

EIC Meeting Agenda
June 8, 2023

- I. Welcome
- II. Comprehensive Needs Assessment
- III. ESSA Grant Application and Plan for Use of Funds
- IV. ESSER III Application Amendment and Updated
Planned use of Funds
- V. Adjournment

Educational Improvement Council
6/8/23
Minutes

Welcome

- Chris Townsend, Assistant Superintendent, welcomed all Committee Members
- Each member was provided with an Agenda, ***2023-2024 Bay City ISD Comprehensive Needs Assessment/District Improvement Plan-Summary from Meetings 5/11/23 and 5/12/23***, and ***Bay City ISD ESSER III Plan 2021-2024***

Comprehensive Needs Assessment

- Mr. Townsend gave an overview of the ***2023-2024 Bay City ISD Comprehensive Needs Assessment/District Improvement Plan-Summary from Meetings 5/11/23 and 5/12/23***
 - Each campus put together a committee and Kish Russell met with each of the committees at the campuses to conduct a Comprehensive Needs Assessment
 - Data notated in this Summary from Meetings is based on the data collected by Kish Russell
 - Committee members were provided with the opportunity to read over the information and ask questions for clarification
 - Explained how CIS (Communities In School) is funded and reason for discontinuing.

ESSA Grant Application and Plan for Use of Funds

- All has to be related to the Comprehensive Needs Assessment if paying with title funds.

ESSER III Application Amendment and Updated-Planned Use of Funds

- All Committee Members were provided with a copy of the ***Bay City ISD ESSER III Plan 2021-2024***
 - Amendment was made to purchase (2) new school buses, which will help to free up local funds
 - \$267,000.00 has been aside to pay for the school buses
 - ESSER III will need to be closed before 9/2024
 - Grant was awarded to help makeup the gap due to COVID

Adjournment

- Meeting was adjourned at 4:22 p.m. Meeting dates will go out to new members at the beginning of the 2023-2024 school year.

2023-2024 Bay City ISD
Comprehensive Needs Assessment/District Improvement Plan
Summary from Meetings 5/11/23 and 5/12/23

Bay City ISD leadership team met on 5/12/2023 to conduct the 2023-2024 Comprehensive Needs Assessment after each campus conducted their Comprehensive Needs Assessment meetings on 5/11/23 and 5/12/23. Since Bay City ISD is a Single Attendance District with no repeating grade span groups at the campus level, the district utilizes the information and input gathered and discussed the campus-level meetings to focus the needs and priorities for the district's Comprehensive Needs Assessment and District Improvement Plan. The meeting included a review of data from the Bay City ISD TAPR report of data for the 2020-2021, 2021-2022, and current available data for the 2022-2023 school year.

An overview of identified needs includes the following:

Demographics:

Enrollment: Current enrollment is 3579 that continues to increase in 2023-24. There has been an increase in transfer requests (300 students transfer outside of district). There is a need to promote students to return to the district by using digital newsletters, ensure reaching everyone, analysis of receipts and opens, review PEIMS, new data management system in Skyward, export email addresses, opening newsletter using web-based system, and expand readership of school and district marketing materials. In June, district will publish and send newsletters in a magazine format to promote within the community. LSG district-buy in to goals, businesses will be invited to meet and develop community partnership for district goals. incentive to place ad in publication. There is a need for a community communication specialist to assist with parent and community engagement and communication efforts.

The district demographics continues to expand with Vietnamese and Arabic immigrants that require communication and translation support services in addition to the needs for Spanish speaking students and families.

Economically Disadvantaged students: 79.9% current year economically disadvantaged student population. To support the needs of low-income students, the district will provide a Family Liaison and paraprofessional support to all campuses. A paraprofessional academy will ensure that all paras will maintain highly qualified status that also aligns with addressing the needs of the demographics that will be served. Additional services will include counseling and attendance support. A partnership with the local crisis center will provide additional support and wraparound services.

English learners: Bilingual support services with paraprofessional support will continue to be used. The district's Parent Liaison will have assistant assigned to each campus to provide additional support services for EL parents and families. The assistants will have a preferred bilingual assistant at each campus. This support will address the increase to 16.79% current EL population. EL training support is needed for teachers along with the ESL Symposium and translator services.

At-Risk: Counselor support will continue to be provided to address the needs of the growing at-risk population. DAEP staff and paras have been proven to be effective and will continue to be

used in the 2023-2024 school year. Staff training on SEL and discipline is also needed. Teachers need support to addressing 60% STAAR testing. Staff training will support the needs of emerging bilinguals and will address increasing the Pre-K assessment performance from 22% readiness.

Foster Care and Homeless students: Parent Liaison position and partnership with the local Crisis Center will be used to support students.

Special Education: The district has experienced an increase in the number of SPED students identified for services. Previous year was 10.9% which has increased to 12.2% with Austim identifications up to 13.4%. Training is needed to support the inclusion model in the general education classrooms. Paraprofessional support is also needed to address the growing number of SPED students to provide academic and behavior support.

Attendance: Family Liaison positions at each campus will provide support to families with training and messaging services to understand the importance of regular school attendance. Incentives and recognition for attendance will also be implemented. Campus and district leadership will provide regular communication and frequent monitoring of attendance data to support closing the attendance gap and chronic absenteeism for students at-risk of falling behind and/or dropping out of school.

Discipline: DAEP program and services will be continued to address discipline needs of students in junior high and high school. Staff and paraprofessional support will be continued to address behavior and discipline along with parent trainings to help parents develop positive parenting skills.

Staffing issues continue at Holmes Elementary and the district is addressing the need to ensure highly effective and certificated staff are employed. High administrator turnover at Holmes has identified the need to provide district-level training and mentoring support to new administrators. Teacher recruitment and retention efforts will address teacher and staff shortages with stipends and recruitment incentives. New teacher mentor training and paraprofessional training is needed to retain teachers and paras. District-level instructional coaches along with leadership training will be utilized to support the needs of teachers and administrators. More administrative support is needed to address increase in behavior issues exhibited during the school day. New teacher mentoring program and allotment is needed. Additional needs include training on classroom management, Sheltered Instruction, certification test-prep, inclusion training, MTSS, student behavior management, new STAAR assessments, and new administrator training.

Academics: Training is needed to support staff to understand the new STAAR assessments, reading and math strategies, differentiated instruction for inclusion, ELs, SPED, and other student needs. New teacher mentoring and instructional support is needed to ensure teaching effectiveness is strong and aligned with supporting the academic needs of students in core content areas.

Safety & Security: The district will utilize appropriate grant funds to address school safety and security needs: adding window film to make resistant to bullets, replace door locks, provide additional training for school resource officers and BCISD police officers, implement an emergency management system, provide counselors and professional develop training on mental health issues, and utilize a guest check-in platform to check background on guests entering the buildings.

Bay City ISD ESSER III Plan 2021-2024

Bay City ISD will apply to receive \$10,545,891 in Elementary and Secondary School Emergency Relief III (ESSER II) funds.

- 20% of the ESSER III funds must be reserved to address the academic impact of loss of instructional time through the implementation of evidence-based interventions. *BCISD has reserved \$7.8 million to address the learning loss of our students.*
- *Blackcat Blueprint* will serve as the required Return to In-Person Instruction with Continuity of Services (RIPICS) Plan - to be reviewed every 6 months with stakeholder input.
- BCISD will provide summer school, extended day, and Saturday school to meet the comprehensive needs of our students.
- BCISD will provide evidence-based intervention programs and intervention personnel to address the learning loss of special populations identified in the needs assessment.
- BCISD will provide a reliable form of transportation that is easy to clean, sanitize, and maintain to prevent the spread of any virus or disease.

- **Programs:**
 - Summer School
 - EOC Summer School
 - Extended Day Tutoring
 - Saturday Tutoring
 - Credit Recovery
 - STEM Curriculum
 - Science Supplemental Program
 - Reading and Math Assessments
 - Reading Intervention
 - Interactive Digital Learning
 - Math Intervention
 - Pre-K Executive Functioning
 - School Transportation

- **Additional Staff**
 - Librarians at 3 elementary schools
 - Summer School / Extended Day / Saturday Tutoring
 - Discipline Alternative Education Program (DAEP)
 - Credit Recovery
 - English Second Language
 - Pre-Kindergarten Instructional Aide
 - Elementary Instructional Aide
 - Drop-Out Prevention Specialist
 - Social Worker

June 7th, 2021

Revised May 25, 2023