 - 211 Title I-A - 211-11-6398-62-009-Y-30-0F2-Y, Interactive Panels - 281 ESSER II Grant Funds, Projectors - 281 ESSER II Grant Funds, Printer - 281 ESSER II Grant Funds, Scanners - 281 ESSER II Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: 1Professional Development System evaluations Administrative walkthroughs Certificates of completion of training Summative T-TESS evaluations Application Management Reports Star Chart Survey <b>Staff Responsible for Monitoring:</b> Professional Development Adm. Principals teachers Campus TST  <b>Population:</b> TEACHERS - <b>Start Date:</b> June 7, 2021 - <b>End Date:</b> May 31, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize technology to assist, create, and develop an interactive learning atmosphere that increases student participation. Students will have access to printers in order to develop and present their assignments or projects. EOC teachers in Math and Science will implement the use of calculators in preparation for the exam but also to assist students with calculating problems interactively in order to support student comprehension of problem-solving. Calculators and docking stations will assure there are enough calculators for all students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Teacher Evaluations</li> <li>*Lesson Plans</li> <li>*Walkthroughs</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*State Assessment Tests</li> <li>*End of Semester Exams</li> <li>*Benchmark Tests</li> <li>*Class Assessments</li> <li>*End-of-Course Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers TST Dean of Instruction Principal Campus Administrators</p> <p><b>Population:</b> ALL TEACHERS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Calculators and Docking stations - 281 ESSER II Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

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

**Performance Objective 1:** Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels. <b>Milestone's/Strategy's Expected Results/Impact:</b> Grade level attendance report <b>Staff Responsible for Monitoring:</b> Grade Level Principals  <b>Population:</b> Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule various activities and to reward perfect attendance to promote and motivate student attendance and increase educational potential of students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Scheduled activities <b>Staff Responsible for Monitoring:</b> PEIMS Administrator  <b>Population:</b> Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> STAR lab teachers will assist students to regain credit who are at risk of dropping out through A+ Plus and / or Edgenuity programs.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *ESCHOOLS Plus master schedule *ESCHOOLS Plus tutorial Attendance report .  Summative: * STAAR *Retention Rate *Graduation Rate *Completion Rate  <b>Staff Responsible for Monitoring:</b> At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education  <b>Population:</b> At Risk Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Program Specialist will monitor and coordinate dropout intervention programs that help students stay in school and complete in 4 years</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Eschools Plus At-Risk Progress Report</li> <li>*Eschools Plus Dropout Monitor Report</li> <li>*Eschools Plus Cohort Listing Report</li> <li>*Benchmark scores</li> <li>*Student Progress Report</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*STAAR</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> <li>*Retention Rate</li> <li>*Attendance Rate</li> <li>*Dropout Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education</p> <p><b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> WALK FOR THE FUTURE SUPPLIES - 162 State Compensatory - 162-61-6399-00-009-Y-30-WTF-Y, WALK FOR THE FUTURE OPERATING COSTS - 162 State Compensatory - 162-61-6499-53-009-Y-30-WTF-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The At-Risk counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Student Log *Benchmark scores *Attendance Rate *Dropout Rate  Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate  <b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education  <b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 13, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent Liaisons will monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *ESchoolsPLUS *Home Visit Log *Dropout monitor form  Summative:  *Graduation Rate *Completion Rate *Dropout Rate  <b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison  <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 6, 2022	Formative			Summative
	Oct	Jan	Mar	May





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Veterans Memorial ECHS will contract with Communities in Schools and Juvenile Probation to provide services to at-risk students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase attendance, increase academic performance, increase graduation rates by 5% <b>Staff Responsible for Monitoring:</b> Principal Dean Drop Out Specialist At Risk Counselor  <b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Before and after school tutorials and select Saturday tutorials will be offered to decrease the number of students not meeting TEKS and/or graduation criteria. In order to close the instructional gap and keep students and their parents informed and reminded of tutorials, camps, activities, testing opportunities, regaining of attendance credit etc., the attendance clerks, parent liaisons and office clerks will be paid to work as needed to call, conduct home visits and or meet with students about support systems available after school hours.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*ESCHOOLS Plus master schedule</li> <li>*ESCHOOLS Plus tutorial Attendance report</li> <li>*tutorial Lesson Plans</li> <li>*Classroom Observations</li> <li>*Student Progress Reports</li> <li>*Classroom assessments</li> <li>*Pre and post benchmark tests.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* STAAR</li> <li>*Retention Rate</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2022</p> <p><b>Funding Sources:</b> PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-30-000-Y - \$5,600, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-24-EOC-Y - \$13,818, Classified Extra Duty Pay - 281 ESSER II Grant Funds - \$3,422, PROFESSIONAL EXTRA DUTY PAY - 281 ESSER II Grant Funds - \$16,988, TUTORIAL TRANSPORTATION - 281 ESSER II Grant Funds - \$18,000</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a food pantry and closet at VMHS to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *Student Progress Reports  Summative: *STAAR *Attendance Rate *Retention Rate  <b>Staff Responsible for Monitoring:</b> *Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs  <b>Population:</b> HOMESS, AR - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Observations, , Parent Meetings  Summative: Follow Policy <b>Staff Responsible for Monitoring:</b> Food & Nutrition Services Administrator, CATCH Team  <b>Population:</b> PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates</p> <p>Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan, Standardized Test Result</p> <p><b>Staff Responsible for Monitoring:</b> Health Education  Teachers  PE Teachers  School Nurse  Counselor  Food Service Manager  Parent Liaison  Wellness Coordinator  CATCH Champions</p> <p><b>Population:</b> PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 10:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 1:** BISD student performance for all students, all grades, all subjects for STAAR/EOC Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points over 2022 results.

Desempeño estudiantil de BISD para todos los estudiantes, todos los grados, todas las materias para STAAR/EOC Se acerca, cumple y domina el desempeño de nivel de grado en lectura, escritura, matemáticas, ciencias y estudios sociales en 2 puntos porcentuales sobre los resultados de 2022.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC CPALLS, TELPAS and other EOY performance reports

**Goal 10:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 2:** BISD early childhood (PK-2) performance will increase by 3 percentage points over end-of-year 2022 results.

El rendimiento de la primera infancia (PK-2) de BISD aumentará por un promedio de por 3 puntos porcentuales comparador a los resultados de fin del año de 2022.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CPALLS+, TPRI/Tejas LEE, and mCLASS data.

**Goal 10:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 3:** BISD Career and Technical Education student participation will increase by 3 percentage points over 2021-2022 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

La participación de los estudiantes de Carreras y Educación técnica de BISD aumentará en 3 puntos porcentuales durante 2021-2022, incluidos los estudiantes de población especial y los graduados de CCMR mejorarán con respecto a los graduados del año anterior en al menos un punto porcentual.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

**Goal 10:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 4:** BISD will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

BISD implementará el modelo de escuela preparatoria universitaria temprana en todas las preparatorias integrales e independientes para mantener la designación y mejorar el rendimiento según lo medido por ECHS Blueprint.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI and TSIA 2 reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

**Goal 10:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2019-2020 participation (many programs continued to be limited during 2020-2021 and 2021-2022 due to COVID-19).

Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes, educación física y CTE en un 5 % sobre la participación de 2019-2020 (muchos programas continuaron siendo limitados durante 2020-2021 y 2021-2022 debido a COVID-19).

**Evaluation Data Sources:** Regional and state competition participation numbers and numbers of students advancing to the next performance level.

**Goal 11:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

Meta 2: La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 3)

**Performance Objective 1:** All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Todas las instalaciones de BISD implementaran planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

(Board Goal 3)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan, progress on major upgrades of facilities.

**Goal 12:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

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

El Distrito garantizara el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles que se utilizaran para satisfacer las necesidades de todos los estudiantes.

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended and reimbursed through state and federal COVID-19 compensation programs.

**Goal 12:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

El Distrito se comprometera a un presupuesto balanceado que incluye mejor compensacion para el 100% de los maestros.

**Evaluation Data Sources:** Compensation plan including improved funding for teachers.

Note: Teachers increases were included in the budget for 2021-2022.

TIA Cohort D plan

**Goal 12:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

El distrito y los campus crearan y proporcionaran reconocimientos y actividades para el personal docente y administrativo para mejorar la moral/el clima del campus y apoyar la retencion de maestros y directores.

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

**Goal 13:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

**Performance Objective 1:** All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events at least once per six weeks.

Todas las areas de programas y campus del Distrito proporcionaran a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad al menos una vez cada seis semanas.

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

**Goal 13:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

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

El Distrito continuara con el Distrito de Innovacion con el proposito de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

**Evaluation Data Sources:** School calendar showing earlier start date.

**Goal 14:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

**Performance Objective 1:** Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5% compared to 2021-2022 rates.

Las referencias disciplinarias para retiros o colocaciones en el Centro Academico de Brownsville (BAC) disminuiran en un 5 % en comparacion con las tasas de 2021-2022.

**Evaluation Data Sources:** BAC placement data for 2018-2019, 2019-2020, and 2020-2021 PEIMS discipline report data, PowerSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Goal 14:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Los planteles escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% from 2021-2022 and will not be disproportionate for any population.

Las colocaciones disciplinarias por suspensión dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuirán en un 5 % a partir de 2021-2022 y no serán desproporcionadas para ninguna población.

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

**Goal 14:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Los planteles escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

**Performance Objective 3:** Refine and implement all safety plans across the district annually to ensure students are safe in the event of a crisis.

Refinar e implementar todos los planes de seguridad en todo el distrito anualmente para garantizar que los estudiantes estén seguros en caso de una crisis.

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

**Goal 15:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

Meta 6: La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, brindara el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (Meta de la Junta de BISD #5) (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** There will be a 5% increase in the number of parents involved in campus/district parental involvement activities from 2021-2022.

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

**Goal 16:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, emergent bilingual, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations compared to 2021-2022.

La capacitacion de desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben apoyos en educacion especial, dislexia, bilingue y que esten en riesgo para mejorar el rendimiento academico y la participacion, segun lo demuestran las observaciones en el aula en comparacion con 2021-2022.

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

**Goal 16:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

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

El Departamento de CTE proporcionara capacitacion de desarrollo profesional continuo para los maestros de CTE, de modo que se brinden a los estudiantes oportunidades de aprendizaje extendidas, con el uso de programas y actividades basados en la investigacion, para garantizar mas oportunidades de estar preparados para la universidad y una carrera.

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

**Goal 16:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

**Performance Objective 3:** 10% more of teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers currently lacking certifications will become Bilingual / ESL certified by the 2022-2023 school year.

10% mas de los maestros asignados para instruir a los estudiantes identificados para los servicios bilingues y todos los maestros de artes del lenguaje ingles de secundaria y preparatoria que actualmente carecen de certificaciones obtendran la certificacion bilingue o ESL para el ano escolar 2022-2023.

**Evaluation Data Sources:** Professional Development records and SBEC Teacher Certification records,

**Goal 16:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

**Performance Objective 4:** All district and campus staff will participate in required initial and on-going trainings related to trauma informed care and safe and supportive schools.

Todo el personal del distrito y del campus participara en las capacitaciones iniciales y continuas requeridas relacionadas con la atencion informada del trauma y las escuelas seguras y de apoyo.

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

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teacher's skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2021 -2022. (Plan de estudios, instruccion y evaluacion de Future Ready)

**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2021-2022, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como proporcionar practicas para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2021-2022, aprovechando capital humano en el aprendizaje personalizado.

Uso futuro listo del espacio y el tiempo

**Evaluation Data Sources:** Classroom projects, competition enrollments, walkthroughs, personnel assignments

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.

Infraestructura robusta preparada para el futuro

**Evaluation Data Sources:** Network connectivity, 1:1 ratios, Score Cards

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 4:** Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy

Objetivo de rendimiento 4: Revisar, actualizar e implementar politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.

Privacidad y datos preparados para el futuro

**Evaluation Data Sources:** Updated policies, reports of data breaches

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 5:** Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.  
Future Ready Community Partnerships

Aumentar las asociaciones orientadas a la comunidad y los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.  
Asociaciones comunitarias preparadas para el futuro

**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

Proporcionar desarrollo profesional basado en la investigacion y la competencia, aprovechar los especialistas en medios, los decanos, los administradores de tecnologia y los maestros de apoyo tecnologico en cada escuela, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Educador certificado y Profesor certificado de Google) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.

Aprendizaje profesional personalizado Future Ready

**Evaluation Data Sources:** Professional development records, walkthrough reports, classroom observations

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

Permitir el acceso al software y las plataformas, y definir metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

**Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.

**Goal 17:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 8:** Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Future Ready Collaborative Leadership

Llevar a cabo anualmente la Encuesta de tecnologia del marco Future Ready de BISD para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

**Evaluation Data Sources:** BISD Future Ready Framework survey results

**Goal 18:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Meta 9: A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

**Performance Objective 1:** Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la tasa de asistencia general del distrito a 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas preparatorias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

**High Priority**

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

**Goal 18:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Meta 9: A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (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 93.9%.

Reducir la tasa de desercion escolar de la escuela intermedia a menos del 1%, aumentar la tasa de finalizacion de la escuela preparatoria al 95% y aumentar la tasa de graduacion de la escuela preparatoria al 93.9%.

**High Priority**

**Evaluation Data Sources:** Drop-out and Graduation rate reports. Refer to Migrant specific program reports for program outcomes.

**Goal 18:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Meta 9: A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR/EOC by 10% percentage point over 2022 results.

Todos los campus desarrollaran estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR/EOC en un 10% de punto porcentual sobre los resultados de 2022.

**High Priority**

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

**Goal 18:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Meta 9: A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

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

Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo atraves de la asistencia y el exito de los estudiantes en su totalidad.

**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.

# State Compensatory

## Budget for Veterans Memorial Early College High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 4

**Brief Description of SCE Services and/or Programs**

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## Personnel for Veterans Memorial Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bianka Castaneda	Teacher	1
Gerardo Marmolejo	Teacher	1
Gracie Luna	Dean	1
Maria Rocha	Program Specialist	1

# Title I Personnel

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

# Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	EDGENUITY	162-11-6299-62-009-Y-24-EOC-Y	\$0.00
1	3	2		162-11-6223-15009-Y-30-000Y	\$0.00
1	3	2		162-11-6299-15009-Y-30-000Y	\$0.00
3	1	2	GENERAL SUPPLIES	162-11-6399-62-009-Y-30-000-Y	\$15,000.00
3	1	2	SUPPLIES AND MATERIALS	162-11-6399-16-009-Y-30-000-Y	\$6,500.00
3	1	2	GENERAL SUPPLIES	162-11-6399-00-009-Y-30-000-Y	\$4,715.00
3	1	2	GENERAL SUPPLIES-copy paper	162-11-6396-00-009-Y-30-000-Y	\$2,200.00
9	2	2	WALK FOR THE FUTURE OPERATING COSTS	162-61-6499-53-009-Y-30-WTF-Y	\$0.00
9	2	2	WALK FOR THE FUTURE SUPPLIES	162-61-6399-00-009-Y-30-WTF-Y	\$0.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-30-000-Y	\$5,600.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-24-EOC-Y	\$13,818.00
Sub-Total					\$47,833.00
Budgeted Fund Source Amount					\$58,233.00
+/- Difference					\$10,400.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Edgenuity	211-11-6299-62-009-Y30-000-Y	\$0.00
1	3	1	TESTING MATERIALS	211-11-6339-00-009-Y-30-0F2-Y	\$51,060.00
1	3	5	ADVISE TX	211-31-6299-00-009-Y-30-TUK-Y	\$0.00
1	5	10	MISC OPERATING COSTS AWARDS	211-11-6498-00-009-Y-30-0F2-Y	\$0.00
3	1	2	GENERAL SUPPLIES	211-11-6399-00-009-Y-30-0F2-Y	\$0.00
3	1	2	GENERAL SUPPLIES	211-61-6399-00-009-Y-30-Y-OF2	\$900.00
3	1	2	GENERAL SUPPLIES	211-33-6399-00-009-Y-30-AYP-Y	\$0.00
6	1	3	PARENTAL INV- GENERAL SUPPLIES	211-61-6399-00-009-Y-30-0F2-Y	\$0.00
6	1	3	PARENTAL INV- MISC OPERATING COSTS	211-61-6499-53-009-Y-30-0F2-Y	\$0.00
6	1	5	PARENT LI- TRAVEL	211-61-6411-00-009-Y-30-0F2-Y	\$0.00
7	1	1	Substitutes		\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	EMPLOYEE TRAVEL ADMIN	211-23-6411-23-009Y-30-0F2-Y	\$0.00
8	1	2	EQUIPMENT UNDER 5000	211-11-6398-62-009-Y-30-0F2-Y	\$0.00
Sub-Total					\$51,960.00
Budgeted Fund Source Amount					\$59,989.00
+/- Difference					\$8,029.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	MATERIALS, RESOURCES & SUPPLIES		\$0.00
1	5	10	Achievement Cords		\$0.00
3	1	2	General Supplies		\$18,722.00
4	1	2	Poster Maker		\$0.00
4	1	2	Ink		\$0.00
5	2	5	COUNSELORS SALARIES & FRINGE		\$0.00
7	1	1	Professionl Extra Duty Pay-Stipends		\$14,723.00
7	1	1	SUBSTITUTES	281-11-6112-00-009-Y-24-OCG-Y	\$3,230.00
7	1	4	Subs for PD Instruction		\$0.00
8	1	1	desktops		\$142,740.00
8	1	1	Tablets		\$0.00
8	1	1	Chrome Books		\$41,175.00
8	1	1	power stips 6ft and 15ft		\$0.00
8	1	1	TECHNOLOGY		\$0.00
8	1	2	Interactive Panels		\$0.00
8	1	2	Printer		\$0.00
8	1	2	Projectors		\$0.00
8	1	2	Scanners		\$0.00
8	1	4	Calculators and Docking stations		\$0.00
9	3	1	Classified Extra Duty Pay		\$3,422.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY		\$16,988.00
9	3	1	TUTORIAL TRANSPORTATION		\$18,000.00
Sub-Total					\$259,000.00

281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$375,068.00
+/- Difference					\$116,068.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	AVID Program		\$0.00
1	3	7	DUAL FEES		\$0.00
1	5	10	Graduation Items and Incentives		\$0.00
2	1	1	AIR PURIFIERS		\$0.00
2	1	1	PPE		\$0.00
3	2	1	COVID RETENTION STIPEND WITH FRINGE		\$0.00
7	1	1	IPADS		\$0.00
8	1	1	TECHNOLOGY		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
Grand Total Budgeted					\$493,291.00
Grand Total Spent					\$358,793.00
+/- Difference					\$134,498.00

# Addendums

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

\* Confidential \*

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>92</b>	<b>A</b>
<b>Student Achievement</b>		<b>93</b>	<b>A</b>
STAAR Performance	59	89	
College, Career and Military Readiness	89	97	
Graduation Rate	99.8	95	
<b>School Progress</b>		<b>94</b>	<b>A</b>
Academic Growth	87	94	<b>A</b>
Relative Performance (Eco Dis: 64.7%)	74	93	<b>A</b>
<b>Closing the Gaps</b>	<b>85</b>	<b>86</b>	<b>B</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

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

Texas Education Agency  
**2022 STAAR Performance**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

\* Confidential \*

**Calculation Report**

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,148	607	528	561	2,844	
Approaches GL or Above	945	509	469	537	2,460	86%
Meets GL or Above	777	295	311	470	1,853	65%
Masters GL	210	155	98	299	762	27%
Total Percentage Points						178%
<b>Component Score</b>						<b>59</b>

Texas Education Agency  
2022 STAAR Performance  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	86%	100%	86%	94%	-	92%	100%	100%	84%	68%	70%	57%	90%	87%	86%
At Meets GL Standard or Above	65%	50%	65%	83%	-	92%	67%	100%	61%	38%	42%	31%	70%	66%	63%
At Masters GL Standard	27%	0%	26%	33%	-	67%	33%	67%	23%	13%	15%	16%	30%	27%	26%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,460	2	2,392	49	-	11	3	3	1,618	333	372	199	9	1,776	684
At Meets GL Standard or Above	1,853	1	1,793	43	-	11	2	3	1,171	188	222	107	7	1,356	497
At Masters GL Standard	762	0	734	17	-	8	1	2	452	64	77	57	3	557	205
Total Tests	2,844	2	2,772	52	-	12	3	3	1,924	489	530	349	10	2,050	794
<b>Participation</b>															
% participation 2020-21	83%	71%	84%	65%	-	100%	75%	100%	83%	81%	81%	85%	80%	82%	86%
% participation 2021-22	99%	100%	99%	96%	-	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	82%	100%	82%	83%	-	100%	100%	100%	79%	54%	57%	39%	100%	83%	81%
At Meets GL Standard or Above	68%	100%	67%	72%	-	100%	50%	100%	62%	31%	35%	18%	75%	69%	65%
At Masters GL Standard	18%	0%	18%	11%	-	50%	0%	100%	15%	2%	4%	9%	50%	19%	17%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	945	1	922	15	-	4	2	1	620	111	126	60	4	664	281
At Meets GL Standard or Above	777	1	757	13	-	4	1	1	491	63	77	28	3	552	225
At Masters GL Standard	210	0	205	2	-	2	0	1	115	4	8	14	2	151	59
Total Tests	1,148	1	1,122	18	-	4	2	1	789	205	222	152	4	803	345
<b>Participation</b>															
% participation 2020-21	87%	50%	87%	83%	-	100%	50%	100%	84%	73%	76%	85%	100%	87%	88%
% participation 2021-22	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	84%	100%	84%	100%	-	50%	-	-	83%	80%	81%	74%	67%	83%	88%
At Meets GL Standard or Above	49%	0%	48%	89%	-	50%	-	-	49%	43%	45%	36%	67%	49%	49%
At Masters GL Standard	26%	0%	25%	56%	-	0%	-	-	29%	30%	31%	25%	33%	26%	25%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	509	1	498	9	-	1	-	-	340	80	88	56	2	390	119

Texas Education Agency  
2022 STAAR Performance  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	295	0	286	8	-	1	-	-	199	43	49	27	2	229	66
At Masters GL Standard	155	0	150	5	-	0	-	-	117	30	33	19	1	121	34
Total Tests	607	1	595	9	-	2	-	-	409	100	108	76	3	472	135
<b>Participation</b>															
% participation 2020-21	60%	100%	61%	29%	-	-	100%	-	65%	83%	80%	83%	67%	57%	73%
% participation 2021-22	98%	100%	98%	100%	-	100%	-	-	99%	99%	99%	100%	100%	98%	99%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	89%	-	88%	100%	-	100%	-	100%	86%	71%	74%	58%	100%	90%	85%
At Meets GL Standard or Above	59%	-	58%	92%	-	100%	-	100%	54%	33%	38%	27%	67%	63%	47%
At Masters GL Standard	19%	-	18%	8%	-	100%	-	100%	17%	7%	8%	8%	0%	20%	14%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	469	-	454	12	-	2	-	1	323	72	83	34	3	349	120
At Meets GL Standard or Above	311	-	297	11	-	2	-	1	201	33	42	16	2	244	67
At Masters GL Standard	98	-	94	1	-	2	-	1	63	7	9	5	0	78	20
Total Tests	528	-	513	12	-	2	-	1	374	101	112	59	3	386	142
<b>Participation</b>															
% participation 2020-21	85%	100%	85%	50%	-	-	100%	-	85%	87%	86%	81%	50%	88%	78%
% participation 2021-22	97%	-	97%	87%	-	100%	-	100%	98%	99%	99%	100%	100%	98%	95%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	96%	-	96%	100%	-	100%	100%	100%	95%	84%	85%	79%	-	96%	95%
At Meets GL Standard or Above	84%	-	84%	85%	-	100%	100%	100%	80%	59%	61%	58%	-	85%	81%
At Masters GL Standard	53%	-	53%	69%	-	100%	100%	0%	45%	28%	31%	31%	-	53%	53%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	537	-	518	13	-	4	1	1	335	70	75	49	-	373	164
At Meets GL Standard or Above	470	-	453	11	-	4	1	1	280	49	54	36	-	331	139
At Masters GL Standard	299	-	285	9	-	4	1	0	157	23	27	19	-	207	92
Total Tests	561	-	542	13	-	4	1	1	352	83	88	62	-	389	172
<b>Participation</b>															
% participation 2020-21	96%	67%	97%	75%	-	100%	-	100%	95%	97%	98%	90%	100%	97%	95%
% participation 2021-22	100%	-	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	100%

- Indicates there are no students in the group.

Texas Education Agency  
**2022 College, Career, and Military Readiness**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

\* Confidential \*

### Calculation Table

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	553	
Total credit for CCMR criteria	491	89%

### Data Table

	Annual Graduates	
	Count	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	290	52%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	374	68%
Met TSI assessment criteria	362	66%
Met ACT criteria	7	1%
Met SAT criteria	91	17%
Earned credit for a college prep course	5	1%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	331	60%
Met TSI assessment criteria	289	52%
Met ACT criteria	6	1%
Met SAT criteria	54	10%
Earned credit for a college prep course	44	8%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	151	27%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	219	40%
Industry-Based Certifications		
Earned an industry-based certification from approved list	276	50%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	2	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	18	3%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	24	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency  
2022 Graduation Rate

**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	98.2%	100.0%	98.1%	100.0%	-	-	-	-	97.8%	95.6%	75.0%
# Graduated	533	2	525	6	-	-	-	-	311	43	24
Total in Class	543	2	535	6	-	-	-	-	318	45	32
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	99.5%	-	99.4%	100.0%	-	100.0%	-	-	99.1%	100.0%	97.2%
# Graduated	363	-	361	1	-	1	-	-	233	35	35
Total in Class	365	-	363	1	-	1	-	-	235	35	36
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	99.8%	100.0%	100.0%	100.0%	-	0.0%	-	-	100.0%	98.1%	100.0%
# Graduated	470	1	464	5	-	0	-	-	274	53	36
Total in Class	471	1	464	5	-	1	-	-	274	54	36
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Dropped Out - Conversion	100.0%										
# Dropped Out	0	0	0	0	-	0	0	0	0	0	0
# of Students	2,133	8	2,082	32	-	5	2	4	1,368	251	228

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

Texas Education Agency  
2022 Academic Growth

**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

\* Confidential \*

**Academic Growth Score**

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	53	0.0	45	22.5	469	469.0	491.5	567	87
Reading / ELA	46	0.0	37	18.5	331	331.0	349.5	414	84
Mathematics	7	0.0	8	4.0	138	138.0	142.0	153	93

		2021-22							
2020-21		Did Not Meet		Approaches		Meets		Masters	Count
Both Subjects		16	-	-	-	-	-	182	567
Both Subjects	Did Not Meet	14	27	7	33	30	-	35	146
	Approaches	1	0	2	7	41	-	29	80
	Meets	1	-	9	-	36	149	49	244
	Masters	0	-	0	-	28	-	69	97
Reading / ELA		10	-	-	-	-	-	91	414
Reading / ELA	Did Not Meet	8	27	0	15	10	-	0	60
	Approaches	1	0	1	6	34	-	0	42
	Meets	1	-	8	-	36	148	29	222
	Masters	0	-	0	-	28	-	62	90
Mathematics		6	-	-	-	-	-	91	153
Mathematics	Did Not Meet	6	0	7	18	20	-	35	86
	Approaches	0	0	1	1	7	-	29	38
	Meets	0	-	1	-	0	1	20	22
	Masters	0	-	0	-	0	-	7	7

Texas Education Agency  
2022 Relative Performance

VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

				Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	90	80	70
64.7	64.1 to 65	High School/K-12	74	64	48	38

Texas Education Agency  
2022 Closing the Gaps  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

### Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	13	14	93%	50%	46.5
Graduation Status	4	5	80%	10%	8.0
ELP Status	0	1	0%	10%	0.0
School Quality Status	7	7	100%	30%	30.0
<b>Closing the Gaps Score</b>					<b>85</b>

### Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>No</b>		<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	68%	100%	67%	72%	-	100%	50%	100%	62%	35%	18%	75%	69%	65%		
# at Meets GL Standard or Above	777	1	757	13	-	4	1	1	491	77	28	3	552	225		
Total Tests (Adjusted)	1,148	1	1,122	18	-	4	2	1	789	222	152	4	803	345		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	49%	0%	48%	89%	-	50%	-	-	49%	45%	36%	67%	49%	49%		
# at Meets GL Standard or Above	295	0	286	8	-	1	-	-	199	49	27	2	229	66		
Total Tests (Adjusted)	607	1	595	9	-	2	-	-	409	108	76	3	472	135		
<b>Total Indicators</b>															<b>13</b>	<b>14</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	84%	100%	84%	67%	-	100%	-	-	85%	89%	78%	100%	84%	84%		
Growth Points	349.5	1.0	344.5	2.0	-	2.0	-	-	224.0	48.0	28.0	2.0	246.5	103.0		
Total Tests	414	1	408	3	-	2	-	-	262	54	36	2	292	122		
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>	<b>71%</b>	<b>70%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	93%	-	93%	100%	-	-	-	-	94%	85%	75%	100%	92%	98%		
Growth Points	142.0	-	138.0	4.0	-	-	-	-	111.0	37.5	21.0	2.0	113.5	28.5		
Total Tests	153	-	149	4	-	-	-	-	118	44	28	2	124	29		

Texas Education Agency  
2022 Closing the Gaps  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
<b>Total Indicators</b>															14	14
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>	Yes (1)		Yes (1)						Yes (1)	Yes (1)	No					
2020 % Graduated	97.3%	-	97.3%	-	-	-	-	-	96.6%	97.2%	82.9%					
2021 % Graduated	98.2%	100.0%	98.1%	100.0%	-	-	-	-	97.8%	95.6%	75.0%					
2021 # Graduated	533	2	525	6	-	-	-	-	311	43	24					
2021 Total in Class	543	2	535	6	-	-	-	-	318	45	32					
<b>Total Indicators</b>															4	5
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										No						
TELPAS Progress Rate										25%						
TELPAS Progress										62						
TELPAS Total										253						
<b>Total Indicators</b>															0	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	Yes		Yes	Yes					Yes	Yes	Yes		Yes	Yes		
STAAR Component Score	59	50	59	70	-	84	67	89	56	42	35	63	60	58		
% at Approaches GL Standard or Above	86%	100%	86%	94%	-	92%	100%	100%	84%	70%	57%	90%	87%	86%		
% at Meets GL Standard or Above	65%	50%	65%	83%	-	92%	67%	100%	61%	42%	31%	70%	66%	63%		
% at Masters GL Standard	27%	0%	26%	33%	-	67%	33%	67%	23%	15%	16%	30%	27%	26%		
Total Tests	2,844	2	2,772	52	-	12	3	3	1,924	530	349	10	2,050	794		
<b>Total Indicators</b>															8	8
<b>School Quality Status</b>																
<b>Target</b>	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
<b>Target Met</b>	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	88%	100%	87%	100%	-	-	-	-	84%	83%	81%	100%	87%	91%		
# Students Meeting CCMR	491	3	481	7	-	-	-	-	277	44	38	1	393	98		
Total Students	560	3	550	7	-	-	-	-	328	53	47	1	452	108		
<b>Total Indicators</b>															7	7
<b>Participation 2020-21</b>																
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		

Texas Education Agency  
2022 Closing the Gaps  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
<b>ELA/Reading</b>																
% Participation	87%	50%	87%	83%	-	100%	50%	100%	84%	76%	85%	100%	87%	88%		
# Participants	1,009	1	988	15	-	2	1	2	666	220	112	5	675	334		
Total Tests	1,158	2	1,132	18	-	2	2	2	789	290	132	5	779	379		
<b>Mathematics</b>																
% Participation	60%	100%	61%	29%	-	-	100%	-	65%	80%	83%	67%	57%	73%		
# Participants	302	1	298	2	-	-	1	-	191	63	43	2	229	73		
Total Tests	501	1	492	7	-	-	1	-	293	79	52	3	401	100		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	99%		
# Participants	1,292	1	1,262	20	-	5	2	1	908	349	167	5	891	401		
Total Tests	1,298	1	1,268	20	-	5	2	1	912	349	168	5	893	405		
<b>Mathematics</b>																
% Participation	98%	100%	98%	100%	-	100%	-	-	99%	99%	100%	100%	98%	99%		
# Participants	616	1	604	9	-	2	-	-	417	115	77	3	475	141		
Total Tests	626	1	614	9	-	2	-	-	423	116	77	3	484	142		

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency  
**2021 Accountability Ratings Overall Summary**  
**VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	56
College, Career and Military Readiness	88
Graduation Rate	100
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 63.9%)	72
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	57%
Growth Status	N/A
Graduation Status	80%
English Language Proficiency Status	100%
Student Success Status	100%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	83%

**Distinction Designations**

Distinction designations were not awarded in 2021.

Released August 2021

TEA | Governance and Accountability |  
Performance Reporting

**Texas Education Agency**  
**2021 Accountability Ratings Overall Summary**  
**VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**

\* Confidential \*

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	56
College, Career and Military Readiness	88
Graduation Rate	100
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 63.9%)	72
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	57%
Growth Status	N/A
Graduation Status	80%
English Language Proficiency Status	100%
Student Success Status	100%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	83%

**Distinction Designations**

Distinction designations were not awarded in 2021.

Texas Education Agency  
2021 STAAR Performance  
**VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**  
\* Confidential \*

**Calculation Report**

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	951	296		411	470	2,128	
Approaches GL or Above	785	211		349	443	1,788	84%
Meets GL or Above	670	100		234	344	1,348	63%
Masters GL	178	19		69	197	463	22%
Total Percentage Points							169%
<b>Component Score</b>							<b>56</b>

Texas Education Agency  
2021 STAAR Performance  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD

\* Confidential \*

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	84%	100%	84%	87%	-	100%	100%	100%	80%	62%	68%	48%	73%	84%	85%
At Meets GL Standard or Above	63%	80%	63%	74%	-	100%	100%	100%	57%	34%	40%	31%	73%	63%	65%
At Masters GL Standard	22%	0%	22%	35%	-	50%	100%	33%	17%	6%	7%	11%	45%	21%	24%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,788	5	1,755	20	-	4	1	3	1,104	185	262	115	8	1,249	539
At Meets GL Standard or Above	1,348	4	1,319	17	-	4	1	3	785	103	157	74	8	936	412
At Masters GL Standard	463	0	451	8	-	2	1	1	238	18	27	27	5	310	153
Total Tests	2,128	5	2,092	23	-	4	1	3	1,375	300	388	239	11	1,493	635
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	83%	71%	84%	65%	-	100%	75%	100%	83%	81%	81%	85%	80%	82%	86%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	83%	100%	82%	79%	-	100%	100%	100%	78%	55%	63%	36%	50%	82%	84%
At Meets GL Standard or Above	70%	100%	70%	71%	-	100%	100%	100%	64%	30%	40%	27%	50%	70%	72%
At Masters GL Standard	19%	0%	18%	29%	-	50%	100%	0%	15%	1%	2%	8%	0%	18%	21%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	785	1	768	11	-	2	1	2	484	71	106	39	2	535	250
At Meets GL Standard or Above	670	1	654	10	-	2	1	2	393	39	67	29	2	455	215
At Masters GL Standard	178	0	172	4	-	1	1	0	90	1	4	9	0	116	62
Total Tests	951	1	931	14	-	2	1	2	617	128	168	107	4	652	299
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	87%	50%	87%	83%	-	100%	50%	100%	84%	73%	76%	85%	100%	87%	88%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	71%	100%	71%	100%	-	-	-	-	66%	60%	65%	49%	50%	71%	71%
At Meets GL Standard or Above	34%	0%	33%	100%	-	-	-	-	30%	31%	33%	33%	50%	34%	32%
At Masters GL Standard	6%	0%	6%	50%	-	-	-	-	6%	7%	8%	16%	50%	6%	9%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	211	1	208	2	-	-	-	-	123	25	39	21	1	163	48
At Meets GL Standard or Above	100	0	98	2	-	-	-	-	55	13	20	14	1	78	22

Texas Education Agency  
2021 STAAR Performance  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD  
\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	19	0	18	1	-	-	-	-	11	3	5	7	1	13	6
Total Tests	296	1	293	2	-	-	-	-	186	42	60	43	2	228	68
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	60%	100%	61%	29%	-	-	100%	-	65%	83%	80%	83%	67%	57%	73%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Number of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	85%	100%	85%	100%	-	-	-	-	81%	58%	67%	45%	100%	85%	84%
At Meets GL Standard or Above	57%	100%	57%	50%	-	-	-	-	51%	29%	38%	30%	100%	58%	55%
At Masters GL Standard	17%	0%	17%	0%	-	-	-	-	12%	3%	4%	11%	100%	18%	14%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	349	1	344	4	-	-	-	-	220	34	55	20	2	252	97
At Meets GL Standard or Above	234	1	231	2	-	-	-	-	140	17	31	13	2	171	63
At Masters GL Standard	69	0	69	0	-	-	-	-	34	2	3	5	2	53	16
Total Tests	411	1	406	4	-	-	-	-	273	59	82	44	2	296	115
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	85%	100%	85%	50%	-	-	100%	-	85%	87%	86%	81%	50%	88%	78%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	94%	100%	94%	100%	-	100%	-	100%	93%	77%	79%	78%	100%	94%	94%
At Meets GL Standard or Above	73%	100%	73%	100%	-	100%	-	100%	66%	48%	50%	40%	100%	73%	73%
At Masters GL Standard	42%	0%	42%	100%	-	50%	-	100%	34%	17%	19%	13%	67%	40%	45%

Texas Education Agency  
2021 STAAR Performance  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
<b>Number of Tests</b>															
At Approaches GL Standard or Above	443	2	435	3	-	2	-	1	277	55	62	35	3	299	144
At Meets GL Standard or Above	344	2	336	3	-	2	-	1	197	34	39	18	3	232	112
At Masters GL Standard	197	0	192	3	-	1	-	1	103	12	15	6	2	128	69
Total Tests	470	2	462	3	-	2	-	1	299	71	78	45	3	317	153
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	96%	67%	97%	75%	-	100%	-	100%	95%	97%	98%	90%	100%	97%	95%

- Indicates there are no students in the group.

**Texas Education Agency**  
**2021 College, Career, and Military Readiness**  
**VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**

\* Confidential \*

**Calculation Table**

	Annual Graduates	
	Count	Percent
Total		
Total graduates	345	
Total credit for CCMR criteria	302	88%

**Data Table**

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	202	59%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	250	73%
Met TSI assessment criteria	237	69%
Met ACT criteria	32	9%
Met SAT criteria	162	47%
Earned credit for a college prep course	4	1%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	233	68%
Met TSI assessment criteria	213	62%
Met ACT criteria	32	9%
Met SAT criteria	76	22%
Earned credit for a college prep course	19	6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	76	22%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	148	43%
Industry-Based Certifications		
Earned an industry-based certification from approved list	152	44%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	2	1%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	12	4%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	16	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency**  
**2021 Graduation Rate**  
**VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	98.9%	-	98.9%	100.0%	-	100.0%	-	-	98.3%	97.2%	97.1%
# Graduated	359	-	357	1	-	1	-	-	230	35	34
Total in Class	363	-	361	1	-	1	-	-	234	36	35
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	99.8%	100.0%	100.0%	100.0%	-	0.0%	-	-	100.0%	98.1%	100.0%
# Graduated	467	1	461	5	-	0	-	-	273	53	33
Total in Class	468	1	461	5	-	1	-	-	273	54	33
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2018</b>											
% Graduated	99.3%	100.0%	99.3%	100.0%	-	100.0%	-	-	99.3%	97.6%	100.0%
# Graduated	432	2	419	10	-	1	-	-	407	41	35
Total in Class	435	2	422	10	-	1	-	-	410	42	35
<b>Annual Dropout Rate (Gr 9-12): SY 2019-20</b>											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Dropped Out - Conversion	100.0%										
# Dropped Out	0	0	0	0	-	0	0	0	0	0	0
# of Students	2,190	8	2,142	29	-	8	1	2	1,389	248	223

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

**Texas Education Agency  
2021 Relative Performance  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD**

**\* Confidential \***

<b>% Economically Disadvantaged</b>	<b>STAAR and CCMR</b>
63.9	72

Texas Education Agency  
2021 Closing the Gaps  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD  
\* Confidential \*

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
% at Meets GL Standard or Above	70%	100%	70%	71%	-	100%	100%	100%	64%	40%	27%	50%	70%	72%		
# at Meets GL Standard or Above	670	1	654	10	-	2	1	2	393	67	29	2	455	215		
Total Tests	951	1	931	14	-	2	1	2	617	168	107	4	652	299		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No	Yes		No	No		
% at Meets GL Standard or Above	34%	0%	33%	100%	-	-	-	-	30%	33%	33%	50%	34%	32%		
# at Meets GL Standard or Above	100	0	98	2	-	-	-	-	55	20	14	1	78	22		
Total Tests	296	1	293	2	-	-	-	-	186	60	43	2	228	68		
Total Indicators															8	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)		Yes (1)						Yes (1)	Yes (1)	No					
2019 % Graduated	98.3%	-	98.5%	-	-	-	-	-	97.8%	96.3%	84.6%					
2020 % Graduated	97.3%	-	97.3%	100.0%	-	100.0%	-	-	96.6%	97.2%	82.9%					
2020 # Graduated	359	-	357	1	-	1	-	-	230	35	34					
2020 Total in Class	369	-	367	1	-	1	-	-	238	36	41					
Total Indicators															4	5
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										39%						
TELPAS Progress										40						
TELPAS Total										102						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
STAAR Component Score	56	60	56	65	-	83	100	78	51	38	30	64	56	58		
% at Approaches GL Standard or Above	84%	100%	84%	87%	-	100%	100%	100%	80%	68%	48%	73%	84%	85%		

Texas Education Agency  
2021 Closing the Gaps  
VETERANS MEMORIAL EARLY COLLEGE H (031901009) - BROWNSVILLE ISD  
\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	63%	80%	63%	74%	-	100%	100%	100%	57%	40%	31%	73%	63%	65%		
% at Masters GL Standard	22%	0%	22%	35%	-	50%	100%	33%	17%	7%	11%	45%	21%	24%		
Total Tests	2,128	5	2,092	23	-	4	1	3	1,375	388	239	11	1,493	635		
<b>Total Indicators</b>															7	7
<b>School Quality Status</b>																
<b>Target</b>	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
<b>Target Met</b>	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	88%	100%	88%	67%	-	100%	-	-	87%	79%	77%	-	88%	87%		
# Students Meeting CCMR	416	1	410	2	-	3	-	-	258	48	34	-	340	76		
Total Students	475	1	468	3	-	3	-	-	298	61	44	-	388	87		
<b>Total Indicators</b>															7	7
<b>Participation 2018-19</b>																
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	1,254	5	1,240	7	-	2	-	-	810	312	121	9	827	427		
Total Tests	1,255	5	1,241	7	-	2	-	-	810	312	121	9	828	427		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%		
# Participants	245	2	242	1	-	-	-	-	186	81	55	1	174	71		
Total Tests	245	2	242	1	-	-	-	-	186	81	55	1	174	71		
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
<b>Participation 2020-21</b>																
<b>ELA/Reading</b>																
% Participation	87%	50%	87%	83%	-	100%	50%	100%	84%	76%	85%	100%	87%	88%		
# Participants	1,009	1	988	15	-	2	1	2	666	220	112	5	675	334		
Total Tests	1,158	2	1,132	18	-	2	2	2	789	290	132	5	779	379		
<b>Mathematics</b>																
% Participation	60%	100%	61%	29%	-	-	100%	-	65%	80%	83%	67%	57%	73%		
# Participants	302	1	298	2	-	-	1	-	191	63	43	2	229	73		
Total Tests	501	1	492	7	-	-	1	-	293	79	52	3	401	100		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

## Accountability Summary 2018 - 2021

Name of Campus	VETERANS MEMORIAL EARLY COLLEGE H
Campus Number	031901009

Student Achievement	Raw Component Score				2021	2021	2021	2022
	2018	2019	2020	2021	What-if Scaled	What-if Domain	What if Rating	Rating Goal
STAAR Performance	59	63		56	85	93	A	
College, Career and Military Readiness (2018-2020 Rules)	78	78	87					
% Military Enlistment	0	2	3	<- Hand enter from 2020 CCMR Accountability Data Report*				
% CTE Coherent Sequence	3	7	9					
College, Career and Military Readiness (2021 Rules) **	75	69	75	88	97			
Graduation Rate	99.6	99.6	99.6	100.0	100			

\*\* The calculation of CCMR changed significantly in 2021.

The following 2 data measures that were **included** in the calculation of CCMR in 2018, 2019 and 2020 were **excluded** beginning in 2021:

1. Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)
2. The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score				2021	2021	2022
	2018	2019	2020	2021	What if Scaled	What if Rating	Rating Goal
Academic Growth	76	79			85	B	
Relative Performance (STAAR Performance and CCMR)	69	71		72			
Relative Performance (% EcoDis)	87.8%	60.3%		63.9%			

Closing the Gaps	% of Indicators Met				2021	2021	2021	2023
	2018	2019	2020	2021	CTG Score	What if Scaled	What if Rating	Rating Goal
Academic Achievement Status	100%	100%		57%	77	83	B	
Growth Status	100%	100%						
Graduation Status	80%	40%		80%				
English Language Proficiency Status	100%	0%		100%				
Student Success Status (STAAR Performance)	100%	100%		100%				
School Quality Status (CCMR)	86%	100%		100%				

\* To access the 2020 Accountability Data Report, click on:

[https://rptsvr1.tea.texas.gov/perfreport/account/acct\\_srch.html](https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html)

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

Better of Domain 1 or 2	Overall Final "What if?"	Overall "What if?" Rating	2022 Rating Goal
93	90	A	

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)

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Brownsville ISD Goals

CCMR Board Outcome Goal													
The BISD percentage of graduates that meet the criteria for CCMR will increase from 66% to 76% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
68%	70%			72%			74%			76%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	67%	84%	*	100%	*	*	59%	67%	52%	59%	70%	55%
2021	*	69%	86%	*	100%	*	*	61%	69%	54%	61%	72%	57%
2022	*	71%	88%	*	100%	*	*	63%	71%	56%	63%	74%	59%
2023	*	73%	90%	*	100%	*	*	65%	73%	58%	65%	76%	61%
2024	*	75%	92%	*	100%	*	*	67%	75%	60%	67%	78%	63%
CCMR Progress Measure 1													
The percentage of BISD graduates that meet the criteria for TSI will increase from 45% to 55% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
47%	49%			51%			53%			55%			
CCMR Progress Measure 2													
The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% to 30% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
22%	24%			26%			28%			30%			
CCMR Progress Measure 3													
The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% to 14% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
6%	8%			10%			12%			14%			



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Brownsville Early College High School

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



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Hanna Early College High School

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

##### Yearly Target Goals

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

##### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	50%	45%	*	100%	*	*	7%	48%	2%	11%	52%	33%
2021	*	52%	47%	*	100%	*	*	9%	50%	4%	13%	54%	35%
2022	*	54%	49%	*	100%	*	*	11%	52%	6%	15%	56%	37%
2023	*	56%	51%	*	100%	*	*	13%	54%	8%	17%	58%	39%
2024	*	58%	53%	*	100%	*	*	15%	56%	10%	19%	60%	41%

##### CCMR Progress Measure 2

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

##### Yearly Target Goals

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

##### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	18%	16%	*	77%	*	*	2%	16%	2%	4%	20%	7%
2021	*	20%	18%	*	79%	*	*	4%	18%	4%	6%	22%	9%
2022	*	22%	20%	*	81%	*	*	6%	20%	6%	8%	24%	11%
2023	*	24%	22%	*	83%	*	*	8%	22%	8%	10%	26%	13%
2024	*	26%	24%	*	85%	*	*	10%	24%	10%	12%	28%	15%

##### CCMR Progress Measure 3

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

##### Yearly Target Goals

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

##### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	6%	2%	*	27%	*	*	2%	5%	2%	2%	6%	2%
2021	*	8%	4%	*	29%	*	*	4%	7%	4%	4%	8%	4%
2022	*	10%	6%	*	31%	*	*	6%	9%	6%	6%	10%	6%
2023	*	12%	8%	*	33%	*	*	8%	11%	8%	8%	12%	8%
2024	*	14%	10%	*	35%	*	*	10%	13%	10%	10%	14%	10%

##### CCMR Targeted Professional Development Plan

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

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

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



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Lopez Early College High School

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



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Pace Early College High School

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



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## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Porter Early College High School

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



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## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Rivera Early College High School

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



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# Brownsville Independent School District

## College, Career & Military Readiness

### HB3 BOARD GOALS

#### Veterans Early College High School

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