

Bay City Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



Mission Statement

Bay City Independent School District shall empower its staff to educate children to be responsible and productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall enrollment in BCISD has slightly increased by approximately 100 students since last year. Ethnicity makeup remains stable with the African American population making up 15% , White population 7% and Hispanic population approximately 65% of total student enrollment. Of our student enrollment At Risk (53%) and Economically Disadvantaged (69%) eligibility has remained stable. However, one significant variance in population has been in the LEP eligibility. Over the past five years, the district program has grown from 8% to currently 16% of its students qualifying as Limited English Proficient. The district struggles to find certified Bilingual teachers and has had to file an exception in the past. However, the district continues to recruit, offer sign on incentives, and stipends for certified Bilingual teachers. Additionally, the district continues to try and grow the ESL certifications within the district by paying for teachers to take the prep class and the exam. Training continues in Sheltered Instructional strategies for ELL's.

Attendance rates remain stable over the past five years. Elementary campuses average 95%-96% while junior high and high school are slightly lower in the 92%-94% range.

A significant issue of concern is disproportionality in the area of staff demographics. Currently, our teaching staff is comprised of 11% African American, 17% Hispanic, and 72% White ; the greatest discrepancy between students and staff demographics being in the Hispanic population.

Although Parent Involvement Opportunities have increased across the district, additional opportunities are need to involve parents as part of decision making process. Also, additional educational opportunities are needed for parents of students who are chronically truant or who display significant behavioral issues.

Demographics Strengths

Increasing enrollment

Stable demographics

Successfully increasing scores of increased LEP population.

Student Academic Achievement

Student Academic Achievement Summary

Significant increases were seen in many areas in student achievement in Spring 2018. (See attached addendum of student achievement STAAR score comparisons with increases highlighted in yellow.) Gains were achieved in Reading, Math, Science, and Writing in the number of students meeting the "Approach", "Meets", and "Masters" levels. These gains were partly due to significant increase in use of TEKS Resource System Curriculum (see data source in addendum) and increased number of teacher walkthroughs with principals providing coaching and guidance to teachers. (see data source in addendum) Continued focus is needed in all areas of fidelity of curriculum use as well as using the TEKS Resource System to develop a system of Formative Assessments that will monitor student progress. Vertical teams for ELAR, Math, and Science for Grades K-12 were formed and a system of pacing guides and aligned formative assessment was developed by team members during the summer of 2018 - to be implemented during 2019-20. Additionally, the vertical ELAR team developed ELAR proficiencies and aligned expectations K-12 to better address expectations within varied aspects of ELAR. Additionally, score increases were directly affected by Instructional FAcilitators modeling best instructional practices for teachers and working with groups in planning fidelity with TEKS Resource System. Therefore, for 2019-20, each elementary campus will add their own instructional coach to their staff. Additionally, master scheduling will build in PLC time weekly for coaches to work with teams, disaggregating data and focusing on instructional improvement.

However, surveys and guided Root Cause Analysis determines that district needs system of common assessments so that student progress can be assessed more frequently to allow for more timely instructional adjustments to be made. Additionally rigor of unit assessments being used did not necessarily match rigor of TEKS Resource System and STAAR testing. Therefore, vertical teams will develop common assessment system for 18-19.

Student Academic Achievement Strengths

More Consistent use of TEKS Resource System

More frequent walkthroughs by campus administrators assessing instructional fidelity and coaching teachers

First implementation 2019-20 of district wide Common Assessments every 3 weeks using Rigor of TEKS Resource System and/or Released STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Formative assessments are not accurately identifying students who are struggling and/or students who can be challenged to achieve at

a higher level. This includes CTE students at BCHS who make up 93% of overall student enrollment at the campus. **Root Cause:** BCISD lacks a system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. Data talks are not conducted frequently enough to make timely instructional adjustments.

Problem Statement 2: Although SPED performance has steadily increased in many areas, some areas show stagnant or declining results. **Root Cause:** Quality of collaborative teaching model is inconsistent across the district and lacks fidelity with some staff.

District Processes & Programs

District Processes & Programs Summary

Implementation data reflects more fidelity in use of TEKS Resource Curriculum system and principals are conducting more walkthroughs to provide accountability and feedback to teachers. Additionally, superintendent and CAO are conducting more frequent data talks with principals to provide accountability and feedback to leaders also. However, the district continues to lack Formative Assessment system and Aligned Resources that are implemented with fidelity to address the rigor of STAAR.

Organizationally, the district conducted a needs assessment through Organizational Health Consultants for each campus. Campus surveys identified individual strengths and weaknesses at each campus, of which the most common to all, was identifying a focused goal at each campus and centering all strategies and efforts on accountability and problem solving around that focused goal. Campus administrative teams held strategic planning session with Organizational Health consultants to address strengths and weaknesses and develop system for cohesive communication with Campus Leadership teams.

Targeted staff development plans were developed at the district and campus level for 2017-18 and district Initiatives in Guided Reading (Grade K-5), Capturing Kids Hearts, and Lead4ward Engaging Learning strategies were a focus for all campuses. According to a staff survey, 93% attended professional development relate to their specific content area and 89% shared what they learned with their team. 97% of teachers agreed in some degree that the staff development provided had improved their ability to address the individual needs of students and New instructional strategies found to be beneficial to student engagement and learning included Lead4ward strategies, Guided Reading strategies, Student Learning centers, and Instructional technology integration. However, T-TESS data reflects weaknesses across the district in Domain II (Instructional) in areas of content knowledge, differentiation, and depth and rigor of instruction. Staff expressed that highest need for future staff development was: Content Knowledge, Differentiation, Higher Level Questioning, and Integrating Technology that is currently in their classrooms. Teachers also expressed need to receive more modeling and coaching in their classrooms.

However, T-TESS data across the district indicates that Domain II averages are in the Proficient range which campus and district leaders felt were not sufficient to execute significant growth in student achievement. Campus Leaders expressed a need for additional training in Instructional Leadership, Instructional Coaching, and T-TESS Fidelity. Campus leaders also expressed need for additional walkthroughs in classrooms with constructive feedback and coaching for teachers. T-TESS data reflected overall weaknesses in Content Knowledge, Differentiation, and Instructional Strategies. Campus administrators also expressed more coaching and modeling for new and/or struggling teachers was needed.

All campus CNA information presented strong needs in this area. Thus, the District CNA committee saw a consistent trend across the district and developed a goal for the Federal funding application under Commissioner Morath's Priority I - Recruiting, Supporting, and Retaining teachers and principals. Specific programs/activities aligning with this priority include quality mentoring for new teachers, instructional support in best practices, support in building relationships and behavior management, and leadership coaching for principals.

All activities are aligned in Campus and/or District CIP's, supported with local/state and/or federal funding. Federal funding compliance monitored by Federal Programs Compliance Officer and secretary. State Comp Ed compliance monitored by Chief Academic Officer and secretary.

The district continues to struggle to recruit and retain qualified personnel that also reflect the cultural makeup of our student body. Additional efforts in area of recruiting and retention are noted as strategies in this plan.

District Processes & Programs Strengths

Systems for Curriculum - fidelity increasing

Systems for identifying best practices in instruction increasing - targeted professional development plans

Systems for hiring and recruiting initiated in 17-18 - will continue with additional strategies for 19-20

More frequent systems of data talks and accountability with principals and teachers.

Perceptions

Perceptions Summary

Bay City Independent School District's culture and climate CNA was gathered from a staff survey administered in the spring of 2017.

Strengths:

- 70% of staff members agree that their school culture is positive and supportive. Additionally 25% of staff answered that this is evident "sometimes". Only 5% disagreed with this statement.
- 93% attended professional development relate to their specific content area and 89% shared what they learned with their team. 97% of teachers agreed in some degree that the staff development provided had improved their ability to address the individual needs of students and New instructional strategies found to be beneficial to student engagement and learning included Lead4ward strategies, Guided Reading strategies, Student Learning centers, and Instructional technology integration. Staff expressed that highest need for future staff development was: Content Knowledge, Differentiation, Higher Level Questioning, and Integrating Technology that is currently in their classrooms.
- 75%-85% of teachers expressed that Instructional Coaches helped them in multiple areas such as: using assessment data to improve instruction, helping them implement instructional strategies from professional development, providing constructive feedback, help in analyzing TEKS and securing appropriate materials.
- 89% of teachers felt that effective support systems were very much or moderately in place to help implement the school's behavior management program

Capturing Kids Hearts has helped improve campus culture across the district as reflected in staff surveys, but fidelity of implementation can be increased at several campuses and at the district level.

Bay City Independent School District conducts an annual Parent survey every spring. Spring 2017 results are reflected below and indicate that increased communication with parents at the secondary level is needed. Additional concerns involve fairness of and communication regarding discipline.

Strengths:

- 93% understand the discipline policy
- 93% understand the dress code
- 94% feel office staff is friendly, courteous, and helpful
- 86% feel the principal/assistant principal is accessible and responsive
- 85% feel teachers work with them to help their child
- 85% feel informed about their child's progress
- 85% had a teacher conference
- 84% are pleased with opportunities for enrichment

Concerns:

- Low number of parent participation

Secondary Level:

Strengths:

- 90% felt their child feels safe/very safe at school
- 86% felt campus follow up on reports of alleged abuse
- 81% felt that their child's academic needs are being met

Concerns:

- 62% had conference with teacher, yet 82% felt teacher conference would enable them to help their child the most
- only 52% agree that discipline is fair and based on written rules/consequences
- Low number of parent participation in survey

Trends in the Campus Comprehensive Needs Assessments across the district noted concern in the area of parents understanding and taking responsibility for chronic absenteeism.

Perceptions Strengths

Increased acceptance and use of Instructional Coaches across district

Increased accountability for rigor and instructional best practices for teachers and leaders.

Programs

Programs Summary

Bilingual/ESL Program -- District instructs student in the Bilingual Program in grades PK - 5 and the ESL program grades 6 - 12. Grades PK-5 is a Bilingual/ ESL program, and Grades 6 - 12 is an English as a Second Language Content Based and Pull-Out Program.

Programs Strengths

- District exceeds the state standard for Annual Measurable Achievement Objectives (AMAO) 1(+1Level) and 2(number scoring advanced high
- Writing scores for ELL's have increased 14% from 2013.

Priority Problem Statements

Problem Statement 1: Formative assessments are not accurately identifying students who are struggling and/or students who can be challenged to achieve at a higher level. This includes CTE students at BCHS who make up 93% of overall student enrollment at the campus.

Root Cause 1: BCISD lacks a system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. Data talks are not conducted frequently enough to make timely instructional adjustments.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Although SPED performance has steadily increased in many areas, some areas show stagnant or declining results.

Root Cause 2: Quality of collaborative teaching model is inconsistent across the district and lacks fidelity with some staff.

Problem Statement 2 Areas: Student Academic Achievement

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- 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.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices





Goals





Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.


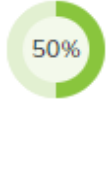
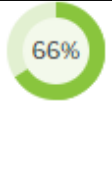

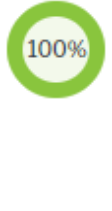
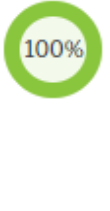
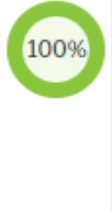
Performance Objective 1: Bay City ISD will increase Student Growth Measure in Reading by 9% - reaching the target of 77% achieving the STAAR growth measure.


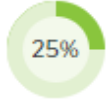
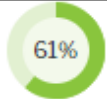




Evaluation Data Source(s) 1: Percentage of students achieving growth measure on STAAR Reading - Grade 4-8 and English II.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7</p> <p>1) Vertical ELAR Team of teachers K-12 will be formed. ELAR Instructional Facilitator will work with team to develop pacing guides, common assessments, literacy proficiencies, and vertical curricular alignment documents.</p>	2.4	Chief Academic Officer, ELAR Instructional Facilitator	Increased vertical and horizontal curriculum alignment as evidenced through lesson plans.			
	Funding Sources: 211 - Title I - 80000.00					
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Campuses will utilize TEKS Resource System, TXGuide, and pacing guides developed by vertical curriculum teams with increase frequency and fidelity. ELAR Instructional Facilitator and Campus Coaches will facilitate.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
	Funding Sources: 255 - Title IIA - 11000.00, 199 - Local - 22000.00					

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. ELAR Facilitator and Campus Coaches will lead this process.</p>		<p>Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders</p>	<p>Progress Reports, report cards, benchmark test results</p>			
<p align="center">PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p>		<p>Chief Academic Officer, Campus Administrators</p>	<p>Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data</p>			
<p>Funding Sources: 211 - Title I - 8000.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) Campuses will use common planning times and/or designated PLC times created in Master schedule (Cardonex) to regularly review student growth data from common assessments to address weakness and adjust instruction. Sessions facilitated by Campus Instructional Coaches and ELAR Facilitator.</p>		<p>Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members</p>	<p>Improved student achievement</p>			
<p>Funding Sources: 199 - Local - 45000.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>6) Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals</p>						<p>Problem Statements: Student Academic Achievement 1</p>

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>7) Struggling students from each of the subgroups of students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.</p>	2.4, 2.5	Chief Academic Officer, Chief Federal Program Compliance	Increase in the number of students who meet the passing standards of the STAAR assessment			
Funding Sources: 197 - State Compensatory - 77000.00						
<p>PBMAS Critical Success Factors CSF 1</p> <p>8) Guided Reading materials will be selected and standardized K-3 by a vertical team to increase teacher's abilities to differentiate to all levels.</p>		Chief Academic Officer, ELAR Instructional Facilitator, Elementary Principals	Improved Reading Levels for students K-3			
Problem Statements: Student Academic Achievement 2 Funding Sources: 197 - State Compensatory - 22235.00, 199 - Local - 96000.00						
<p>TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2</p> <p>9) Administer the TPRI to K-2 students and STAR Renaissance Reading to K-8 students as universal screener 3 times yearly and for six weeks progress monitoring for Reading improvement.</p>		Chief Academic Officer, Campus Principals, Instructional Coaches, Team Leaders	Assessment results, progression of students reading skills from beginning of year to end of year			
Funding Sources: 211 - Title I - 43600.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) All campuses will utilize Accelerated Reader program to provide silent sustained Reading opportunities as part of Balanced Literacy program K-8.</p>		Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. chairs/Team Leaders	Accelerated Reader Reports/ STAR Enterprise Reports			
Funding Sources: 211 - Title I - 33000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>11) Hand schedule ESL students into Core Academic subjects to ensure that ESL students receive the appropriately trained teachers.</p>	2.4, 2.6	Chief Federal Programs Compliance Officer, Campus Principals, Campus Counselors	Increase in the number of ESL students that pass STAAR assessments.			

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 12) District will promote and support student tutorials in the community.	Chief Federal Programs Compliance Officer	Increase in the number of students who meet Level II Satisfactory Requirement on STAAR Assessments.			
	Funding Sources: 211 - Title I - 12000.00				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 13) District will provide summer program for accelerated learning experiences and instruction.	Chief Academic Officer	student participation			
	Funding Sources: 197 - State Compensatory - 75000.00, 199 - Local - 29000.00, 211 - Title I - 17000.00				
Comprehensive Support Strategy Critical Success Factors CSF 1 14) District will support ELL population with supplemental literacy programs and technology. (ESL Reading Smart)	Chief Academic Officer, Chief Federal Programs Compliance Officer	Program reports that indicate progress			
	Funding Sources: 263 - Title III LEP - 3000.00				
Critical Success Factors CSF 4 15) Provide Homebound services to students as needed.	Chief Academic Officer	Increase in the number of students who meet the passing standards of the STAAR Assessment.			
	Funding Sources: 197 - State Compensatory - 22000.00				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Formative assessments are not accurately identifying students who are struggling and/or students who can be challenged to achieve at a higher level. This includes CTE students at BCHS who make up 93% of overall student enrollment at the campus. Root Cause 1: BCISD lacks a system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. Data talks are not conducted frequently enough to make timely instructional adjustments.</p>
<p>Problem Statement 2: Although SPED performance has steadily increased in many areas, some areas show stagnant or declining results. Root Cause 2: Quality of collaborative teaching model is inconsistent across the district and lacks fidelity with some staff.</p>






Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.




Performance Objective 2: Bay City ISD will increase percentage of students achieving STAAR growth measure in Math by 9% - reaching the target of 79%.

Evaluation Data Source(s) 2: Percentage of students achieving growth measure on STAAR Math - Grade 4-8 and Algebra I EOC.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Vertical Math Team of teachers K-12 will be formed. Math/Science Instructional Facilitator and team will develop pacing guides, common assessments, and model lessons.</p>		Chief Academic Officer, ELAR Instructional Facilitator	Increased vertical and horizontal curriculum alignment as evidenced through lesson plans.			
Funding Sources: 211 - Title I - 67000.00						
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Campuses will utilize TEKS Resource System, TxGuide, and pacing guides developed by vertical curriculum teams with increase frequency and fidelity. Campus Instructional Coaches and Math/Science Facilitator will facilitate process.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. Math Facilitator and Campus Coaches will lead this process.</p>		Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders	Progress Reports, report cards, benchmark test results			

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p>		<p>Chief Academic Officer, Campus Administrators</p>	<p>Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data</p>			
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) Campuses will use common planning times and/or designated PLC times created in Master schedule (Cardonex) to regularly review student growth data from common assessments to address weakness and adjust instruction. Sessions will be led by Campus Instructional Coaches and/or Math/Science Instructional Facilitator.</p>		<p>Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members</p>	<p>Improved student achievement</p>			
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>6) Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>7) Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.</p>		<p>Chief Academic Officer, Campus Principals</p>	<p>Increase in the number of students who meet the passing standards of the STAAR assessment</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) District will provide summer program for accelerated learning experiences and instruction.</p>		<p>Chief Academic Officer</p>	<p>student participation</p>			

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>9) District will promote and support student tutorials in the community.</p>		<p>Chief Federal Programs Compliance Officer</p>	<p>Increase in the number of students who meet Level II Satisfactory Requirement on STAAR Assessments.</p>			
<p>Funding Sources: 211 - Title I - 5200.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>10) District will provide summer program for accelerated learning experiences and instruction.</p>		<p>Chief Academic Officer</p>	<p>student participation</p>			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						







Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 3: Bay City ISD will increase percentage of students achieving "Meets" standard level on STAAR Writing by 9% reaching the State target of 40%.

Evaluation Data Source(s) 3: Percentage of student achieving "Meets" standard on Grade 4 and 7 Writing.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7</p> <p>1) Vertical ELAR Team of teachers K-12 will be formed. ELAR Instructional Facilitator will lead team in developing pacing guides, common assessments, literacy proficiencies, and vertical curricular alignment documents.</p>		Chief Academic Officer, ELAR Instructional Facilitator	Increased vertical and horizontal curriculum alignment as evidenced through lesson plans.			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Campuses will utilize TEKS Resource System, TxGuide, and pacing guides developed by vertical curriculum teams with increased frequency and fidelity. Implementation will be led by Campus Instructional Coaches and/or ELAR Facilitator.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. ELAR Instructional Facilitator will lead process.</p>		Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders	Progress Reports, report cards, benchmark test results			

<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p>		Chief Academic Officer, Campus Administrators	Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data			
<p>Comprehensive Support Strategy</p> <p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2</p> <p>5) Campuses will use common planning times and/or designated PLC times built into Master Schedule (Cardonex) to regularly review student growth from common assessments and address weaknesses and adjust instruction. PLC process will be led by Campus Instructional Coaches and ELAR Facilitator.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members	Improved student achievement			
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1</p> <p>6) BCISD will contract with Region IV ELAR Specialist to provide continued coaching for High School English I and II teachers in proficiencies developed by ELAR Vertical Team. ELAR Facilitator will facilitate coaching experiences</p>		Chief Academic Officer, ELAR Instructional Facilitator, High School Principal/Academic Dean	Increased Writing scores for English I and II EOC			
<p>Funding Sources: 211 - Title I - 8500.00</p>						
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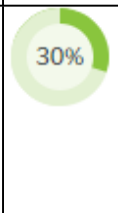

Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

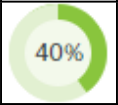



Performance Objective 4: Bay City ISD will increase percentage of student achieving "Meets" standard level on STAAR Science by 5%, reaching the State target of 50%.

Evaluation Data Source(s) 4: Percentage of students achieving "Meets" standard on Grade 5,8 Science and Biology EOC.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Vertical Science team will develop TEKS Aligned Exemplar Lab experiences for K-12 to be implemented district wide. Math/Science Instructional Facilitator will lead team and facilitate process.</p>		Chief Academic Officer, Math/Science Instructional Facilitator, Principals K-12	Increased vertical and horizontal TEKS Alignment of Lab Experiences			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Campuses will utilize TEKS Resource System, TxGuide, and Pacing Guides developed by vertical curriculum team with increased frequency and fidelity. Campus Instructional Coaches and Math/Science Facilitator will implement this process with teachers.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. Math/Science Facilitator and Campus Coaches will lead this process with teachers.</p>		Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders	Progress Reports, report cards, benchmark test results			

<p align="center">PBMAS TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p>		<p>Chief Academic Officer, Campus Administrators</p>	<p>Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data</p>			
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Campuses will use common planning times and/or designated PLC times to review disaggregated data from common assessments to address weakness and adjust instruction. PLC will be facilitated by Campus Coaches and/or Math/Science FAcilitator.</p>		<p>Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members</p>	<p>Improved student achievement</p>			
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>6) Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.</p>		<p>Chief Academic Officer, Chief Federal Program Compliance</p>	<p>Increase in the number of students who meet the passing standards of the STAAR assessment</p>			

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p>		Chief Academic Officer, Principals,	Increased student interest in Math and Science resulting in improved achievement.			
<p>8) District will support additional STEAM opportunities for students in areas of Science, Technology and Math with FIRST Inspire Season Passes for Lego League and Lego League Jr. Teams at each campus.</p>	<p>Funding Sources: 270 - Title V - 8000.00</p>					
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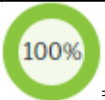


Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 5: Bay City ISD will increase percentage of students achieving "Meets" standard in Social Studies by 18%, achieving the State target of 53%.

Evaluation Data Source(s) 5: Percentage of students achieving "Meets" in Grade 8 Social Studies and US History EOC.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Vertical SS team will develop TEKS Aligned Exemplar Lab experiences for K-12 to be implemented district wide.</p>		Chief Academic Officer, Math/Science Instructional Facilitator, Principals K-12	Increased vertical and horizontal TEKS Alignment of Lab Experiences			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Campuses will utilize TEKS Resource System, TX Guide, and Pacing Guides developed by vertical teams with increased frequency and fidelity.</p>		Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team.</p>		Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders	Progress Reports, report cards, benchmark test results			


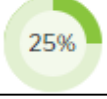
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p>		<p>Chief Academic Officer, Campus Administrators</p>	<p>Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data</p>			
<p>Comprehensive Support Strategy</p> <p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2</p> <p>5) Campuses will use common planning times and/or designated PLC times in master schedule (Cardonex) to review disaggregated data from common assessments to address weakness and adjust instruction.</p>		<p>Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members</p>	<p>Improved student achievement</p>			
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals</p> <p>6) District will provide ongoing coaching support and TEKS professional Development from Region IV for Grade 8 Social Studies teachers.</p>		<p>Chief Academic Officer, BCJH Principal/Academic Dean</p>	<p>Improved STAAR Results - Grade 8 Social Studies</p>			
<p>Funding Sources: 211 - Title I - 1730.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 6: Bay City ISD will increase percentage of students achieving "Approach" standard in all Areas of STAAR by 5% ,for those eligible and previously eligible for special education services.

Evaluation Data Source(s) 6:

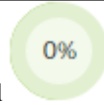
Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>PBMAS</p> <p>1) District will closely monitor STAAR Alt participation at each campus to ensure students meet eligiblity requirements as outlined by TEA.</p>		Special Education Director and Campus Principals	Appropriate eligibility decisions for STAAR Alt.			
<p>PBMAS Critical Success Factors CSF 7</p> <p>2) The District will provide refresher training in Collaborative Teaching Practices to all teachers, gen ed and sped, who provide inclusion services to students.</p>		Special Education Director, Chief Academic Officer	Increased knowledge of collaborative teaching practices - increased fidelity in classroom			
Problem Statements: Student Academic Achievement 2						
<p>PBMAS TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 7</p> <p>3) District will provide opportunities for campus teams to observe other campuses exhibiting best practices in inclusion settings.</p>		Director of Special Education	Increased teacher capacity to provide quality inclusion support.			
<p>PBMAS Critical Success Factors CSF 1</p> <p>4) Region 3 Personnel will provide updated training for all teachers and administrators on effective accommodations and modifications to meet students needs.</p>		Director of Special Education	More effective accommodations/modifications for students			

<p align="center">PBMAS</p> <p>5) SPED Director will conduct guided learning walks with campus administrators to assess current level of collaborative teaching models that are currently being used on each campus and coach administrators on what to look for in effective inclusion settings.</p>		Special Education Director, Chief Academic Officer	Increased knowledge of effective inclusion practices.			
<p>Problem Statements: Student Academic Achievement 2</p>						
<p align="center">PBMAS TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p align="center">Critical Success Factors CSF 7</p> <p>6) Based on Guided Learning Walks, District will target those teachers/personnel in need of further training and in-class modeling of effective collaborative teaching practices.</p>		Special Education Director, Campus Principals, Chief Academic Officer	Improved fidelity of Collaborative teaching practices.			
<p>Problem Statements: Student Academic Achievement 2</p>						
<p align="center">PBMAS Critical Success Factors CSF 7</p> <p>7) District will create new walkthrough form designed to assess and monitor implementation of Collaborative teaching practices and provide coaching feedback for struggling teachers.</p>		Chief Academic Officer, Campus Principals	Increased frequency and fidelity of Collaborative teaching practices.			
<p>Problem Statements: Student Academic Achievement 2</p>						
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>8) Student growth data will be monitored for all students eligible for sped and sped teachers will participate in data talks on a regular basis with campus principals.</p>		Campus Principals	Increased student achievement			
<p>Problem Statements: Student Academic Achievement 2</p>						
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>9) Based on student growth data and data talks, SPED teachers will provide after school tutoring and intervention for sped students struggling to meet state standards.</p>		Principals	Increased student achievement.			
<p align="center">PBMAS TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p align="center">Critical Success Factors CSF 4</p> <p>10) Master schedule creation in Spring 2019 (Cardonex) will focus on building common planning time for sped and gen ed teachers within same team.</p>		Secondary Academic Deans, Elementary Principals	Increased collaboration between gen ed and sped teachers - more effective planning for collaborative teaching			
<p>Problem Statements: Student Academic Achievement 2</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 6 Problem Statements:

Student Academic Achievement

Problem Statement 2: Although SPED performance has steadily increased in many areas, some areas show stagnant or declining results. **Root Cause 2:** Quality of collaborative teaching model is inconsistent across the district and lacks fidelity with some staff.




Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 7: Bay City ISD will increase the number of students who graduate with College, Career, Military Readiness by 12%.

Evaluation Data Source(s) 7: Number of students achieving a CCMR credit will increase from 34% to 45%.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) As per TEC 51.803, juniors and seniors will continue to be notified that the top 10% of the graduating class will receive automatic admission to state colleges and universities.		High School Principal, High School Counselors	Notification Letter			
<p style="text-align: center;">PBMAS TEA Priorities Connect high school to career and college Critical Success Factors CSF 1</p> 2) The high school will continue to be a SAT test site and will also become a TSI testing site - with district paying all fees for TSI testing and providing free tutoring for test prep.		High School Academic Dean, Counselors, Chief Academic Officer	Increased test registrations and increased performance success on tests			
<p style="text-align: center;">PBMAS TEA Priorities Connect high school to career and college</p> 3) Counselors will track Career College and Military Readiness indicators for all students with goal of creating individual CCMR plan for each student based on interests and goals.		High School Counselors	Increased student eligibility for CCMR indicators.			
4) Continue to administer the PSAT exam to all high school sophomores, and all other students that have not taken the PSAT.		Chief Academic Officer, High School Principal, High School Counselors	Enrollment number of students taking the PSAT test			
Funding Sources: 199 - Local - 3000.00						

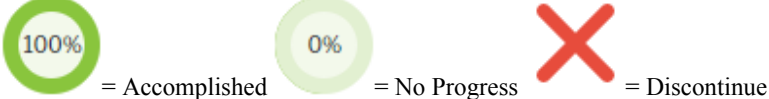
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) District will increase AP and Dual Credit Courses and apply for ECHS Designation Planning Year with pathways to include Core Complete Programs, Associate degrees, and CTE Certifications</p>		<p>Chief Academic Officer, High School Principal, High School Counselors</p>	<p>Enrollment number of students in Pre-AP, AP, and Dual Credit Courses</p>			
<p>6) Develop a strategic plan to ensure all Pre AP and AP teachers attend College Board Training as appropriate.</p>		<p>Chief Academic Officer, Secondary Principals</p>	<p>Teachers registered for Pre-AP and AP workshops and conferences</p>			
<p>Funding Sources: 199 - Local - 5000.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>7) AVID (Advanced Via Individual Determination) Program will increase enrollment from 6th - 12th grade with goal of achieving schoolwide AVID status within 2 years.</p>		<p>Chief Academic Officer, AVID District Director, Secondary Principals</p>	<p>Student enrollment in AVID classes, AVID reports, number of students enrolling in colleges</p>			
<p>Funding Sources: 199 - Local - 264000.00</p>						
<p align="center">PBMAS</p> <p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) BCHS will explore additional Industry certifications through the NCCER program which will increase CTE cert opportunities for students.</p>		<p>CTE Coordinator, Campus Principal, Campus Counselors</p>	<p>Increased CTE enrollment</p>			
<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>9) District will provide supplemental materials/technology to support Career and Technical programs as well as student certifications.</p>		<p>CTE Coordinator, BCHS Principal</p>	<p>Increased achievement for CTE students.</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 8: The district's graduation rate will be 95% or above for all students.

Evaluation Data Source(s) 8: Four year, five year, and six year graduation rates.

Summative Evaluation 8:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Continue with Pregnancy, Education, and Parenting program		Chief Academic Officer, High School Principal, PEP Nurse	Successful school completion of students who were enrolled in the PEP program			
Funding Sources: 197 - State Compensatory - 76000.00						
2) Continue with OdysseyWare for credit recovery and intervention in order for students to meet graduation requirements with their cohort group.	2.6	Chief Academic Officer, Chief Federal Programs Compliance Officer, Secondary Principals, Secondary Counselors	Increase in graduation rates Transcript of credits successfully completed, TAPR Completion Rate reports			
Funding Sources: 197 - State Compensatory - 50000.00						
3) Continue to utilize materials for College Readiness classes for Drop-Out Prevention.		Chief Academic Officer, High School Principal	Completion Rate 2016-2017			
Funding Sources: 197 - State Compensatory - 2500.00						
						

Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 9: The district's attendance rate will meet or exceed 95% every six weeks for all students.

Evaluation Data Source(s) 9: Attendance rate for all students will increase by 1% via district PEIMS reports.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
Critical Success Factors CSF 4 CSF 5 1) Motivational activities and incentives will be utilized to improve attendance at each campus.		Campus Principals	Campus Attendance rates			
Critical Success Factors CSF 4 CSF 5 2) District will utilize Drop Out Prevention Specialist to assist campuses with students at risk of dropping out.		Chief Academic Officer	Attendance reports			
Funding Sources: 197 - State Compensatory - 32000.00						
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Goal 1: Bay City ISD will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 10: The district will increase opportunities to engage parents, families, communities, and businesses as partners in schools to promote academic success for all students.

Evaluation Data Source(s) 10: Review of campus and district planned activities.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Involve parents and community as partners in education process with Open House, Meet the Teacher Night, Parent Involvement Day, Teacher/Parent Conferences, Region III ESC conferences which includes non-profit school. Opportunities for parents to participate will be offered at a varied of times and funds will be utilized to provide transportation and/or child care to encourage participation.</p>	3.2	Chief Academic Officer, Chief Federal Compliance Officer, Chief Communications Officer, Campus Principals	Attendance records for meetings, sign in sheets for campus events, records of mail-outs or flyers going home			
Funding Sources: 211 - Title I - 12500.00						
<p>Critical Success Factors CSF 5</p> <p>2) Continue Adult Learning Lab twice a week at night to provide classes for parents of limited English speaking students and English speakers to learn Spanish.</p>	3.2	Chief HR/Federal Programs Compliance Officer	Attendance of parents, community			
Funding Sources: 211 - Title I - 8000.00						
<p>Critical Success Factors CSF 6</p> <p>3) Continue student/parent orientation for junior and senior high</p>		Chief Academic Officer, Campus Principals	Number of parents and/or students attending			
<p>Critical Success Factors CSF 5</p> <p>4) Involve parents and community in goal setting for improvement plans, parent involvement policies, safety, facilities, health and other issues and continue with online surveys.</p>	3.2	Superintendent, Chief Academic Officer, Chief HR/Federal Programs Compliance Officer,	Verbal feedback from meetings and online survey results			

<p>Critical Success Factors CSF 1</p> <p>5) Ensure that each school-wide campus is providing strategies for assisting preschool children in the transition from early childhood programs.</p>		Chief Academic Officer, Campus Principals	Kindergarten orientation			
<p>Critical Success Factors CSF 5</p> <p>6) Continue to increase communication between campuses and private sector and publish yearly back to school edition of school information "Facts and Figures".</p>		Superintendent, Chief Communications Officer	Website hits, parents sign in sheets at campuses, phone calls			
Funding Sources: 199 - Local - 3200.00						
<p>Critical Success Factors CSF 5</p> <p>7) Continue to involve and inform parents through College/Career Night and AVID parent involvement activities.</p>		Chief Academic Officer, AVID District Director, High School Principal, High School Counselors	Number of students/parents attendance at functions, number of students registering for college, number of college representatives participating			
<p>Critical Success Factors CSF 5</p> <p>8) District and campus websites will continue with regular updates.</p>		Superintendent, Chief Communications Officer	District website hits			
Funding Sources: 199 - Local - 98000.00						
<p>Critical Success Factors CSF 5</p> <p>9) District will provide information and training for Pre-K parents through the Ready Rosie Program</p>		Chief Federal Programs Compliance Officer, Campus Principal	Increased student achievement on PK Readiness assessment			
Funding Sources: 211 - Title I - 2000.00						
<p>Critical Success Factors CSF 5</p> <p>10) Elementary Campuses will regularly send home math/science parent connection newsletters.</p>		Chief HR/Federal Programs Compliance Officer	Scheduled distribution of letters			
Funding Sources: 211 - Title I - 500.00						
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Goal 2: Bay City ISD will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 1: The district's ISS, OSS, and DAEP rate will decrease for all students by 5%.

Evaluation Data Source(s) 1: Reduction of disciplinary referrals AND disproportionality rate of less than 10%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Campuses will form Positive Behavior Teams to attend the State PBIS Conference with goal of creating schoolwide behavior guidelines, expectations, and discipline plans with positive incentives.</p>		Chief Academic Officer, Campus PRincipals	Documented behavior plans for each campus - revised with PBIS strategies			
Funding Sources: 211 - Title I - 5000.00						
<p>Critical Success Factors CSF 6</p> <p>2) District will implement a vertically aligned character education program K-8 - Second Step.</p>		Campus Principals and Counselors	Increased classroom guidance and group counseling for students			
Funding Sources: 288 - Title IV - 9500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) BCISD PD will work with campuses to provide ongoing programs to educate students on bullying and will provide process for reporting and addressing bullying situations.</p>		District Chief of Police, Campus Principals	Decrease in the number of students investigations involving bullying.			
<p>Critical Success Factors CSF 6</p> <p>4) District will utilize "Quick Tips" notification system as online anonymous platform for reporting bullying.</p>		Chief Communications Officer , Chief of Police	Decrease in bullying incidents			
<p>Critical Success Factors CSF 6</p> <p>5) District will provide staff development that addresses drug awareness, gang awareness and bullying.</p>		Chief of Police	Decrease in drug, gang, and bullying incidents			
Funding Sources: 288 - Title IV - 1000.00						




6) Mentoring Program will be started for At Risk Students in need of adult role model.		BCISD PD Chief of Police	Decreased discipline			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 2: The district will increase School Safety Measures on all campuses.

Evaluation Data Source(s) 2: Reports from District and Campus Surveys that indicate positive school working environment.

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Revised Safety Audit will be conducted for all campuses and Departments by outside consultant in conjunction with state guidelines. Recommendations will be incorporated into Revised Safety Plan for the District and Campuses.</p>		BCISD PD Chief of Police	Increased awareness and fidelity of safety plans			
<p>Funding Sources: 288 - Title IV - 42000.00</p>						
<p>Critical Success Factors CSF 6</p> <p>2) BCISD PD will provide ongoing support and training to campus safety teams to revise campus safety plans.</p>		BCISD PD Chief of Police, Campus Safety Teams	Safety Plan revisions and documentation			
<p>Critical Success Factors CSF 6</p> <p>3) Continued training and updates will be provided by private consultants, Safe Schools Online Learning Platform, and Region 3 for BCISD PD and Campus Safety Teams in areas of Safety Plans, Conducting Drills, Threat Assessment, and Mental Health First Aid</p>		BCISD PD Chief of Police, Campus Principals	Training Rosters			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 3: Bay City ISD will place a continued emphasis on providing students with teachers who provide high quality instructional opportunities for learning.

Performance Objective 1: The district wil recruit and retain teachers to meet appropriate certifications.

Evaluation Data Source(s) 1: The district will meet 100% Highly Qualified TEA standards on all campuses and review report on personnel ethnicity.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
Critical Success Factors CSF 7 1) Develop and promote a recruiting process to hire highly qualified and certified teachers, and teachers from varied ethnic backgrounds.		Chief HR/Federal Compliance Officer	Number of employee applications submitted to Human Resources			
Critical Success Factors CSF 7 2) District will continue to offer stipends for certification in high needs areas -- math, science, Bilingual/ESL		Chief HR/Federal Compliance	100% Highly Qualified status			
Critical Success Factors CSF 7 3) District will offer sign-on incentives in the areas of Secondary (9-12) Math, Science, and Spanish, as well as Elementary Bilingual teaching certifications.	Funding Sources: 255 - Title IIA - 73000.00					
		Chief HR/Federal Compliance Officer	Positions filled at the campuses			
4) District will notify all parents in a timely manner of non-highly qualified personnel.	Funding Sources: 255 - Title IIA - 6000.00					
		Chief HR/Federal Compliance Officer	Letter of Notice			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Bay City ISD will place a continued emphasis on providing students with teachers who provide high quality instructional opportunities for learning.

Performance Objective 2: District will increase staff development opportunities within the school district, at Region 3, outside of the Region to meet campus and student needs.




Evaluation Data Source(s) 2: Professional development records in Eduphoria.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 7</p> <p>1) District will support all staff in acquiring staff development to attain appropriate content knowledge and full certification.</p>		Chief HR/Federal Programs Officer	100% district highly qualified staff			
Funding Sources: 211 - Title I - 1000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) All Campus Administrators and teachers will receive Training and ongoing support from Instructional Facilitators in TEKS Resource System in order to increase fidelity of curriculum in all content areas.</p>		Chief Academic Officer, ELAR and Math Instructional Facilitator	Increased fidelity of Curriculum Implementation			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Teachers, administrators, and coaches will attend Lead4ward Professional Development session focusing on Increasing Rigor in Classroom and Use of Formative Assessment to Track Student Growth</p>		Chief Academic Officer, Campus Principals	Increased student engagement Increased student achievement			
Funding Sources: 211 - Title I - 7000.00						

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) District will employ elementary instructional coaches to provide in-class modeling and assistance in implementation of professional development for teachers, as directed by campus principals.</p>		Chief Academic Officer, Campus Principals	Increased student achievement			
<p>Funding Sources: 211 - Title I - 215000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) District will continue use of a "Blackcat Instructional Center" to facilitate planning and professional development assistance for teachers facilitated by Instructional coaches.</p>		Chief Academic Officer, Instructional Coaches	Planning agendas, professional development agendas, sign in sheets			
<p>Funding Sources: 255 - Title IIA - 3000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) District will provide staff development in the areas of Reading, Science, Math and Writing, including use of consultants from Region III. Cycle of services will include planning support to ensure rigor of instruction, PD to present student centered learning strategies, followed by in-class observations and coaching services.</p>		Chief Academic Officer, Chief Federal programs Compliance Officer, Campus Principals, Instructional Coaches	Improved Student Performance DMAC Walkthroughs			
<p>Funding Sources: 211 - Title I - 5000.00, 197 - State Compensatory - 5000.00</p>						
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>7) All Campus Administrators will receive training in Organizational Health to maximize leadership effectiveness and create Campus Instructional Leadership Teams that operate with focus and fidelity</p>		Chief Academic Officer, Campus Principals, Campus Assistant Principals	Increase Instructional Coaching skills resulting in improved teacher performance			
<p>Funding Sources: 211 - Title I - 7000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) District will contract with Region 4 Consultants, to provide training and ongoing coaching for ELAR teachers Grade K-5 in Balanced Literacy.</p>		Chief Academic Officer, Chief Federal Programs Compliance Officer, Campus Principals, Instructional Coaches	Improved Reading Performance Grade 3-8 T-TESS Walkthrough Reports			
<p>Funding Sources: 211 - Title I - 8000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) District will continue to support staff development in ELL practices and Sheltered Instruction strategies for teachers and administrators.</p>		Chief Federal Programs Compliance Officer, Campus Principals	ELL students passing STAAR assessments			
<p>Funding Sources: 263 - Title III LEP - 5000.00, 198 - Local Bilingual - 25250.00</p>						

<p align="center">Critical Success Factors CSF 3</p> <p>10) District Administrative Team will receive periodic updates and information from Lead4ward's Accountability Connect series.</p>		<p>Chief Academic Officer, Campus Principals</p>	<p>Effective use of Campus Data</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>11) District will contract with The Flippen Group for training and support in order to implement Capturing Kids Hearts for all new campus staff.</p>		<p>Chief Academic Officer, Chief Federal Programs Compliance Officer, Campus Principals</p>	<p>Walkthroughs by Campus Administrators</p>			
<p>Funding Sources: 211 - Title I - 21000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) District will provide support for training and certification for teachers to attain an ESL certification</p>		<p>Chief HR/Federal Programs Compliance Officer</p>	<p>ESL Certifications</p>			
<p>Funding Sources: 263 - Title III LEP - 5000.00</p>						
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>13) District will contract with consultant to provide professional development for all staff at Opening Convocation in Building Relationships with Students from Diverse Backgrounds</p>		<p>Chief Academic Officer</p>	<p>Sign in sheets</p>			
<p>Funding Sources: 255 - Title IIA - 6000.00</p>						
<p align="center">Critical Success Factors CSF 2</p> <p>14) District will utilize DMAC and OnData Suite to disaggregate data to inform staff development decisions and programming.</p>		<p>Chief Academic Officer, Chief HR/Federal Programs Compliance Officer</p>	<p>Effective staff development plan</p>			
<p>Funding Sources: 255 - Title IIA - 17000.00, 199 - Local - 3500.00</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>15) District will provide in district opportunities for teachers to receive 6 hour GT update yearly as well as 30 hour initial GT training.</p>		<p>Chief Academic Officer, District GT Elementary Teacher, Instructional Coaches, Secondary Teacher Leaders</p>	<p>Certificates of Completion</p>			
<p>Funding Sources: 199 - Local - 2000.00</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>16) District will provide opportunities for Career and Technical Education (CTE) teachers to attend professional development.</p>		<p>CTE Coordinator</p>	<p>Certificates of Attendance</p>			
<p>Funding Sources: 244 - Carl Perkins - 5000.00</p>						

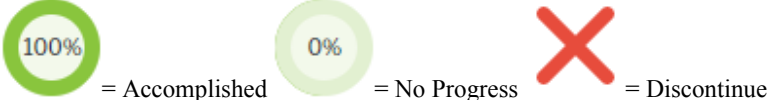
<p>Critical Success Factors CSF 1 CSF 7</p> <p>17) Provide opportunities for staff development to teachers and administrators for technology integration</p>		<p>Chief Academic Officer, Chief Technology Officer, Chief Federal Programs Compliance Officer, Campus Principals, Instructional Technology Coordinator</p>	<p>Certificates of Attendance</p>			
<p>Funding Sources: 270 - Title V - 10000.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>18) District will create a "mentor" program with retired master teachers to provide in class coaching and support focusing on classroom management and instructional best practices.</p>		<p>Chief Academic Officer, Chief HR/Federal Compliance Officer, Campus Principals</p>	<p>Increased effectiveness of Tier I instruction resulting in improved student achievement</p>			
<p>Funding Sources: 211 - Title I - 50000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 4: Bay City ISD will ensure fiscal responsibility by prudent application of all district funds.

Performance Objective 1: The district will continue to achieve a rating of "A" in the Financial Integrity Rating System.

Evaluation Data Source(s) 1:

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) District will utilize local, federal, and special education funds to increase student achievement.		Chief Financial Officer	Increase financial effectiveness			
2) District personnel will be attained for administration of funds.		Chief Financial Officer	Increase financial effectiveness.			
						

Goal 4: Bay City ISD will ensure fiscal responsibility by prudent application of all district funds.

Performance Objective 2: The district will continue to improve the salary structure for all employees to become competitive with districts within the county.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Salary structure will continually be analyzed through TASB Salary Survey system.		Chief of HR, Chief Financial Officer	more competitive salary ranges			
2) Staffing studies will be conducted by CARDONEX annually to assess staffing needs, projections, and prudent use of funds for needed staff.		Chief Academic Officer, Chief of HR	More effective staffing patterns and more effective use of funds.			
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 7 3) Federal Program Compliance will be monitored through Federal Programs Compliance Officer and Federal Programs Secretary	2.6	Chief Academic Officer, Federal Program Compliance Officer	Use of federal funds for allowable activities that support goal outlined in Title I application	0%		
	Funding Sources: 211 - Title I - 75000.00					
4) SCE funding and program design with be monitored for compliance by Chief Academic Officer and SCE Secretary		Chief Academic Officer	Use of SCE funds for allowable activities that support student achievement for at - risk learners	0%		
	Funding Sources: 197 - State Compensatory - 0.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Vertical ELAR Team of teachers K-12 will be formed. ELAR Instructional Facilitator will work with team to develop pacing guides, common assessments, literacy proficiencies, and vertical curricular alignment documents.
1	1	2	Campuses will utilize TEKS Resource System, TXGuide, and pacing guides developed by vertical curriculum teams with increase frequency and fidelity. ELAR Instructional Facilitator and Campus Coaches will facilitate.
1	1	3	Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. ELAR Facilitator and Campus Coaches will lead this process.
1	1	4	Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.
1	1	5	Campuses will use common planning times and/or designated PLC times created in Master schedule (Cardonex) to regularly review student growth data from common assessments to address weakness and adjust instruction. Sessions facilitated by Campus Instructional Coaches and ELAR Facilitator.
1	1	6	Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals
1	1	7	Struggling students from each of the subgroups of students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.
1	1	8	Guided Reading materials will be selected and standardized K-3 by a vertical team to increase teacher's abilities to differentiate to all levels.
1	2	1	Vertical Math Team of teachers K-12 will be formed. Math/Science Instructional Facilitator and team will develop pacing guides, common assessments, and model lessons.
1	2	2	Campuses will utilize TEKS Resource System, TxGuide, and pacing guides developed by vertical curriculum teams with increase frequency and fidelity. Campus Instructional Coaches and Math/Science Facilitator will facilitate process.
1	2	3	Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. Math Facilitator and Campus Coaches will lead this process.
1	2	4	Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.
1	2	5	Campuses will use common planning times and/or designated PLC times created in Master schedule (Cardonex) to regularly review student growth data from common assessments to address weakness and adjust instruction. Sessions will be led by Campus Instructional Coaches and/or Math/Science Instructional Facilitator.

Goal	Objective	Strategy	Description
1	2	6	Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals
1	2	7	Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.
1	3	1	Vertical ELAR Team of teachers K-12 will be formed. ELAR Instructional Facilitator will lead team in developing pacing guides, common assessments, literacy proficiencies, and vertical curricular alignment documents.
1	3	2	Campuses will utilize TEKS Resource System, TxGuide, and pacing guides developed by vertical curriculum teams with increased frequency and fidelity. Implementation will be led by Campus Instructional Coaches and/or ELAR Facilitator.
1	3	3	Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. ELAR Instructional Facilitator will lead process.
1	3	4	Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.
1	3	5	Campuses will use common planning times and/or designated PLC times built into Master Schedule (Cardonex) to regularly review student growth from common assessments and address weaknesses and adjust instruction. PLC process will be led by Campus Instructional Coaches and ELAR Facilitator.
1	3	6	BCISD will contract with Region IV ELAR Specialist to provide continued coaching for High School English I and II teachers in proficiencies developed by ELAR Vertical Team. ELAR Facilitator will facilitate coaching experiences
1	4	1	Vertical Science team will develop TEKS Aligned Exemplar Lab experiences for K-12 to be implemented district wide. Math/Science Instructional Facilitator will lead team and facilitate process.
1	4	2	Campuses will utilize TEKS Resource System, TxGuide, and Pacing Guides developed by vertical curriculum team with increased frequency and fidelity. Campus Instructional Coaches and Math/Science Facilitator will implement this process with teachers.
1	4	3	Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team. Math/Science Facilitator and Campus Coaches will lead this process with teachers.
1	4	4	Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.
1	4	5	Campuses will use common planning times and/or designated PLC times to review disaggregated data from common assessments to address weakness and adjust instruction. PLC will be facilitated by Campus Coaches and/or Math/Science Facilitator.
1	4	6	Individual student growth will be tracked by students and teachers will participate in regular data talks with teams and campus principals

Goal	Objective	Strategy	Description
1	4	7	Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.
1	5	1	Vertical SS team will develop TEKS Aligned Exemplar Lab experiences for K-12 to be implemented district wide.
1	5	2	Campuses will utilize TEKS Resource System, TX Guide, and Pacing Guides developed by vertical teams with increased frequency and fidelity.
1	5	3	Campuses will administer common assessment system using TEKS Resource System and DMAC as developed by the Vertical Curriculum Team.
1	5	4	Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.
1	5	5	Campuses will use common planning times and/or designated PLC times in master schedule (Cardonex) to review disaggregated data from common assessments to address weakness and adjust instruction.
1	5	6	District will provide ongoing coaching support and TEKS professional Development from Region IV for Grade 8 Social Studies teachers.
1	6	1	District will closely monitor STAAR Alt participation at each campus to ensure students meet eligibility requirements as outlined by TEA.
1	6	2	The District will provide refresher training in Collaborative Teaching Practices to all teachers, gen ed and sped, who provide inclusion services to students.
1	6	3	District will provide opportunities for campus teams to observe other campuses exhibiting best practices in inclusion settings.
1	6	4	Region 3 Personnel will provide updated training for all teachers and administrators on effective accommodations and modifications to meet students needs.
1	6	5	SPED Director will conduct guided learning walks with campus administrators to assess current level of collaborative teaching models that are currently being used on each campus and coach administrators on what to look for in effective inclusion settings.
1	6	6	Based on Guided Learning Walks, District will target those teachers/personnel in need of further training and in-class modeling of effective collaborative teaching practices.
1	6	7	District will create new walkthrough form designed to assess and monitor implementation of Collaborative teaching practices and provide coaching feedback for struggling teachers.
1	6	8	Student growth data will be monitored for all students eligible for sped and sped teachers will participate in data talks on a regular basis with campus principals.
1	6	9	Based on student growth data and data talks, SPED teachers will provide after school tutoring and intervention for sped students struggling to meet state standards.

Goal	Objective	Strategy	Description
1	6	10	Master schedule creation in Spring 2019 (Cardonex) will focus on building common planning time for sped and gen ed teachers within same team.
1	7	2	The high school will continue to be a SAT test site and will also become a TSI testing site - with district paying all fees for TSI testing and providing free tutoring for test prep.
1	7	3	Counselors will track Career College and Military Readiness indicators for all students with goal of creating individual CCMR plan for each student based on interests and goals.
1	7	8	BCHS will explore additional Industry certifications through the NCCER program which will increase CTE cert opportunities for students.
1	7	9	District will provide supplemental materials/technology to support Career and Technical programs as well as student certifications.
3	2	3	Teachers, administrators, and coaches will attend Lead4ward Professional Development session focusing on Increasing Rigor in Classroom and Use of Formative Assessment to Track Student Growth

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Admin	Administrator	Curriculum	.5
Admin	Administrative Asst.	Curriculum	.5
Admin	Dropout Prevention Specialist	Curriculum	1

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>
Admin	Federal Compliance Officer	Federal Programs	.49
Admin	Federal Compliance Administrative Assist	Federal Programs	.86
Curriculum Dept.	Instructional Coach	Curriculum	1
Curriculum Dept.	Instructional Coach	Curriculum	1
Curriculum Dept.	Instructional Coach	Curriculum	.75

District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Lisa Moya	Chief Academic Officer
District-level Professional	Sonya Sonia	Director of Special Education
District-level Professional	Dr. Marshall	Superintendent
Classroom Teacher	John Driver	Teacher
Classroom Teacher	Amy McClain	Teacher
Classroom Teacher	Vanessa Ryman	Teacher
Classroom Teacher	Sheena Arocha	Teacher
Classroom Teacher	Sabrina Taylor	Teacher
Classroom Teacher	Julie Estlinbaum	Teacher
Classroom Teacher	Raeanna Wertz	Teacher
Classroom Teacher	Epifania Gomez	Teacher
Classroom Teacher	Emily Gardner	Teacher
Classroom Teacher	Michelle Zbranek	Campus Instructional Coach
Non-classroom Professional	Kathy McDaniel	Associate Principal
Non-classroom Professional	Jessica Estlinbaum	Campus Academic Dean
Administrator	Merideth Dood	Principal
Non-classroom Professional	Stefanie Rodriguez	Campus Instructional Coach
Non-classroom Professional	Faith Petteway	Campus Counselor
Business Representative	Linda Allison	Matagorda Medical Regional Wellness Group
Business Representative	Cody Holloway	Matagorda Rehabilitation & Nursing
Student	M Grimes	High School Student
Student	L Guevara	High School Student

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$80,000.00
1	1	4	Internet connectivity iPads		\$8,000.00
1	1	9			\$43,600.00
1	1	10			\$33,000.00
1	1	12			\$12,000.00
1	1	13			\$17,000.00
1	2	1			\$67,000.00
1	2	9			\$5,200.00
1	3	6			\$8,500.00
1	5	6			\$1,730.00
1	10	1			\$12,500.00
1	10	2			\$8,000.00
1	10	9			\$2,000.00
1	10	10			\$500.00
2	1	1			\$5,000.00
3	2	1	ESC		\$1,000.00
3	2	3			\$7,000.00
3	2	4			\$215,000.00
3	2	6			\$5,000.00
3	2	7			\$7,000.00
3	2	8			\$8,000.00
3	2	11			\$21,000.00
3	2	18	Campus Title I Resources allocated		\$50,000.00
4	10	3			\$75,000.00

Sub-Total	\$693,030.00
Budgeted Fund Source Amount	\$1,243,104.00
+/- Difference	\$550,074.00

270 - Title V

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8			\$8,000.00
3	2	17			\$10,000.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$85,330.00
+/- Difference					\$67,330.00

255 - Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$11,000.00
3	1	2			\$73,000.00
3	1	3			\$6,000.00
3	2	5			\$3,000.00
3	2	13		3600	\$6,000.00
3	2	14			\$17,000.00
Sub-Total					\$116,000.00
Budgeted Fund Source Amount					\$146,993.00
+/- Difference					\$30,993.00

197 - State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$77,000.00
1	1	8			\$22,235.00
1	1	13			\$75,000.00
1	1	15			\$22,000.00
1	8	1			\$76,000.00

1	8	2			\$50,000.00
1	8	3			\$2,500.00
1	9	2			\$32,000.00
3	2	6			\$5,000.00
4	10	4			\$0.00
Sub-Total					\$361,735.00
Budgeted Fund Source Amount					\$1,673,684.00
+/- Difference					\$1,311,949.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$3,000.00
3	2	9			\$5,000.00
3	2	12			\$5,000.00
Sub-Total					\$13,000.00
Budgeted Fund Source Amount					\$47,929.00
+/- Difference					\$34,929.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	9			\$54,114.00
3	2	16			\$5,000.00
Sub-Total					\$59,114.00
Budgeted Fund Source Amount					\$59,114.00
+/- Difference					\$0
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$9,500.00
2	1	5			\$1,000.00
2	2	1			\$42,000.00

					Sub-Total	\$52,500.00
					Budgeted Fund Source Amount	\$85,330.00
					+/- Difference	\$32,830.00
198 - Local Bilingual						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
3	2	9				\$25,250.00
					Sub-Total	\$25,250.00
					Budgeted Fund Source Amount	\$25,250.00
					+/- Difference	\$0
					Grand Total	\$1,338,629.00

Addendums

Reading						
	2016-2017			2017-2018		
ALL	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	73	33	17	65	25	12
Grade 4	55	27	9	66	30	13
Grade 5	72	33	17	75	35	18
Grade 6	55	28	8	58	30	14
Grade 7	60	29	11	61	33	17
Grade 8	78	35	13	80	38	18

Reading						
	2016-2017			2017-2018		
Eco. Dis.	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	70	28	13	59	18	7
Grade 4	50	21	7	61	25	11
Grade 5	67	28	10	70	29	14
Grade 6	51	21	4	54	23	9
Grade 7	52	20	7	53	30	13
Grade 8	76	27	7	75	32	15

	2016-2017			2017-2018		
AA	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	60	19	6	59	9	4
Grade 4	39	20	2	51	16	5
Grade 5	63	29	3	71	24	10
Grade 6	31	14	3	37	16	0
Grade 7	38	16	3	39	21	13
Grade 8	79	24	3	53	16	10

	2016-2017			2017-2018		
ELL	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	72	32	21	63	24	7
Grade 4	44	19	4	58	24	7
Grade 5	64	3	0	58	19	7
Grade 6	19	6	0	50	4	0
Grade 7	14	0	0	22	4	0
Grade 8	31	3	0	46	8	0

	2016-2017			2017-2018		
Hispanic	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	76	34	18	64	23	10
Grade 4	51	23	7	66	29	13
Grade 5	73	31	17	74	32	16
Grade 6	54	27	6	63	30	14
Grade 7	59	26	11	58	33	15
Grade 8	76	32		81	40	19

	2016-2017			2017-2018		
SPED	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	47	27	7	29	18	12
Grade 4	27	13	7	26	11	11
Grade 5	33	7	3	29	19	5
Grade 6	7	7	0	16	5	0
Grade 7	9	0	0	18	9	9
Grade 8	43	7	0	38	0	0

	2016-2017			2017-2018		
White	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	76	48	26	77	49	28
Grade 4	75	50	28	83	43	21
Grade 5	77	38	23	81	57	36
Grade 6	65	40	18	56	37	23

Grade 7	71	49	17	81	37	22
Grade 8	86	53	22	92	41	22

Mathematics						
	2016-2017			2017-2018		
ALL	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	73	40	21	67	38	15
Grade 4	55	27	14	75	38	15
Grade 5	77	26	7	86	46	23
Grade 6	55	22	7	60	23	7
Grade 7	61	39	16	63	29	13
Grade 8	91	36	6	96	72	21
Alg I -8	100	100	93	100	100	94
Alg I	66	17	3	62	20	4

Mathematics						
	2016-2017			2017-2018		
Eco. Dis.	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	71	38	18	62	30	12
Grade 4	50	24	12	71	34	13
Grade 5	72	19	5	84	41	17
Grade 6	45	18	5	55	17	4
Grade 7	54	28	9	57	25	10
Grade 8	92	38	6	96	82	20
Alg I -8	100	100	97	100	100	93
Alg I	73	21	2	61	20	4

	2016-2017			2017-2018		
AA	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	60	26	15	50	17	9
Grade 4	52	23	9	65	24	5
Grade 5	74		10	81	38	12
Grade 6	31	8	0	45	8	0
Grade 7	38	14	5	47	13	3
Grade 8	88	29	0	100	42	4
Alg I -8	100	100	80	100	100	100
Alg I	51	10	2	51	13	3

	2016-2017			2017-2018		
ELL	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	84	54	25	71	36	10
Grade 4	60	23	12	83	46	22
Grade 5	55	10	0	93	50	20
Grade 6	19	3	0	35	8	4
Grade 7	29	14	0	33	7	4
Grade 8	94	31	9	91	65	9
Alg I -8	NA	NA	NA	-	-	-
Alg I	56	11	6	77	13	0

	2016-2017			2017-2018		
Hispanic	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	76	41	19	68	37	13
Grade 4	51	22	13	76	36	15
Grade 5	76	28	9	87	42	20
Grade 6	54	21	6	58	23	6
Grade 7	63	38	13	62	31	13
Grade 8	93	38	8	95	80	25
Alg I -8	100	100	95	100	100	91
Alg I	71	17	1	65	20	4

	2016-2017			2017-2018		
SPED	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	47	7	7	41	18	12
Grade 4	27	13	7	37	0	0
Grade 5	44	3	3	71	14	5
Grade 6	13	0	0	32	0	0
Grade 7	9	0	0	9	9	9
Grade 8	62	30	0	88	38	0
Alg I -8	NA	NA	NA	-	-	-
Alg I	21	0	0	30	4	0

	2016-2017			2017-2018		
White	Approach	Meets	Masters	Approach	Meets	Masters
Grade 3	76	54	41	79	62	28
Grade 4	75	55	30	86	64	29
Grade 5	85	29	6	86	69	45
Grade 6	71	32	14	79	33	12
Grade 7	71	66	37	72	35	20
Grade 8	93	32	0	96	70	22
Alg I -8	100	100	91	100	100	100
Alg I	56	12	0	60	23	8

Science						
	2016-2017			2017-2018		
Grade 5	Approach	Meets	Masters	Approach	Meets	Masters
ALL	62	26	10	71	34	14
AA	49	11	0	66	17	2
Hispanic	62	25	12	70	32	10
White	72	41	13	79	52	40
Eco Dis	57	17	6	65	25	9
ELL	43	7	0	64	23	5
SPED	20	12	4	39	11	11

Social Studies						
	2016-2017			2017-2018		
Grade 8	Approach	Meets	Masters	Approach	Meets	Masters
ALL	44	19	7	44	17	9
AA	31	10	10	23	6	0
Hispanic	40	16	4	43	13	10
White	64	36	14	59	32	24
Eco Dis	34	13	5	38	10	5
ELL	9	0	0	4	0	0
SPED	21	7	7	0	0	0

	2016-2017			2017-2018		
Grade 8	Approach	Meets	Masters	Approach	Meets	Masters
ALL	61	30	4	74	48	23
AA	55	17	0	52	29	16
Hispanic	56	28	2	76	48	21
White	80	44	10	84	62	32
Eco Dis	57	24	2	70	41	19
ELL	28	3	0	44	16	0
SPED	36	7	0	13	13	0

US History						
	2016-2017			2017-2018		
	Approach	Meets	Masters	Approach	Meets	Masters
ALL	81	47	24	80	50	22
AA	68	29	13	60	30	7
Hispanic	81	42	19	79	44	17
White	85	68	43	91	74	40
Eco Dis	80	36	17	74	41	16
ELL	70	20	0	50	8	0
SPED	57	14	7	33	0	0

	2016-2017			2017-2018		
Biology	Approach	Meets	Masters	Approach	Meets	Masters
ALL	77	50	13	81	54	17
AA	56	18	3	66	22	6
Hispanic	79	48	12	83	52	14
White	84	73	24	79	75	33
Eco Dis	72	45	9	75	41	10
ELL	53	18	0	100	18	0
SPED	37	5	0	41	6	0

Writing						
	2016-2017			2017-2018		
Grade 4	Approach	Meets	Masters	Approach	Meets	Masters
ALL	50	19	4	57	27	4
AA	48	8	5	49	14	3
Hispanic	47	15	2	56	28	3
White	68	39	16	74	40	7
Eco Dis	46	15	2	53	24	3
ELL	44	9	0	56	29	2
SPED	21	7	0	21	5	0

Writing						
	2016-2017			2017-2018		
Grade 7	Approach	Meets	Masters	Approach	Meets	Masters
ALL	59	30	9	56	33	7
AA	49	11	5	47	21	3
Hispanic	58	29	9	50	34	6
White	69	44	8	76	33	11
Eco Dis	49	21	6	49	28	4
ELL	19	3	0	15	4	4
SPED	9	0	0	18	0	0

EOC I						
	2016-2017			2017-2018		
	Approach	Meets	Masters	Approach	Meets	Masters
ALL	35	23	2	43	27	1
AA	13	11	2	23	11	0
Hispanic	35	22	1	44	26	1
White	53	40	7	56	42	3
Eco Dis	27	17	1	36	21	1
ELL	9	3	0	20	10	0
SPED	4	4	0	5	0	0

EOC II						
	2016-2017			2017-2018		
	Approach	Meets	Masters	Approach	Meets	Masters
ALL	43	29	2	49	31	3
AA	14	10	0	23	8	0
Hispanic	43	27	0	52	32	2
White	64	47	8	62	50	8
Eco Dis	36	21	1	43	24	1
ELL	7	0	0	11	5	0
SPED	0	0	0	0	0	0

Bay City ISD
TEKS Resource Log In Data

	BCISD	CHERRY	HOLMES	ROBERTS	BCJH	BCHS
YEAR						
2015-16	370	26	188	19	16	121
2016-17	737	61	300	51	141	184
2017-18	3293	389	1467	312	664	461
INCREASE	790%	1396%	680%	1542%	4050%	281%

Bay City ISD T-TESS Walkthrough Data Comparison

	2016-2017		2017-2018	
	# Teachers Observed	# Walkthroughs	# Teachers Observed	# Walkthroughs
BCHS	70	232	79	411
BCJH	43	69	58	312
Cherry	20	27	58	312
Holmes	43	83	44	348
Roberts	28	40	33	244
BCISD	204	451	254	1537

Bay City ISD T-TESS Walkthrough Data Comparison

% Increase

Bay City ISD DMAC Usage Data Comparison

Campus	2015-16	2016-17	2017-18
BCHS	517	1774	2443
BCJH	688	945	2178
Cherry	229	1130	1644
Holmes	638	1877	3037
Roberts	407	1090	1467