

Bay City Independent School District
Bay City High School
2018-2019 Campus Improvement Plan



Mission Statement

Bay City High School shall empower its students to be enlightened, responsible, and productive citizens; capable of using their talents and skills to accomplish goals and contribute significantly to society.

Vision

Success of a democratic society depends on the responsibility, productivity, and contributions of its citizens. Bay City High School students will contribute to society at all levels--here in our own community, to their state and nation, and to humanity in a global sense.

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Comprehensive Needs Assessment

Needs Assessment Overview

Bay City High School, through the efforts of committees, teacher input, and parent and community input, has identified several areas that improvement is needed. The most critical areas of improvement include closing the achievement gap for all sub-populations that attend BCHS, increasing CTE/Job Related programs and increasing parent involvement in the school.

Closing the achievement gap for all sub-populations means that BCHS raise the standards and achievement levels of those populations which are not up to standard without lowering the standard of those populations which do meet standard.

Because of the general makeup of the student population of BCHS, the need to increase CTE/Job Related programs is essential. Not every student that attends BCHS is intent on continuing their postgraduate studies. BCHS needs to provide a strong basis for the ability to be employed upon graduation.

Parent involvement in the school is the third major area that is need of improvement. BCHS recognizes the importance of parent involvement towards increased student success. BCHS has plans in place to increase parent involvement in planning, school activities, and individual student success.

Demographics

Demographics Summary

The enrollment of Bay City High School is approximately 980 students, with an equal distribution of student in grades 9-12. The ethnic breakdown is as follows: Hispanic: approximately 51%, White: approximately 28%, African American: approximately 17%. Although considered a rural community, most students live within the Bay City city limits. BCHS has approximately 57% of our enrollment qualifying for free or reduced lunch, and we are a Title I school. The school population is fairly stable, with most students attending Bay City ISD schools for most of their years in school. The percentage of students going forward to higher education or the military shows an upward trend. There is a slight demographic trend for increased Hispanic enrollment. Our LEP enrollment is comparatively small, representing only about 3% of the student body. Our Special Education population is about 8% of the student body.

Demographics Strengths

- Diversity of student population,
- Overall success of White students,
- Narrowing of the achievement gaps for Black and Hispanic students,
- High number of available parent volunteers,
- Considerable contributions to extra-curricular programs, scholarships, intern opportunities, and other financial support.
- Multiple opportunities for involvement by all student populations in Pre-AP, AP, Dual Credit; including CTE programs with multiple certifications.

Student Achievement

Student Achievement Summary

BCHS achieved a rating of Met Standard with a Distinction in Biology based on the 2014-2015 State Mandated Testing. Plans are in place to address student achievement through increased remediation in all sub-populations by providing remedial courses embedded in master schedule for all subjects, before and after school tutorials, student performance monitoring reports done biweekly. Foreign language needs of students are being addressed through fully staffing the foreign language department.

Student Achievement Strengths

- Substantial improvement in overall scores in social studies and science
- several student sub-populations showing improvement
- Achievement gap between groups becoming less discernible.

School Culture and Climate

School Culture and Climate Summary

Student culture and the overall climate at Bay City High School give us few areas of concern. We are very diverse, and students get along quite well. Disciplinary offenses are low, although school records indicate that Special Education students are over-represented in disciplinary actions. We have a wealth of extra-curricular offerings, and many students are involved in multiple extra-curricular activities such as sports, fine arts, and clubs. Attendance improved this year to over 93.29% for the campus, which is still below our goal of 95%. Teacher attendance is very adequate and teacher retention needs improvement. Parents are actively involved with a well-organized parent volunteer system of over 25 volunteers. Volunteer and booster organization have been very successful in raising money to support student activities, thus enhancing the overall opportunities for students here at BCHS.

School Culture and Climate Strengths

- Strong traditions,
- Good parent and community support,
- Positive leadership,
- Supportive faculty
- Patriotism very strong,
- College going culture evolving rapidly.
- Stable administrative team

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continue to maintain 100% highly qualified staff in all areas through continuous and ongoing teacher recruitment and provide ongoing support to all staff members towards long range retention and staff quality.

Staff Quality, Recruitment, and Retention Strengths

- Increased teacher recruitment
- Lowered class sizes
- Minimized teacher preps
- Fully staffed all departments
- Ongoing staff development based on teacher input
- Provided new teachers a mentor

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum for the 4 core areas is the TEK Resources System. It is current and prescriptive. As it evolves, we are always kept up to date. Training is free and it is ample. We offer more college dual enrollment courses than any other school in the county, and many students exit BCHS with more than 30 semester hours of college credits. We have just under 10 CTE programs which prepare a number of students for careers in various fields. This year, we continued our eight period day (increasing the instructional week by 250 minutes). Courses were adjusted to better meet the needs of the students. New courses do need some support as not all have texts and teachers are utilizing unfamiliar curricula in many cases. Instruction is ever-evolving to meet the needs of our students and is data driven. The curriculum department for the district is accessible and extremely supportive with leadership, ideas, and funding. Department heads serve as instructional leaders and are provided one additional planning period per day. We have three assistant principals, an Associate Dean of Instruction and three counselors that serve as school instructional leaders also. Assistant Principals appraise staff through numerous systematic walk-throughs with immediate and thorough feedback. Assessments are standard, using the DMAC system, and their results are used to guide instructional, program, and personnel decisions. Principal and assistant principals utilize Eduphoria--a software system run on hand-held computer devices to log walk-throughs, create a data bank, and give immediate feedback to teachers. Work together with professional communities to disaggregate data and plan assessment to improve student achievement. Continue to work towards decrease in discipline incidents during instruction through the continued implementation of Capturing Kids Heart strategies.

Curriculum, Instruction, and Assessment Strengths

Standard and strong curriculum: TEK-Resource System, added electives, growing instructional focus from campus administrators, Eduphoria, supports that include Study Island and DynEd. Increased collaboration among staff and administration on curriculum and instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Bay city High School will build and maintain community involvement capacity in order to support meaningful partnerships between home and school.

Parent and Community Engagement Strengths

- Long legacy of family involvement in Bay City
- Strong support from the professional/business communities
- Strong community entities that promote educational opportunities at BCHS to community
- Meet the Teacher Night
- Administrative home visits
- Career Day
- Strong Booster Clubs for the various extra-curricular groups
- Large number of former graduates return to serve in various capacities at BCHS

School Context and Organization

School Context and Organization Summary

Organizationally, we have an adequate staff in comparison to the recommended campus ratios. We have an Associate Principal/Dean of Instruction, three assistant principals, three counselors, and two school nurse and one social worker. These resources greatly help deliver one-on-one support to students. Instructionally, we are organized by academic department. The academic heads serve as the campus leadership team along with the principal and assistants. There is also a CCC, Campus Communication Committee that meets with the principal to share concerns and ideas and share information/updates with their colleagues. We have a large athletics department due to the great numbers of students involved and the "winning legacy" in this city. BCISD Administration Staff are invaluable to our campus. The principal has an associate principal who shares in guiding the school. The campus leadership team meets weekly and the faculty at large meets monthly. Departments meet twice a month. Information is shared through weekly memoranda and on the school website.

School Context and Organization Strengths

Simple organizational structure, experienced personnel in leadership positions, simple design of campus, almost new facilities easy to maintain, proximity of BCISD central administration, small size of town allow frequent, ongoing communication and personal visits by parents and community.

Technology

Technology Summary

BCHS has greatly expanded technology and technology course offerings over the last year, spending a large amount of our federal funds to replace and/or upgrade computer systems and provide effective software for all sorts of learners. School-wide, our ratio of computers to students is very good. We have a technology person on campus, and are training a teacher to become a technology support person as well. We have a school website and several teacher-created websites.

Technology Strengths

On-campus technology person, teacher in training as assistant in technology, doubling the number of computers on campus this year. In addition, the use of computers and software to assist students in alternative classroom settings.

Programs

Programs Summary

Bay City High School utilizes a variety of high quality programs such as Agriculture, Building Trades, Cosmetology, and Welding. Our college dual credit offerings are expansive. We are lacking, but making progress toward successful interventions for struggling learners. Extra-curricular programs have high enrollment--both in athletics and academics and are quite successful comparatively. We are working on our college preparatory program and this year added several services including a course for college preparation. We have implemented an Optional Flexible Extended School Day to meet the needs of students who are high risk of becoming drop-outs.

Programs Strengths

College dual credit, CTE classes, SAT Prep added, college visits, industry showcases and partnerships increased, assistance for all students applying to college increased. The PASS Program is working very well to curb behaviors of certain Special Education students, AVID is very strong and active, and our Crime Stoppers Program helps unite students and faculty in creating a safe and productive school environment. Services to Special Education students continue to improve through our Matagorda County partnerships, and through our partnerships with regional and state education entities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associates degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data


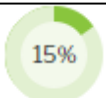
Goals








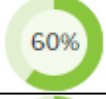
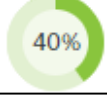




Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

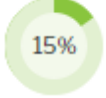


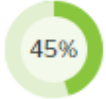


Performance Objective 1: All student groups will exhibit 10% or higher progress on subject area benchmarks and subject area EOC state assessments to meet or exceed the state standard.





Evaluation Data Source(s) 1: DMAC

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1. Six Weeks testing for core subjects for evaluating students. 2. Tutorials after school two days per week for all students. CBAs and Benchmark Testing throughout the school year to evaluate and assess the students' progress.</p>	<p>Classroom teachers, Counselors Academic Dean Assistant Principals</p>	<p>Student grades in all sub pops will reflect passing standards. Benchmarks will reflect adequate levels of mastery to serve as predictors for EOC success.</p>			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2</p> <p>2) Staff development when school starts to disaggregate data to show strengths and weaknesses of individual students. Continuous use of DMAC to disaggregate data on a six weeks basis by teachers to identify needs areas. Sheltered Instruction and ESL training for teachers continuing. Implement DMAC disaggregated data from EOC Math scores to plan instructions and continue with benchmark testing for evaluating student progress.</p>	<p>Teachers, Administrators PEIMS Coordinator Instructional specialist/department heads</p>	<p>Attendance at tutorials, improved grades. DMAC data runs</p>			

3) Subject level planning meetings each six weeks to use TEKS Resource YAG and IFD, review six weeks DMAC data, and formulate plans for intervention strategies	Teachers Academic Dean	Benchmark scores show progress toward target goals			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4	Academic Dean Principal ELA Team Leader ELA Teachers	Increased student performance on STAAR written compositions.			
4) Implementation writing initiative with instructional strategies for targeted student expectations in STAAR EOC ELA written compositions.	Funding Sources: 211 - Title I - 1500.00				
Comprehensive Support Strategy Critical Success Factors CSF 1	Teachers, Administrators, and Department heads	Increased student success in all sub pops on state assessments			
5) Continue implementing new curriculum in Algebra 1 classes where EOC and TEKS objectives are built in on a regular basis using TEKS Resource System for sequencing and as a resource. Benchmark for all EOC tested subject areas will be given during October and February using EOC release tests. Utilize Math teacher to pull out and tutor all math students that need intense remediation.					
6) Provide research/study system (Literature Reference Center) for students.	Librarian, Teachers	Usage of reference center			
Comprehensive Support Strategy	Teachers, Administrators, Departments Heads	Students meeting State Standards on state assessments. Improvement in grades, test scores of targeted students.			
7) Provide supplemental materials, programs and equipment to help improve curriculum in all courses.	Funding Sources: 211 - Title I - 20700.00, 270 - Title V - 10000.00, 244 - Carl Perkins - 12000.00				
Comprehensive Support Strategy	Campus Principal Campus Counselors Teachers ESL para-professionals	STAAR Assessment Success Increase graduation rate for ESL students Increase TSI and college ready programs for ESL students.			
8) Hand schedule ESL students into core academic subjects to ensure ESL students receive the appropriately trained teachers. (PMI) The students will also be closely monitored by the ESL para-professionals. The para professionals will assist the teachers will parent conferences in their same language and offer academic support to the students.					

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>9) Utilize professional learning communities to assist all core subject teachers to collaborate on grading assessment on progress of students. This collaboration will be used in instructional planning to meet the needs of the students.</p>	Principal Academic Dean	Records of substitutes being hired.			
<p align="center">Comprehensive Support Strategy</p> <p>10) Use Special Education tracking teachers to track performance of individual students receiving services and provide one on one counseling, parent contact, and real time remediation towards increased student success in all EOC subject state assessments as well as classroom academic achievement.</p>	Administrators, Regular Ed teachers, Special Ed teachers, Counselors	Increased Special Education student achievement in all subject level EOC state assessments.			
<p align="center">Comprehensive Support Strategy</p> <p>11) EOC remedial courses in all EOC tested subject areas embedded in the master schedule for students who are not successful on the EOC state assessment. In addition, ensure implementation of ELPS in all subject areas.</p> <p>The ESL Papa-professionals will also be schedule in classes that need support the most.</p>	Counselors, Administrators, Teachers	Students in all sub pops participating in EOC remedial classes will meet or exceed state standards on EOC state assessment retest.		<p align="center">Funding Sources: 244 - Carl Perkins - 15935.00, 263 - Title III LEP - 600.00</p>	
<p align="center">Comprehensive Support Strategy</p> <p>12) Provide identified 9th Grade Students increased remediation in Alg. 1 focusing on intensive Alg. 1 (pre-algebra) fundamentals towards increased student achievement in EOC math state assessment.</p>	Administrator and teachers	Increased student achievement in EOC math state assessment for African American, Hispanic, Eco. Disadvantaged, Special Education, and all student populations.			
<p align="center">Comprehensive Support Strategy</p> <p>13) Utilize Sheltered Instruction ESL strategies in all classrooms to ensure use of proven research based strategies to address the learning needs of ESL students (and all student) towards increased ESL (Gen. Ed and SpEd) classroom achievement and increased student achievement on EOC state assessments in Math, Science, Reading, and Social Studies.</p>	Administrators, Teachers, ESL coordinator, Counselors	Increased ESL (as well as Gen Ed and SpEd) classroom achievement and increased achievement on EOC state assessments in Math, Science, Reading, and Social Studies.			
<p align="center">Comprehensive Support Strategy</p> <p>14) Use student mentors to partner with teachers in providing instructional remediation in reading.</p>	English teachers, administrators	Increased achievement in classroom and EOC assessments in reading for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops.			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p>	<p>English teachers, administrators, Academic Dean</p>	<p>Increased achievement in classroom and EOC assessments in writing for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops.</p>			
<p>15) Use of Turnitin.com to provide instructional support and remediation in writing in all subject areas for all Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub populations.</p>	<p>Funding Sources: 270 - Title V - 3800.00</p>				
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Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 2: The level of instructional rigor will be raised across the curriculum for all students evidenced through all teachers scoring developing or above in Domain 2 T-TESS.

Evaluation Data Source(s) 2: T-TESS

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Department heads also serve as Instructional Specialists. Classroom observations of master teachers. Staff development geared to increasing rigor. Continuous administrative walk-throughs.</p>	Classroom teachers, Department heads/instructional specialists, Principal and assistant principals	Word walls visible; academic vocabulary used in classes, Novice teachers attaining proficiency or better Walk-throughs, either logged in on paper or in DMAC			
2) Continue with the AVID program.	District AVID Director	Students attendance in AP Classes, acceptance to colleges			
<p>Comprehensive Support Strategy</p> <p>3) BCHS will provide training for teachers/staff designed to improve quality of instruction for all students.</p> <p>The training is also differentiated for the teachers and para-professionals in the different departments. ESL and SPED para-professionals also get the support that the students need in the walkthroughs.</p>	Principal, Assistant Principals	Certificate of completion			
Funding Sources: 211 - Title I - 24240.00, 244 - Carl Perkins - 250.00, 255 - Title IIA - 8100.00, 263 - Title III LEP - 600.00, 199 - Local - 12000.00					
<p>Comprehensive Support Strategy</p> <p>4) Continued Sheltered Instruction and ESL training for teachers</p>	Principals, Assistant Principals	Certificates of completion			
Funding Sources: 263 - Title III LEP - 750.00					

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 5) The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and Spanish.	Federal Programs Director, Human Resources, Principal	Recruitment and retention of highly qualified teachers			
	Funding Sources: 255 - Title IIA - 55000.00				
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Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 3: TAKS and EOC participation for Bay City High School students will meet or exceed 98%.

Evaluation Data Source(s) 3: TEA Score Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy 1) Letters to parents regarding attendance, benchmark, passing rate.</p>	Attendance clerk, Principal, Assistant Principals, Teachers	Copies of letters, phone logs, responses to letters, and student improvement			
<p>Comprehensive Support Strategy 2) On test day: track missing students down by calling parents and making home visits. Provide transportation to those having difficulty making it to the exam.</p>	Counselors, Administrators, and attendance clerks.	Increased student participation rate in all sub pops for all subject level state assessments.			
<p>Comprehensive Support Strategy 3) Send communication to parents prior to the state assessments emphasizing the importance of attendance and participation on exam day.</p>	Counselors, administrators, and office staff,	Increased student participation rate in all sub pops for all subject level state assessments.			
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 4: Increase PSAT participation and improve student performance on SAT by 10% or higher. We will also increase the participation to 100% of juniors and passing performance for TSI math, reading, and writing by 10% or higher.

Evaluation Data Source(s) 4: College Board Score Reports, sign in sheets for tutoring. Parent meeting agendas to communicate with the parents. Dates available to take the test.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Wider publicity for PSAT through the use of posters, announcements, AVID program, and 10th Grade PAP classes.	Counselors, Principal(s)	Registration and participant records			
2) Establishing BCHS as a TSI testing site with College Board	Principal, Counselors, Academic Dean	Registration of all current juniors, freshman and sophomores interested in dual credit, and seniors who have not passed TSI.			
3) Offering TSI math, reading, and writing tutorials	Counselors, Tutorial Teaches, Academic Dean	Increased performance on TSI			
4) Counselor meetings with parents for information on TSI and Dual Credit	Counselors				
5) District funding 100% of TSI testing	Academic Dean Chief Curriculum Officer	Increased student participation and performance on TSI			
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 5: Student attendance will be carefully monitored, and excessive absences addressed through early notification and interventions to increase attendance to 95% campuswide.

Evaluation Data Source(s) 5: TxEIS

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Attendance clerk will report weekly attendance to principal. Mentors will be assigned to students in jeopardy of poor attendance. Attendance for critical students will be reviewed by AP's systematically. Attendance clerk will follow through with filing of truancy cases. Multiple opportunities will be given for absence make-up. Truancy officer and counselor will meet with student and parents about excessive absences.</p>	Attendance clerk, Truancy officer, Mentors (teachers and administrator)s, Assistant Principals Counselors	Attendance at Saturday Schools and other make-up sessions, Phone logs, Attendance reports as shown on data runs, Court records			
<p>Comprehensive Support Strategy</p> <p>2) School Messenger Utilized</p>	Administrators	Improved attendance.			
<p>3) Tardy process instituted for students who are tardy to avoid interruption to instruction.</p>	Administrators, Teachers	Attendance Records and logs			
<p>Comprehensive Support Strategy</p> <p>4) Second period teachers will meet at least once every six weeks individually with each student to discuss grades attendance and importance of being in school.</p>	Principal, Assistant Principals, Teachers	Attendance Records and logs			
<p>5) Incentives for students will be awarded for attendance as well as honor roll. Honor rolls will be posted within the school and published in local newspaper. Increased publicity honoring students and their accomplishments.</p>	Principal, Student Services Department, Public Relations Department	Improved attendance, Positive feedback from students/guardians			
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 6: Bay City will achieve a drop-out rate of 0%.

Evaluation Data Source(s) 6: TAPR Report

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Use our ACE Program to keep student on track to graduate on time with their peers. Implement home visitations to the student residents. This is called Home Intervention Task Force (HIT).	ACE teachers, Counselors	Mid-year and end-of year graduation through ACE, increased enrollment in this program			
Funding Sources: 197 - State Compensatory - 70000.00					
Comprehensive Support Strategy 2) Teachers, Counselors and principals will monitor students continually, apprising them and their parents of their progress toward graduation goals and adjusting schedules.	Counselors Teachers Principals	Check students' class credits regularly			
Funding Sources: 199 - Local - 50.00					
Comprehensive Support Strategy 3) Utilize College Readiness class for dropout prevention and academic success beginning with 2012-2013 school year. (PMI)	Campus Principal	Completion Rate 2016-2017			
4) Implement home visitations to the student residents.	Administrators, Counselors	Increase in overall attendance			
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 7: Bay City High School will increase CTE enrollment.

Evaluation Data Source(s) 7: TxEIS

Summative Evaluation 7:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Broaden elective classes, i.e. more technical offerings based on student interests and to complete pathways.	Counselors, Principal, CTE administrator	Added courses, More complete pathways as verified through WCJC			
2) Provide equipment, supplies, and materials to augment and enhance instruction.	Principal, teachers	Items purchased used to accomplish learning goals			
Funding Sources: 199 - Local - 11000.00, 244 - Carl Perkins - 3450.00					
3) Provide staff development for CTE teachers.	Administrators	Certificates of completion			
Funding Sources: 244 - Carl Perkins - 5000.00					
4) Expand CTE articulations to Wharton County Junior College along with Dual Enrollment courses.	Principal, Counselors	Increased enrollment in CTE and Dual enrollment courses.			
5) Assist students in acquiring certification in CTE fields through funding of certification tests for individuals in CTE classes. These fields include, but not limited to, Career Safe, Cosmetology, ServSave, MOS exams, Manage First, Certified Nurse Aide.	CTE teachers, Administrators	Student certifications in tested fields.			
Funding Sources: 244 - Carl Perkins - 8300.00					
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 8: Bay City High School will increase college dual course and/or AP enrollment.

Evaluation Data Source(s) 8: TxEIS

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Coordinate with junior colleges to offer more college classes in various subjects.	Principal, Department heads, Counselors	Added classes			
2) Provide professional development for PAP and AP teachers	Principal, AP Coordinator	Increase student performance on AP exams			
Funding Sources: 199 - Local - 3500.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 9: 70% of Bay City High School students in ESL and Special Education will pass State Assessment Exams in each subject area.

Evaluation Data Source(s) 9: TEA STAAR Score Reports

Summative Evaluation 9:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy 1) Offer ESL training and certification opportunities for teachers (BCISD will pay for training and certification).</p>	Curriculum and Special Programs Directors, ESL Supervisor on campus, BCISD Reading	Number of certifications earned, Improvement in student performance			
<p>Comprehensive Support Strategy 2) BCHS will provide inclusion teachers/paraprofessionals in all inclusion designated classes.</p>	Principal, Counselors	Schedules of inclusion teachers/paraprofessionals in designated classes			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 3) Provide additional equipment, supplies, and materials to augment and enhance instruction.</p>	Administrator of ESL, ESL Department Head	DynEd, ESL Reading Smart			
		Funding Sources: 263 - Title III LEP - 2100.00, 244 - Carl Perkins - 2500.00			
<p>Comprehensive Support Strategy 4) Documentation of Special Education Students and ESL students at grading periods to identify those students in need of intervention for classroom support in all subject areas.(SS)</p>	Teachers, AP, SpEd coordinator	student success in the classroom based on grades.			
= Accomplished = No Progress = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 10: All Bay City High School students will increase or maintain STAAR performance levels for student growth.

Evaluation Data Source(s) 10: TEA STAAR Score Reports

Summative Evaluation 10:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Provide STAAR RockSTAAR Review sessions for performance level groups	Classroom teachers Academic Dean	Increased/maintained performance levels for all students			
2) Use student progress charts with students in all EOC courses to record assessment scores, goals, and steps for success	Classroom teachers	Increased/maintained performance levels for all students taking EOC			
 = Accomplished  = No Progress  = Discontinue					

Goal 1: Bay City High School will provide quality teaching and rigorous learning in order for all student groups to meet or exceed state and national standards for academic performance and attendance.

Performance Objective 11: Increase student interest and readiness for the military

Evaluation Data Source(s) 11: CCMR Report

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Offer ASVAB onsite	Counselors	All students interested in enlisting will take the ASVAB test.			
2) Invite military recruiters to meet with students during lunches and be guest speakers in junior/senior level classes	Counselors APs	Increased interest in enlisting in military			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bay City High School will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 1: Classroom management and level of student engagement will improve markedly to where all teachers score Developing or above on T-TESS Domain 3.

Evaluation Data Source(s) 1: Eduphoria Strive

Summative Evaluation 1:


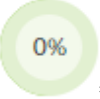

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Early and continuing administrative walk-throughs. Use of DMAC software for campus administrators and BCISD administrators to monitor campuses.	Instructional coaches/department heads, Principal and assistant principals	Scores of Proficient or higher on T-TESS. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement.			
			Funding Sources: 211 - Title I - 2540.00		
2) Capturing Kids Hearts Seminars/staff development on classroom management for teachers in critical need. Resource supports for teachers to increase student engagement.	Instructional Coaches/Department Heads, Principal and Assistant Principals	Scores of Proficient or higher on T-TESS. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement.			
			Funding Sources: 211 - Title I - 5500.00		
= Accomplished = No Progress = Discontinue					

Goal 2: Bay City High School will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 2: Discipline referrals will drop 10%, reflective of improved school-wide discipline.

Evaluation Data Source(s) 2: PEIMS

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Assistant principals will involve parents in every disciplinary situation. Repeat offenders will be dealt with in creative ways such as by assigning mentors and using alternative forms of discipline such as in-school detention and ASD. Teacher referrals will be tabulated and monitored; any trends will be addressed.	PEIMS coordinator, Assistant Principals, Principal Counselors	Discipline reports, Discipline Data Talk at Faculty Meeting			
2) Bay City ISD Police Department, teachers and administrators will continue to monitor the hallways and school grounds to maintain safety. Continue the RAPTOR System for security reasons in the front office for all visitors to BCHS.	Police Department, All staff	Reduction in student offenses that jeopardize/compromise safety Feedback that is received from students, parents, and community			
Critical Success Factors CSF 6	Principal, Assistant Principals	Certificates of attendance/completion in workshops.			
3) Bay City Administrators will be provided opportunities to attend workshops on policies, regulations, and new practices regarding school discipline.		Funding Sources: 199 - Local - 200.00			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Bay City High School will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 3: Bay City High School will promote awareness of potentially detrimental situations, such as drugs and alcohol, in the faculty and staff through staff development.

Evaluation Data Source(s) 3: PD Sign-in Sheets

Summative Evaluation 3:

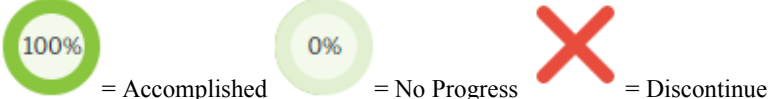
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Bay City High School will provide to the staff/faculty seminars/staff development on the trends and practices of substance use and abuse.	Principal, Assistant Principals, Police Department	Reduction in student offenses involving drugs, alcohol, and other related substances.			

Goal 2: Bay City High School will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 4: Bay City High School will reduce the incidences of bullying and bullying activity.

Evaluation Data Source(s) 4: PEIMS

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Bay City High School will promote bullying awareness through the use of posters, and banners.	Principal, Assistant Principals, Counselors, Local Businesses, CAPES	Reduction in number of bullying complaints and referrals.			
2) Bay City High School will subscribe to Quick Tips, a part of School Messenger, to provide students with an alternative method to reporting bullying and other problems to the school.	Principal, Assistant Principals, Counselors, Nurse	Reduction in the rate of bullying incidences in school.			
					

Goal 3: Bay City High School will maintain the high quality of education through the recruiting and retaining of highly qualified teachers.

Performance Objective 1: Bay City High School will hire highly qualified new teachers in order to meet 100% for highly qualified standards.

Evaluation Data Source(s) 1: Certification Spreadsheet

Summative Evaluation 1:







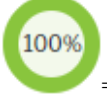


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Post on School, TASA and ESC websites for job openings as well as accredited College Job Fairs. Pre-requisite for all positions will include that applicants be highly qualified for position being offered.	Human Resources Principal Hiring Committee	Openings posted on sites listed.			
2) Retain highly qualified teachers through the use of sign-on incentives and stipends in high need areas of curriculum	Principal Human Resources	Retention rate of teachers.			
3) Provide leadership coaching for Administrative staff to increase teacher effectiveness and compliance.	Principal Curriculum Director	Increased TTESS ratings of all teachers.			
Funding Sources: 199 - Local - 12000.00					
= Accomplished = No Progress = Discontinue					

Goal 4: Bay City High School will enhance student achievement through collaborative school/parent/community partnerships.

Performance Objective 1: Bay City High School will increase opportunities for parent involvement by 25% and attain even higher increases for under-represented parent groups.

Evaluation Data Source(s) 1: Sign-in Sheets at Events

Summative Evaluation 1:

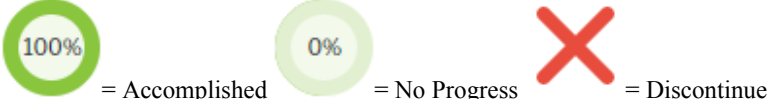
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) BCHS will hold Meet the Teacher Night. The campus website will be continuous updated with parent opportunities listed. Whenever possible, communication home will come in English and Spanish. Parent volunteers will be expanded. Back to school student and parent orientation held before the beginning of the school year.	Principal and Associate Principal, Website administrator, CARES Coordinator	Goal reached of 25% increase in parent participation for under-represented groups over last year			
2) Involve parents and community as partners along with educators as the Site Based Decision Making Committee. Home visits and school nights for parents (Meet The Teacher Night, Open House, Volunteer Parent Program).	Principal, Counselors, Assistant Principals, Parent Volunteer coordinator	Parent/community feedback Reduction in parent concerns/complaints			
Funding Sources: 211 - Title I - 650.00					
3) Meet and tour local major employers. Continue and strengthen partnership with STP and Texas A & M Nuclear Science.	Principal, Campus leader contacts for various industries, Powerset and WIT sponsors	On-campus showcases from area partners, Increased enrollment in Powerset and WIT, Increased field trips at area business/companies, Increase "open invitations" and public/campus events			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Bay City High School will enhance student achievement through collaborative school/parent/community partnerships.

Performance Objective 2: BCHS will promote student health/fitness and increase students' self-efficacy toward eliminating incidents of abuse.

Evaluation Data Source(s) 2: Fitness Gram
Documentation of Incidents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) BCHS will pursue a series of seminars/presentations that support students in their quest for health and healthy relationships; campus nurse, food services, and p.e. staff will partner in creating greater health awareness	Principal, Counselors, Nurse	Feedback from students Fitness Gram reports, Reduced incidences of abuse reported by students/CPS involvement			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Six Weeks testing for core subjects for evaluating students. 2. Tutorials after school two days per week for all students. CBAs and Benchmark Testing throughout the school year to evaluate and assess the students' progress.
1	1	2	Staff development when school starts to disaggregate data to show strengths and weaknesses of individual students. Continuous use of DMAC to disaggregate data on a six weeks basis by teachers to identify needs areas. Sheltered Instruction and ESL training for teachers continuing. Implement DMAC disaggregated data from EOC Math scores to plan instructions and continue with benchmark testing for evaluating student progress.
1	1	4	Implementation writing initiative with instructional strategies for targeted student expectations in STAAR EOC ELA written compositions.
1	1	5	Continue implementing new curriculum in Algebra 1 classes where EOC and TEKS objectives are built in on a regular basis using TEKS Resource System for sequencing and as a resource. Benchmark for all EOC tested subject areas will be given during October and February using EOC release tests. Utilize Math teacher to pull out and tutor all math students that need intense remediation.
1	1	7	Provide supplemental materials, programs and equipment to help improve curriculum in all courses.
1	1	8	Hand schedule ESL students into core academic subjects to ensure ESL students receive the appropriately trained teachers. (PMI) The students will also be closely monitored by the ESL para-professionals. The para professionals will assist the teachers will parent conferences in their same language and offer academic support to the students.
1	1	9	Utilize professional learning communities to assist all core subject teachers to collaborate on grading assessment on progress of students. This collaboration will be used in instructional planning to meet the needs of the students.
1	1	10	Use Special Education tracking teachers to track performance of individual students receiving services and provide one on one counseling, parent contact, and real time remediation towards increased student success in all EOC subject state assessments as well as classroom academic achievement.
1	1	11	EOC remedial courses in all EOC tested subject areas embedded in the master schedule for students who are not successful on the EOC state assessment. In addition, ensure implementation of ELPS in all subject areas. The ESL Para-professionals will also be schedule in classes that need support the most.
1	1	12	Provide identified 9th Grade Students increased remediation in Alg. 1 focusing on intensive Alg. 1 (pre-algebra) fundamentals towards increased student achievement in EOC math state assessment.
1	1	13	Utilize Sheltered Instruction ESL strategies in all classrooms to ensure use of proven research based strategies to address the learning needs of ESL students (and all student) towards increased ESL (Gen. Ed and SpEd) classroom achievement and increased student achievement on EOC state assessments in Math, Science, Reading, and Social Studies.

Goal	Objective	Strategy	Description
1	1	14	Use student mentors to partner with teachers in providing instructional remediation in reading.
1	1	15	Use of Turnitin.com to provide instructional support and remediation in writing in all subject areas for all Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub populations.
1	2	1	Department heads also serve as Instructional Specialists. Classroom observations of master teachers. Staff development geared to increasing rigor. Continuous administrative walk-throughs.
1	2	3	BCHS will provide training for teachers/staff designed to improve quality of instruction for all students. The training is also differentiated for the teachers and para-professionals in the different departments. ESL and SPED para-professionals also get the support that the students need in the walkthroughs.
1	2	4	Continued Sheltered Instruction and ESL training for teachers
1	2	5	The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and Spanish.
1	3	1	Letters to parents regarding attendance, benchmark, passing rate.
1	3	2	On test day: track missing students down by calling parents and making home visits. Provide transportation to those having difficulty making it to the exam.
1	3	3	Send communication to parents prior to the state assessments emphasizing the importance of attendance and participation on exam day.
1	5	1	Attendance clerk will report weekly attendance to principal. Mentors will be assigned to students in jeopardy of poor attendance. Attendance for critical students will be reviewed by AP's systematically. Attendance clerk will follow through with filing of truancy cases. Multiple opportunities will be given for absence make-up. Truancy officer and counselor will meet with student and parents about excessive absences.
1	5	2	School Messenger Utilized
1	5	4	Second period teachers will meet at least once every six weeks individually with each student to discuss grades attendance and importance of being in school.
1	6	2	Teachers, Counselors and principals will monitor students continually, apprising them and their parents of their progress toward graduation goals and adjusting schedules.
1	6	3	Utilize College Readiness class for dropout prevention and academic success beginning with 2012-2013 school year. (PMI)
1	9	1	Offer ESL training and certification opportunities for teachers (BCISD will pay for training and certification).
1	9	2	BCHS will provide inclusion teachers/paraprofessionals in all inclusion designated classes.
1	9	3	Provide additional equipment, supplies, and materials to augment and enhance instruction.
1	9	4	Documentation of Special Education Students and ESL students at grading periods to identify those students in need of intervention for classroom support in all subject areas.(SS)

State Compensatory

Personnel for Bay City High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bay City High School	Teacher	ACE	1
Bay City High School	Counselor	DAEP	1
Bay City High School	Instructional Aide	DAEP	1
Bay City High School	Teacher	Social Studies	.21
Bay City High School	Teacher	Social Studies	.5
Bay City High School	Teacher	Science	.5
Bay City High School	Teacher	English	.5
Bay City High School	Teacher	Math	.28
Bay City High School	Teacher	Math	.31
Bay City High School	Teacher	Interpersonal Studies	.57
Bay City High School	Teacher	DAEP	1
Bay City High School	Nurse	PEP	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BCHS	Aide	ESL	1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Mary Mosier	Academic Dean
Classroom Teacher	Angela Baker	Math Teacher/Team Leader
Classroom Teacher	Jill Lowry	Science Teacher/Team Leader
Classroom Teacher	Becky Morrison	English Teacher/Team Leader
Classroom Teacher	John Driver	Social Studies Teacher/Team Leader
Administrator	Estela Reyes	Principal
Business Representative	Helen McAda	McAda Valve & Supply
Parent	Karen Kennedy	Parent
Community Representative	Janice Hopes	Community Representative
Parent	Latasha Brown	Parent
Business Representative	Mark Page	Business Representative
Classroom Teacher	Diane Farrar	CTE Teacher / Team leader
Classroom Teacher	Esther Martinez	Spanish Team leader
Classroom Teacher	Daniel Tinus	Teacher / CTE team leader
Classroom Teacher	Magda Mirelez	Fine Arts/ Team Leader

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Region 4 Online Instructional Videos		\$1,500.00
1	1	7			\$20,700.00
1	2	3	ELA Instructional Support from Region 4; ELA Reading and Writing Workshops, ELA Writing Needs Assessment, Other Core Teacher Training		\$24,240.00
2	1	1		211-51-6256.00	\$2,400.00
2	1	1		211-13-6299.00	\$140.00
2	1	2	Flippen Group	211-13-6299.00	\$5,500.00
4	1	2			\$650.00
Sub-Total					\$55,130.00
Budgeted Fund Source Amount					\$147,562.00
+/- Difference					\$92,432.00
197 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$90,000.00
+/- Difference					\$20,000.00
Grand Total					\$125,130.00