

Bay City Independent School District
Bay City High School
2022-2023 Campus Improvement Plan



Mission Statement

Bay City High School will inspire all students to pursue their own goals through the power of education.

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bay City High School conducted the Effective Schools Framework assessment for needs assessment. In these assessment, the high-needs areas which were identified were

Demographics

Demographics Summary

The enrollment of Bay City High School is approximately 986 students, with an equal distribution of student in grades 9-12. The ethnic breakdown is as follows: Hispanic: approximately 64.91 %, White: approximately 18.36 %, African American: approximately 13.89%. Although considered a rural community, most students live within the Bay City city limits. BCHS has approximately 76.77% of our enrollment are low socioeconomic. The school population is fairly stable, with most students attending Bay City ISD schools for most of their years in school. The percentage of students going forward to higher education or the military shows an upward trend. There is a slight demographic trend for increased Hispanic enrollment. Our LEP enrollment is 8.01% of the student body. Our Special Education population is about 7.40 % of the student body.

Demographics Strengths

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

Student Achievement

Student Achievement Summary

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

Student Achievement Strengths

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

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Technology

Technology Summary

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

Technology Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data







Goals

Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 1: We will use a comprehensive system to communicate with parents.

Evaluation Data Sources: School Messenger Data, SMORE data, Documentation Data

Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
Strategy 1: School Messenger Utilized to improve communication with our parents. Other forms of communication such as Facebook, twitter and the website will be used with fidelity to communicate with our families. Strategy's Expected Result/Impact: Improved attendance. Staff Responsible for Monitoring: Administrators Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide professional development opportunities for administrators and staff. Strategy's Expected Result/Impact: Increase positive work relationships Staff Responsible for Monitoring: Principal	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.






Performance Objective 2: Bay City High School will increase opportunities for parent involvement for under-represented parent groups.

Evaluation Data Sources: Sign-in Sheets at Events

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BCHS will hold Meet the Teacher Night. The campus website will be continuously updated with parent opportunities listed. Whenever possible, communication home will come in English and Spanish. Parent volunteers will be expanded. Back to school student and parent orientation held before the beginning of the school year.</p> <p>The administrators also identified at risk students and have face to face conferences with the students.</p> <p>Strategy's Expected Result/Impact: Goal reached of 25% increase in parent participation for under-represented groups over last year</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal, Website administrator, CARES Coordinator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Involve parents and community as partners along with educators as the Site Based Decision Making Committee. Home visits and school nights for parents (Meet The Teacher Night, Open House, Volunteer Parent Program). Strategy's Expected Result/Impact: Parent/community feedback Reduction in parent concerns/complaints Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Parent Volunteer coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 211 - Title I - \$650	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Meet and tour local major employers. Continue and strengthen partnership with STP, Tenaris and Texas A&M Nuclear Science. Strategy's Expected Result/Impact: On-campus showcases from area partners, Increased enrollment in WIT, Increased field trips at area business/companies, Increase "open invitations" and public/campus events Staff Responsible for Monitoring: Principal, Campus leader contacts for various industries and WIT sponsors Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			


Strategy 4 Details	Formative Reviews		
Strategy 4: Create more communication systems to build a collaborative communication system with all stakeholders. Strategy's Expected Result/Impact: Improve communication Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 2: Bay City High School will establish a positive classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

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

Evaluation Data Sources: DMAC

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Early and continuing administrative walk-throughs. Use of DMAC software for campus administrators and BCISD administrators to monitor campuses. Strategy's Expected Result/Impact: Scores of Proficient or higher on T-TESS. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement. Staff Responsible for Monitoring: Instructional coaches/department heads, Principal and assistant principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 - Title I - 211-51-6256.00 - \$2,400, - 211 - Title I - 211-13-6299.00 - \$140	Formative		
	Nov	Mar	June
	 45%		




Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide refresher training for CHAMPS and staff development on classroom management for teachers in critical need. Provide additional resources and support for teachers as needed.</p> <p>Strategy's Expected Result/Impact: Scores of Proficient or higher on T-TESS. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches/Department Heads, Principal and Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 2: Bay City High School will establish a positive classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 2: Disproportionality of disciplinary placements will be reduced by 3%

Evaluation Data Sources: PEIMS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Bay City Administrators will be provided opportunities to attend workshops on policies, regulations, and new practices regarding school discipline. Strategy's Expected Result/Impact: Certificates of attendance/completion in workshops. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 199 - Local - \$200	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus admin team will facilitate the MTSS team for implementation of Tier 1 and Tier 2 supports for social-emotional growth of all students. Strategy's Expected Result/Impact: Decrease student referrals and disciplinary infractions Staff Responsible for Monitoring: Admin Team	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide equipment, supplies, and materials for social-emotional and behavior lessons. Strategy's Expected Result/Impact: Improved social-emotional skills Staff Responsible for Monitoring: DAEP Teacher and Admin	Formative		
	Nov	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: BCHS will provide education and training on anti-bullying, cyber-bullying, and suicide prevention to establish and provide a positive culture throughout the campus. Strategy's Expected Result/Impact: Decrease in bullying reports and threat assessments Staff Responsible for Monitoring: Campus administrators and campus counselors Title I: 2.6	Formative		
	Nov	Mar	June
	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Bay City High School will establish a positive classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 3: Students will set personal and academic goals and track progress.







Evaluation Data Sources: Goal setting tables

Six Weeks Failure Reports

Attendance Reports

Discipline Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will create goals and reflect on goals in goal setting activities . Strategy's Expected Result/Impact: Increased student academic performance, attendance, credit, and behavior Increased student ownership of learning and success Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will track their attendance and target their goals. Strategy's Expected Result/Impact: Increase attendance rate and increase student achievement. Staff Responsible for Monitoring: Rescue team (administrators, secretaries, counselors, nurses and librarians) Funding Sources: Magnets - 211 - Title I - \$770.30	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Bay City High School will establish a positive classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 4: Monitor and adjust practices to keep students and staff safe at BCHS.

High Priority

Evaluation Data Sources: Satefy Satisfication


Summative Evaluation: Significant progress made toward meeting Objective



Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.

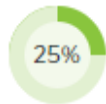

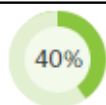
Performance Objective 1: We will increase the meets performance for all students on STAAR subject area EOC state assessments by 5%.







Evaluation Data Sources: DMAC Data
Spring EOC Data



Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
Strategy 1: Six Weeks testing for core subjects for evaluating students. CBAs and Benchmark Testing throughout the school year to evaluate and assess the students' progress. Strategy's Expected Result/Impact: Student grades in all sub pops will reflect passing standards. Benchmarks will reflect adequate levels of mastery to serve as predictors for EOC success. Staff Responsible for Monitoring: Classroom teachers, Counselors, Academic Dean, Assistant Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			



Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff development when school starts to disaggregate data to show strengths and weaknesses of individual students. Continuous use of DMAC to disaggregate data on a six weeks basis by teachers to identify needs areas. Sheltered Instruction and ESL training for teachers continuing. Implement DMAC disaggregated data from EOC Math scores to plan instructions and continue with benchmark testing for evaluating student progress.</p> <p>Strategy's Expected Result/Impact: Attendance at tutorials, improved grades. DMAC data runs</p> <p>Staff Responsible for Monitoring: Teachers, Administrators PEIMS Coordinator Instructional specialist/department heads</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Subject level planning sessions each six weeks to use TEKS Resource YAG and IFD, review six weeks DMAC data, and formulate plans for intervention strategies</p> <p>Strategy's Expected Result/Impact: Benchmark scores show progress toward target goals</p> <p>Staff Responsible for Monitoring: Teachers Academic Dean</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			




Strategy 4 Details	Formative Reviews		
Strategy 4: Region 3 Instructional Support for Algebra 1 and ELA teachers Strategy's Expected Result/Impact: Increased student success for all students on Algebra and English EOC Increased EOC Retester success Staff Responsible for Monitoring: Teachers, Administrators, and Department heads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide research/study system (Literature Reference Center) for students. Strategy's Expected Result/Impact: Usage of reference center Staff Responsible for Monitoring: Librarian, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide supplemental materials, programs and equipment to help improve curriculum in all courses. Strategy's Expected Result/Impact: Students meeting State Standards on state assessments. Improvement in grades, test scores of targeted students. Staff Responsible for Monitoring: Teachers, Administrators, Departments Heads Funding Sources: - 211 - Title I - \$20,700, - 270 - Title V - \$10,000, - 244 - Carl Perkins - \$12,000	Formative		
	Nov	Mar	June
			






Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Hand schedule ESL students into core academic subjects to ensure ESL students receive the appropriately trained teachers. (PMI) The students will also be closely monitored by the ESL para-professionals. The para professionals will assist the teachers will parent conferences in their same language and offer academic support to the students.</p> <p>Strategy's Expected Result/Impact: STAAR Assessment Success</p> <p>Increase graduation rate for ESL students</p> <p>Increase TSI and college ready programs for ESL students.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Counselors Teachers ESL para-professionals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Region 3 instructional support for English 1 and 2 to include teacher planning and student EOC reviews</p> <p>Strategy's Expected Result/Impact: Increased student success on STAAR Eng 1 and 2 Increased STAAR EOC Eng 1 and 2 Retester performance</p> <p>Staff Responsible for Monitoring: Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Use Special Education tracking teachers to track performance of individual students receiving services and provide one on one counseling, parent contact, and real time remediation towards increased student success in all EOC subject state assessments as well as classroom academic achievement. Strategy's Expected Result/Impact: Increased Special Education student achievement in all subject level EOC state assessments. Staff Responsible for Monitoring: Administrators, Regular Ed teachers, Special Ed teachers, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: EOC remedial courses in all EOC tested subject areas embedded in the master schedule for students who are not successful on the EOC state assessment. In addition, ensure implementation of ELPS in all subject areas. The ESL Papa-professionals will also be schedule in classes that need support the most. Strategy's Expected Result/Impact: Students in all sub pops participating in EOC remedial classes will meet or exceed state standards on EOC state assessment retest. Staff Responsible for Monitoring: Counselors, Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 244 - Carl Perkins - \$15,935, - 263 - Title III - \$600	Formative		
	Nov	Mar	June
			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide EOC testers and retesters remediation in EOC subject areas in Saturday Academies and after school tutorials Strategy's Expected Result/Impact: Increased student achievement on EOCs Staff Responsible for Monitoring: Administrator and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Utilize Sheltered Instruction ESL strategies in all classrooms to ensure use of proven research based strategies to address the learning needs of ESL students (and all student) towards increased ESL (Gen. Ed and SpEd) classroom achievement and increased student achievement on EOC state assessments in Math, Science, Reading, and Social Studies. Strategy's Expected Result/Impact: Increased ESL (as well as Gen Ed and SpEd) classroom achievement and increased achievement on EOC state assessments in Math, Science, Reading, and Social Studies. Staff Responsible for Monitoring: Administrators, Teachers, ESL coordinator, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			

Strategy 13 Details	Formative Reviews		
Strategy 13: Use student mentors to partner with teachers in providing instructional remediation. Strategy's Expected Result/Impact: Increased achievement in classroom and EOC assessments in reading for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops. Staff Responsible for Monitoring: teachers, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Use of Turnitin.com to provide instructional support and remediation in writing in all subject areas for all Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub populations. Strategy's Expected Result/Impact: Increased achievement in classroom and EOC assessments in writing for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops. Staff Responsible for Monitoring: English teachers, administrators, Academic Dean Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 270 - Title V - \$3,800	Formative		
	Nov	Mar	June
			

Strategy 15 Details	Formative Reviews		
Strategy 15: Provide professional development opportunities for core teachers to improve content knowledge and expertise. Strategy's Expected Result/Impact: Increased student performance on unit assessments Increased teacher use of curricular resources and formative assessments Staff Responsible for Monitoring: Principal Academic Dean Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Region 3 STAAR Student Review Sessions for English and Algebra Strategy's Expected Result/Impact: Increased student performance on STAAR EOC English 1, English 2, and Algebra 1 Staff Responsible for Monitoring: Academic Dean Principal Team Leaders TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Counselors, Teachers, and Admin will attend staff development to support student achievement	Formative		
	Nov	Mar	June
			


Strategy 18 Details	Formative Reviews		
Strategy 18: Students will engage in field trips with cultural and curricular experiences Strategy's Expected Result/Impact: Student academic performance will increase with application of experiences to real-world situations and content connections Staff Responsible for Monitoring: Team Leaders Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

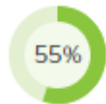

Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.








Performance Objective 2: The level of instructional rigor will be raised across the curriculum for all students evidenced through all teachers scoring developing or above in Domain 1 & 2 T-TESS.









Evaluation Data Sources: T-TESS Ratings
Meeting Agendas and Sign-in Sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Department heads also serve as Instructional Specialists. Classroom observations of master teachers. Staff development geared to increasing rigor. Continuous administrative walk-throughs. Strategy's Expected Result/Impact: Word walls visible; academic vocabulary used in classes, Novice teachers attaining proficiency or better Walk-throughs, either logged in on paper or in DMAC Staff Responsible for Monitoring: Classroom teachers, Department heads/instructional specialists, Principal and assistant principals Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Continue with AVID program to include offering AVID elective for students recruited in each grade level and continue with using schoolwide AVID instructional strategies Strategy's Expected Result/Impact: Students attendance in AP Classes, acceptance to colleges Staff Responsible for Monitoring: District AVID Director AVID Elective Teachers AVID trained content teachers Principal Academic Dean Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Nov	Mar	June
				
Strategy 3 Details		Formative Reviews		
Strategy 3: BCHS will provide training for teachers/staff designed to improve quality of instruction for all students. The training is also differentiated for the teachers and para-professionals in the different departments. ESL and SPED para-professionals also get the support that the students need in the walkthroughs. Strategy's Expected Result/Impact: Certificate of completion Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: ELA Instructional Support from Region 4; ELA Reading and Writing Workshops, ELA Writing Needs Assessment, Other Core Teacher Training - 211 - Title I - \$24,240, - 244 - Carl Perkins - \$250, - 255 - Title II - \$3,100, - 263 - Title III - \$600, - 255 - Title II - \$5,000, English 1 Instructional Support from Region 4 - 199 - Local - \$12,000		Formative		
		Nov	Mar	June
				

Strategy 4 Details	Formative Reviews		
Strategy 4: Continued Sheltered Instruction and ESL training for teachers Strategy's Expected Result/Impact: Certificates of completion Staff Responsible for Monitoring: Principals, Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 263 - Title III - \$750	Formative		
	Nov	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and Spanish. Strategy's Expected Result/Impact: Recruitment and retention of highly qualified teachers Staff Responsible for Monitoring: Federal Programs Director, Human Resources, Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy Funding Sources: - 255 - Title II - \$55,000	Formative		
	Nov	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Principal and Academic Dean will attend Results Coaching training Strategy's Expected Result/Impact: Increased leadership coaching for reflective practices campuswide and increased staff receptiveness to instructional strategies and feedback Staff Responsible for Monitoring: Principal Academic Dean ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Mar	June
			



Strategy 7 Details	Formative Reviews		
Strategy 7: Principal, Academic Dean, and College Career Liaison will attend accountability and CCMR update training sessions Strategy's Expected Result/Impact: Increased student achievement on STAAR and CCMR ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: BCHS will provide updated technology for classrooms to improve the quality of instruction and student performance. Title I: 4.2 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





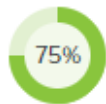




Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.

Performance Objective 3: We will increase Bay City High School ESL and African American subpop student achievement on State Assessment Exams in each subject area by 4%.

Evaluation Data Sources: TEA STAAR Score Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer ESL training and certification opportunities for teachers (BCISD will pay for training and certification). Strategy's Expected Result/Impact: Number of certifications earned, Improvement in student performance Staff Responsible for Monitoring: Curriculum and Special Programs Directors, ESL Supervisor on campus, BCISD Reading Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: BCHS will provide inclusion teachers/paraprofessionals in all inclusion designated classes. Strategy's Expected Result/Impact: Schedules of inclusion teachers/paraprofessionals in designated classes Staff Responsible for Monitoring: Principal, Counselors Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional equipment, supplies, and materials to augment and enhance instruction. Strategy's Expected Result/Impact: DynEd, ESL Reading Smart Staff Responsible for Monitoring: Administrator of ESL, ESL Department Head Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 263 - Title III - \$2,100, - 244 - Carl Perkins - \$2,500	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Documentation of African American and ESL students at grading periods to identify those students in need of intervention for classroom support in all subject areas.(SS) Strategy's Expected Result/Impact: student success in the classroom based on grades. Staff Responsible for Monitoring: Teachers, AP, SpEd coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Bay City High School will engage all staff in AVID professional development aligned with our campus mission and initiatives for improving student achievement. Strategy's Expected Result/Impact: Increase student achievement in all content areas Staff Responsible for Monitoring: Academic Dean, AVID District Director TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.

Performance Objective 4: We will increase student growth for Algebra 1 and English 2 by 4% in all students and sub groups.

Evaluation Data Sources: TEA STAAR Score Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide STAAR review sessions for performance level groups Strategy's Expected Result/Impact: Increased/maintained performance levels for all students Staff Responsible for Monitoring: Classroom teachers Academic Dean Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use student progress charts with students in all EOC courses to record assessment scores, goals, and steps for success Strategy's Expected Result/Impact: Increased/maintained performance levels for all students taking EOC Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.





Performance Objective 5: We will increase College, Career, and Military Readiness (CCMR) performance by 4% or higher.





HB3 Goal




Evaluation Data Sources: Campus A-F Data

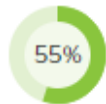






Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Offer ASVAB onsite Strategy's Expected Result/Impact: All students interested in enlisting will take the ASVAB test. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Invite military recruiters to meet with students during lunches and be guest speakers in junior/senior level classes Strategy's Expected Result/Impact: Increased interest in enlisting in military Staff Responsible for Monitoring: Counselors APs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Coordinate with junior colleges to offer more college classes in various subjects. Strategy's Expected Result/Impact: Added classes Staff Responsible for Monitoring: Principal, Department heads, Counselors College & Career Liasion Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development for Honors and AP teachers, admin, and counseling team Strategy's Expected Result/Impact: Increase student performance on AP exams Staff Responsible for Monitoring: Principal, AP Coordinator Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy Funding Sources: - 199 - Local - \$3,500	Formative		
	Nov	Mar	June
			







Strategy 5 Details	Formative Reviews		
Strategy 5: Broaden elective classes, i.e. more technical offerings based on student interests and to complete pathways. Strategy's Expected Result/Impact: Added courses, More complete pathways as verified through WCJC Staff Responsible for Monitoring: Counselors, Principal, CTE administrator Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide equipment, supplies, and materials to augment and enhance instruction. Strategy's Expected Result/Impact: Items purchased used to accomplish learning goals Staff Responsible for Monitoring: Principal, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Carl Perkins - 199 - Local - \$11,000, - 244 - Carl Perkins - \$3,450	Formative		
	Nov	Mar	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide staff development for CTE teachers. Strategy's Expected Result/Impact: Certificates of completion Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Funding Sources: Carl Perkins funds - 244 - Carl Perkins - \$5,000	Formative		
	Nov	Mar	June
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Expand CTE articulations to Wharton County Junior College along with Dual Enrollment courses. Strategy's Expected Result/Impact: Increased enrollment in CTE and Dual enrollment courses. Staff Responsible for Monitoring: Principal, Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Assist students in acquiring certification in CTE fields through funding of certification tests for individuals in CTE classes. These fields include, but not limited to, Career Safe, AWS Welding, Cosmetology, ServSafe, MOS exams, Manage First, Certified Nurse Aide. Strategy's Expected Result/Impact: Student certifications in tested fields. Staff Responsible for Monitoring: CTE teachers, Administrators Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy Funding Sources: - 244 - Carl Perkins - \$8,300	Formative		
	Nov	Mar	June
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Wider publicity for PSAT through the use of posters, announcements, AVID program, and 10th Grade Honors and 11th Grade AP classes. Strategy's Expected Result/Impact: Registration and participant records Staff Responsible for Monitoring: Counselors, College & Career Liason Principal(s) Title I: 2.4 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Continue offering TSI testing sessions through our BCHS TSI Testing site Strategy's Expected Result/Impact: Registration of all current juniors, freshman and sophomores interested in dual credit, and seniors who have not passed TSI. Staff Responsible for Monitoring: Principal, Counselors, Academic Dean Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Offering TSI math, reading, and writing tutorials Strategy's Expected Result/Impact: Increased performance on TSI Staff Responsible for Monitoring: Counselors, Tutorial Teaches, Academic Dean Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Nov	Mar	June
			

Strategy 13 Details	Formative Reviews		
Strategy 13: Counselor meetings with parents for information on TSI and Dual Credit Strategy's Expected Result/Impact: Increased students enrolling in and earning dual credit Staff Responsible for Monitoring: Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 14 Details	Formative Reviews		
Strategy 14: District funding 100% of TSI testing and incentives for students passing TSI Strategy's Expected Result/Impact: Increased student participation and performance on TSI Staff Responsible for Monitoring: College & Career Liason, Academic Dean Chief Curriculum Officer Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Nov	Mar	June
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Provide training and equipment for counselors for CTE and CCMR Strategy's Expected Result/Impact: Increase number of CTE completers and finishers, increase CCMR points Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Mar	June
			

Strategy 16 Details	Formative Reviews		
Strategy 16: Provide Professional Development for Early College Teachers, Administrators, and Counselors Strategy's Expected Result/Impact: Increase early college student success in dual credit classes Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
Strategy 17 Details	Formative Reviews		
Strategy 17: We will provide instructional materials including textbooks, computers, and webcams for early college dual credit students to successfully complete courses. Strategy's Expected Result/Impact: Success of early college students enrolled in dual credit Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Mar	June
			
Strategy 18 Details	Formative Reviews		
Strategy 18: We will offer enrichment sessions during GOAL Time for students to develop skills for college and career readiness. Strategy's Expected Result/Impact: Students developing skills for workplace and college and career readiness Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Nov	Mar	June
			
Strategy 19 Details	Formative Reviews		
Strategy 19: APs will attend AVID leadership training Strategy's Expected Result/Impact: Increased leadership skills for implementing college and career readiness Staff Responsible for Monitoring: Principal AVID District Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			


Strategy 20 Details	Formative Reviews		
Strategy 20: Academic Dean and AP Site Team Director will attend AVID conference and module training Strategy's Expected Result/Impact: Increase use of AVID Strategies campuswide Staff Responsible for Monitoring: Academic Dean Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 21 Details	Formative Reviews		
Strategy 21: Provide students with opportunities to participate in CTSOs to develop career-based skills for the workforce. Strategy's Expected Result/Impact: students developing career-based skills Staff Responsible for Monitoring: CTSO sponsors	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Bay City High School will integrate instructional practices that develop learning environments that are applicable to real-work experiences and promote rigorous learning in order for all student groups to meet or exceed state and national standards for performance.








Performance Objective 6: Student attendance will be carefully monitored, and excessive absences addressed through early notification and interventions to increase attendance to 95% campuswide.

Evaluation Data Sources: TxEIS

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance clerk will report weekly attendance to principal. Mentors will be assigned to students in jeopardy of poor attendance. Attendance for critical students will be reviewed by AP's systematically. Attendance clerk will follow through with filing of truancy cases. Truancy officer and counselor will meet with student and parents about excessive absences.</p> <p>Strategy's Expected Result/Impact: Attendance at Saturday Schools and other make-up sessions, Phone logs, Attendance reports as shown on data runs, Court records</p> <p>Staff Responsible for Monitoring: Attendance clerk, Truancy officer, Mentors (teachers and administrator)s, Assistant Principals Counselors</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Tardy process instituted for students who are tardy to avoid interruption to instruction. Students are allowed to enter class within the first 5 minutes once instruction started. Strategy's Expected Result/Impact: Attendance Records and logs Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Second period teachers will meet at least once every six weeks individually with each student to discuss grades attendance and importance of being in school. Strategy's Expected Result/Impact: Attendance Records and logs Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Incentives for students will be awarded for attendance as well as honor roll. Strategy's Expected Result/Impact: Improved attendance, Positive feedback from students/guardians Staff Responsible for Monitoring: Principal, Student Services Department, Public Relations Department Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Bay City High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9.49

Brief Description of SCE Services and/or Programs

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Personnel for Bay City High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Slater	Teacher	0.95
Amy Ging	Teacher	1
Belinda Hernandez	Teacher	0.12
Esther Villarreal	Instructional Aide	1
Glenn Ging	Teacher	1
Janice Jones	Instructional Aide	1
Lorraine Lopez	Student Liaison	1
Nicholas Kalicek	Teacher	0.45
Portia Glover	Instructional Aide	1
Rebecca Valdez	Instructional Aide	1
Robert Button	Teacher	0.22
Steven Jones	Teacher	0.25
Valerie Bell	Nurse	0.5

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$650.00
2	1	1		211-51-6256.00	\$2,400.00
2	1	1		211-13-6299.00	\$140.00
2	3	2	Magnets		\$770.30
3	1	6			\$20,700.00
3	2	3	ELA Instructional Support from Region 4; ELA Reading and Writing Workshops, ELA Writing Needs Assessment, Other Core Teacher Training		\$24,240.00
Sub-Total					\$48,900.30
270 - Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$10,000.00
3	1	14			\$3,800.00
Sub-Total					\$13,800.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$3,100.00
3	2	3			\$5,000.00
3	2	5			\$55,000.00
Sub-Total					\$63,100.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$200.00
3	2	3	English 1 Instructional Support from Region 4		\$12,000.00
3	5	4			\$3,500.00
3	5	6	Carl Perkins		\$11,000.00
Sub-Total					\$26,700.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10			\$600.00
3	2	3			\$600.00
3	2	4			\$750.00
3	3	3			\$2,100.00
Sub-Total					\$4,050.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$12,000.00
3	1	10			\$15,935.00
3	2	3			\$250.00
3	3	3			\$2,500.00
3	5	6			\$3,450.00
3	5	7	Carl Perkins funds		\$5,000.00
3	5	9			\$8,300.00
Sub-Total					\$47,435.00