

**Bay City Independent School District**  
**Bay City High School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Science  
Postsecondary Readiness



**Board Approval Date:** December 9, 2016

# Mission Statement

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

# Vision

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

# Comprehensive Needs Assessment

## Needs Assessment Overview

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

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

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

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

# Demographics

## Demographics Summary

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

## Demographics Strengths

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

## Demographics Needs

- Continue remediation in all subject areas
- Close achievement gaps
- Increase CTE/Job based program

## **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 subpopulations 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 subpopulations showing improvement
- Achievement gap between groups becoming less discernable.

### **Student Achievement Needs**

- Increase remediation of all subpopulations
- Address at-risk alternatives to the regular classroom curriculum
- Promote college prep/readiness for all groups.
- Address foreign language needs of students.

## **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

### **School Culture and Climate Needs**

- Providing equal opportunities for all--particularly for those students who lack the previous academic success, life success, confidence, or resources to participate fully and fulfill their potentials,
- Providing students and families with the resources they need to be healthy, happy, and productive,
- Continuing education in the areas of suicide prevention, elimination of bullying, developing effective parenting skills.

## **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

### **Staff Quality, Recruitment, and Retention Needs**

- Strengthen mentorship for new teachers.
- Increase professional development and training.
  - technology
  - ELL
  - Special Education
  - Teacher Resource System
  - Teacher needs as they arise

- Increase team collaboration
- Identify and address teacher area of needs individually
- Insure class sizes of remedial courses remains small
- Insure we employ adequate number of ELL instructional aides to meet student/teacher needs



## **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.

### **Curriculum, Instruction, and Assessment Needs**

We are working on raising rigor across the curriculum, continuing our high level courses taught by master teachers and strengthening the rigor of our "regular" courses. We are striving for more animated, engaging teaching, more thorough lesson planning, targeted assistance for LEP and Special Education students, and truly "no child left behind". Until State Assessments success is equivalent across all student sub-groups, we need to continually look for ways to bridge these gaps. Continue to implement campus student performance incentives, and increase student and parent awareness and advertisement of those available incentives. 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.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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

### **Family and Community Involvement 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

### **Family and Community Involvement Needs**

- Implement more effective back to school student/parent orientation activities
- Find ways to more effectively gather and maintain updated parent contact information
- ELL student community mentors
- Find ways to more consistently involve parents
- Increase parent contact by teachers and staff

## **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.

### **School Context and Organization Needs**

Instructional leaders at the second tier/intermediate levels need continuing development in instructional leadership as we strengthen our focus in this area. This year, we have more new teachers who need development in curriculum, instruction, and management. We need to find a way to retain our best and brightest and maintain strong morale. We need to utilize the technology on the campus, to focus on the under-served students, and to collaborate between departments. We need to unify to accomplish great things as a team.

## **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.

### **Technology Needs**

BCHS needs additional computers in some business labs and classrooms, and we need personal computers for all at-risk students who do not have them at home. We need the expertise to fully utilize the technology we do have.

## **Programs**

### **Programs Summary**

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

### **Programs Strengths**

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

### **Programs Needs**

LEP students are performing below their peers. We have increased services and improved instruction in this area, but there are still achievement gaps.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

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

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

### **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
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: All student groups taking the English, Math, Science, and Social Studies TAKS Exams and STAAR EOC Tests will meet or exceed the state standard and meet NCLB expectations.**

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

**Evaluation Data Source(s) 1:**










**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1. Six Weeks testing for core subjects for evaluating students. 2. Tutorials after school two days per week for all students. Core teachers will set aside 50 minutes per week to EOC review throughout the school year. Benchmark Testing in October and February to evaluate and assess the students' progress during the school year.</p>	1, 2, 8, 9	Classroom teachers, Counselors Assistant Principals	Student grades in all sub pops will reflect passing standards. Benchmarks will reflect adequate levels of mastery to serve as predictors for EOC success.				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 2</p> <p>2) Staff development when school starts to disaggregate data to show strengths and weaknesses of individual students. Continuous use of DMAC to disaggregate data on a six weeks basis by teachers to identify needs areas. Sheltered Instruction and ESL training for teachers continuing. Implement DMAC dissaggregated data from EOC Math scores to plan instructions and continue with benchmark testing for evaluating student progress.</p>	1, 2, 3, 4, 8, 9, 10	Teachers, Administrators PEIMS Coordinator Instructional specialist/department heads	Attendance at tutorials, improved grades. DMAC data runs				



3) Continue with benchmark tests. Independent reading for all freshmen students to increase reading and writing skills. Subject level planning meetings.	1, 2, 3, 8, 9	Teachers Curriculum and Instruction Principal	Benchmark scores show progress toward target goals				
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 4) Continue implementing new curriculum in Algebra 1 classes where EOC and TEKS objectives are built in on a regular basis using TEKS Resource System for sequencing and as a resource. Benchmark for all EOC tested subject areas will be given during October and February using EOC release tests. Utilize Math teacher to pull out and tutor all math students that need intense remediation.	1, 2, 3, 8, 9	Teachers, Administrators, and Department heads	Increased student success in all sub pops on state assessments				
5) Provide research/study system (Literature Reference Center) for students taking core courses.	1, 2, 8, 9	Librarian, Teachers	Usage of reference center, better TAKS and EOC performance.				
<b>State System Safeguard Strategy</b> 6) Provide supplemental materials, programs and equipment to help improve curriculum in all courses.	1, 2, 9	Teachers, Administrators, Departments Heads	Students meeting State Standards on state assessments. Improvement in grades, test scores of targeted students.				
Funding Sources: 211 - Title I - 20700.00, 270 - Title VI - 10000.00, 244 - Carl Perkins - 12000.00							
<b>State System Safeguard Strategy</b> 7) Hand schedule ESL students into core academic subjects to ensure ESL students receive the appropriately trained teachers. (PMI)	1, 2, 3, 8, 9, 10	Campus Principal Campus Counselors	STAAR Assessment Success				
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 8) Utilize professional learning communities to assist all core subject teachers to collaborate on grading assessment on progress of students. This collaboration will be used in instructional planning to meet the needs of the students.	1, 2, 3, 8, 9	Principal	Records of substitutes being hired.				
<b>State System Safeguard Strategy</b> 9) 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.	1, 2, 3, 8, 9, 10	Counselors, Administrators, Teachers	Students in all sub pops participating in EOC remedial classes will meet or exceed state standards on EOC state assessment retest.				
Funding Sources: 244 - Carl Perkins - 15935.00, 263 - Title III LEP - 600.00							

<p align="center"><b>State System Safeguard Strategy</b></p> <p>10) Use Special Education tracking teachers to track performance of individual students receiving services and provide one on one counseling, parent contact, and real time remediation towards increased student success in all EOC subject state assessments as well as classroom academic achievement.</p>	1, 2, 3, 6, 8, 9, 10	Administrators, Regular Ed teachers, Special Ed teachers, Counselors	Increased Special Education student achievement in all subject level EOC state assessments.				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>11) Provide 9th Grade Students increased remediation in Alg. 1 and provide intense remediation through a modified Math Models course embedded in the master schedule focusing on intensive Alg. 1 (pre-algebra) fundamentals towards increased student achievement in EOC math state assessment.</p>	1, 2, 3, 8, 9, 10	Administrators, Counselors, and teachers	Increased student achievement in EOC math state assessment for African American, Hispanic, Eco. Disadvantaged, Special Education, and all student populations.				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>12) Provide after school academies for ESL students in an effort to increase ESL student achievement in on EOC in Math and ELA (reading). Personally invite students and parents to increase participation in this academic opportunity.</p>	1, 2, 3, 6, 8, 9, 10	Teachers, Administrators, ESL coordinator, and counselors	Increase ESL student achievement on EOC in Math and ELA (reading).				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>13) Utilize Sheltered Instruction ESL strategies in all classrooms to ensure use of proven research based strategies to address the learning needs of ESL students (and all student) towards increased ESL (Gen. Ed and SpEd) classroom achievement and increased student achievement on EOC state assessments in Math, Science, Reading, and Social Studies.</p>	1, 2, 3, 4, 5, 9, 10	Administrators, Teachers, ESL coordinator, Counselors	Increased ESL (as well as Gen Ed and SpEd) classroom achievement and increased achievement on EOC state assessments in Math, Science, Reading, and Social Studies.				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>14) Use student mentors to partner with teachers in providing instructional remediation in reading.</p>	1, 2, 3, 5	English teachers, administrators	Increased achievement in classroom and EOC assessments in reading for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops.				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4</p> <p>15) Use of Turnitin.com to provide instructional support and remediation in writing in all subject areas for all Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub populations.</p>	1, 3, 9	English teachers, administrators	Increased achievement in classroom and EOC assessments in writing for Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub pops.				
<p>Funding Sources: 270 - Title VI - 3800.00</p>							

<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>          CSF 1 CSF 4</p> <p>16) Establish and utilize the POWER (Pre-writing, Organization, Writing, Editing, and Revising) Writing Center to improve skills in the writing process and improve performance in the reporting categories of 4, 5, and 6 on the EOC.</p>	1, 2, 3, 9	Instructional Coach Principals ELA EOC teachers	Increased achievement in classroom and EOC assessments in writing for all sub pops.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** All student groups taking the English, Math, Science, and Social Studies TAKS Exams and STAAR EOC Tests will meet or exceed the state standard and meet NCLB expectations.

**Performance Objective 2:** The level of instructional rigor will be raised across the curriculum for all students.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Department heads also serve as Instructional Specialists. Classroom observations of master teachers. Staff development geared to increasing rigor. Continuous administrative walk-throughs.	1, 2, 3, 4, 8, 9	Classroom teachers, Department heads/instructional specialists, Principal and assistant principals	Word walls visible; academic vocabulary used in classes, Novice teachers attaining proficiency or better Walk-throughs, either logged in on paper or in Eduphoria				
2) Continue with the AVID program.	1, 2, 3, 8, 9, 10	District AVID Director	Students attendance in AP Classes, acceptance to colleges				
<b>State System Safeguard Strategy</b> 3) BCHS will provide training for teachers/staff designed to improve quality of instructions for all students.	1, 2, 3, 4	Principal, Assistant Principals	Certificate of completion				
Funding Sources: 211 - Title I - 7260.00, 244 - Carl Perkins - 250.00, 255 - Title IIA - 3100.00, 263 - Title III LEP - 600.00							
<b>State System Safeguard Strategy</b> 4) Continued Sheltered Instruction and ESL training for teachers	1, 2, 3, 4, 10	Principals, Assistant Principals	Certificates of completion				
Funding Sources: 263 - Title III LEP - 750.00							
<b>State System Safeguard Strategy</b> 5) Professional development for all core subjects provided by Region IV specifically geared towards increasing rigor through active student engagement.	1, 2, 3, 4, 8	Principals Special Programs Coordinator	student assessments administrative walk-throughs				
Funding Sources: 255 - Title IIA - 5000.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7		Federal Programs Director, Human Resources, Principal	Recruitment and retention of highly qualified teachers				
6) The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and spanish.	Funding Sources: 255 - Title IIA - 55000.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** All student groups taking the English, Math, Science, and Social Studies TAKS Exams and STAAR EOC Tests will meet or exceed the state standard and meet NCLB expectations.

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

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) Letters to parents regarding attendance, benchmark, passing rate.	1, 6	Attendance clerk, Principal, Assistant Principals, Teachers	Copies of letters, phone logs, responses to letters, and student improvement				
<b>State System Safeguard Strategy</b> 2) Incentives will be given for attendance; students will help choose incentives. Incentives will include semester exemptions.	10	Classroom teachers, Counselors, Administrators	Attendance percentages should reach higher levels than last year throughout the year Attendance for Benchmarks should reach target 95% EOC testing attendance should reach target 95%				
<b>State System Safeguard Strategy</b> 3) On test day: track missing students down by calling parents and making home visits. Provide transportation to those having difficulty making it to the exam.	1, 2	Counselors, Administrators, and attendance clerks.	Increased student participation rate in all sub pops for all subject level state assessments.				
<b>State System Safeguard Strategy</b> 4) Send communication to parents prior to the state assessments emphasizing the importance of attendance and participation on exam day.	1, 2	Counselors, administrators, and office staff,	Increased student participation rate in all sub pops for all subject level state assessments.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 2: Student attendance will meet or exceed the 98% standard for attendance.**

**Performance Objective 1:** Student attendance will be carefully monitored, and excessive absences addressed through early notification and interventions.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p><b>State System Safeguard Strategy</b></p> <p>1) Attendance clerk will report weekly attendance to principal. Mentors will be assigned to students in jeopardy of poor attendance. Attendance for critical students will be reviewed by AP's systematically. Attendance clerk will follow through with filing of truancy cases. Multiple opportunities will be given for absence make-up.</p>	10	Attendance clerk, Truancy officer, Mentors (teachers and administrator)s, Assistant Principals	Attendance at Saturday Schools and other make-up sessions, Teacher phone logs, Attendance reports as shown on data runs, Court records				
<p><b>State System Safeguard Strategy</b></p> <p>2) School Messenger Utilized</p>	6, 10	Administrators	Improved attendance.				
<p>3) Tardy process instituted for students who are tardy to avoid interruption to instruction.</p>		Administrators, Teachers	Attendance Records and logs				
<p><b>State System Safeguard Strategy</b></p> <p>4) Second period teachers will meet at least once every six weeks individually with each student to discuss grades attendance and importance of being in school.</p>	2, 9, 10	Principal, Assistant Principals, Teachers	Attendance Records and logs				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

**Goal 2:** Student attendance will meet or exceed the 98% standard for attendance.

**Performance Objective 2:** Student incentives and an enhanced high school experience will contribute positively to keeping students in attendance.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Incentives for students will be awarded for attendance as well as honor roll. Honor rolls will be posted within the school and published in local newspaper. Increased publicity honoring students and their accomplishments.	10	Principal, Student Services Department, Public Relations Department	Improved attendance, Positive feedback from students/guardians	✓	✓	✓	✓
							

**Goal 3: Bay City High School will meet or exceed the state standard for SAT/ACT Exams for college entrance.**

**Performance Objective 1:** Increase PSAT participation and improve student performance on SAT.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Wider publicity for PSAT through the use of posters, announcements, AVID program, and 10th Grade PAP classes.		Counselors, Principal(s)	Registration and participant records	✓	✓	✓	✓
2) Offering on-campus SAT bootcamps		Counselors	SAT scores	○	○	○	○
3) Use ACT data to track and establish areas of needed remediation to increase student success.		Counselors Academic Coach/AP	Increase in ACT scores/student participation in ACT for college entrance.	✓	✓	✓	✓
















**Goal 4: Bay City High School will provide a safe and orderly school environment that is conducive to learning.**

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Early and continuing administrative walk-throughs. Use of Eduphoria software for campus administrators and BCISD administrators to monitor campuses.	3	Instructional coaches/department heads, Principal and assistant principals	Scores of Proficient or higher on T-TES. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement.				
	Funding Sources: 211 - Title I - 2540.00						
2) Capturing Kids Hearts Seminars/staff development on classroom management for teachers in critical need. Resource supports for teachers to increase student engagement.	1, 2, 4	Instructional Coaches/Department Heads, Principal and Assistant Principals	Scores of Proficient or higher on T-TES. Improvement in student learning outcomes. DMAC reports indicating improvement in student achievement.				
	Funding Sources: 211 - Title I - 6000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Bay City High School will provide a safe and orderly school environment that is conducive to learning.

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Assistant principals will involve parents in every disciplinary situation. Repeat offenders will be dealt with in creative ways such as by assigning mentors and using alternative forms of discipline such as in-school detention and ASD. Teacher referrals will be tabulated and monitored; any trends will be addressed.	1, 6	PEIMS coordinator, Assistant Principals, Principal Counselors	Discipline reports, Discipline Data Talk at Faculty Meeting				
2) Bay City ISD Police Department, teachers and administrators will continue to monitor the hallways and school grounds to maintain safety. Continue the RAPTOR System for security reasons in the front office for all visitors to BCHS.	10	Police Department, All staff	Reduction in student offenses that jeopardize/compromise safety Feedback that is received from students, parents, and community				
<b>Critical Success Factors</b> CSF 6	4, 10	Principal, Assistant Principals	Certificates of attendance/completion in workshops.				
3) Bay City Administrators will be provided opportunities to attend workshops on policies, regulations, and new practices regarding school discipline.	Funding Sources: 199 - Local - 200.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4:** Bay City High School will provide a safe and orderly school environment that is conducive to learning.

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

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Bay City High School will provide to the staff/faculty seminars/staff development on the trends and practices of substance use and abuse.	4	Principal, Assistant Principals, Police Department	Reduction in student offenses involving drugs, alcohol, and other related substances.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Bay City High School will provide a safe and orderly school environment that is conducive to learning.

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

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Bay City High School will promote bullying awareness through the use of posters, and banners.	10	Principal, Assistant Principals, Counselors, Local Businesses, CAPES	Reduction in number of bullying complaints and referrals.				
2) Bay City High School will subscribe to Quick Tips, a part of School Messenger, to provide students with an alternative method to reporting bullying and other problems to the school.	10	Principal, Assistant Principals, Counselors, Nurse	Reduction in the rate of bullying incidences in school.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5: Bay City High School will increase parent and community involvement to promote higher enrollment, improve the school's overall image, and enhance student achievement through collaborative school/parent/community partnerships**

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) BCHS will hold Meet the Teacher Night. The campus website will be continuous updated with parent opportunities listed. Whenever possible, communication home will come in English and Spanish. Parent volunteers will be expanded. Back to school student and parent orientation held before the beginning of the school year.	1, 6	Principal and Associate Principal, Website administrator, CARES Coordinator	Goal reached of 25% increase in parent participation for under-represented groups over last year				
2) Involve parents and community as partners along with educators as the Site Based Decision Making Committee. Home visits and school nights for parents (Meet The Teacher Night, Open House, Volunteer Parent Program).	6, 10	Principal, Counselors, Assistant Principals, Parent Volunteer coordinator	Parent/community feedback Reduction in parent concerns/complaints				
Funding Sources: 211 - Title I - 650.00							
3) Meet and tour local major employers. Continue and strengthen partnership with STP and Texas A & M Nuclear Science.	10	Principal, Campus leader contacts for various industries, Powerset and WIT sponsors	On-campus showcases from area partners, Increased enrollment in Powerset and WIT, Increased field trips at area business/companies, Increase "open invitations" and public/campus events				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5:** Bay City High School will increase parent and community involvement to promote higher enrollment, improve the school's overall image, and enhance student achievement through collaborative school/parent/community partnerships

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) BCHS will pursue a series of seminars/presentations that support students in their quest for health and healthy relationships; campus nurse, food services, and p.e. staff will partner in creating greater health awareness	10	Principal, Counselors, Nurse	Feedback from students Fitness Gram reports, Reduced incidences of abuse reported by students/CPS involvement				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

## Goal 6: Bay City High School will meet or exceed a 95% completion rate for the 2017 graduating class.

**Performance Objective 1:** Bay City will achieve a drop-out rate of 0%.

### Evaluation Data Source(s) 1:

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Use our ACE Program to keep student on track to graduate on time with their peers. Implement home visitations to the student residents. This is called Home Intervention Task Force (HIT).	1, 9	ACE teachers, Counselors	Mid-year and end-of year graduation through ACE, increased enrollment in this program	✓	✓	✓	✓
Funding Sources: 197 - State Compensatory - 70000.00							
<b>State System Safeguard Strategy</b> 2) Teachers, Counselors and principals will monitor students continually, apprising them and their parents of their progress toward graduation goals and adjusting schedules.	1, 6, 9	Counselors Teachers Principals	Check students' class credits regularly	✓	✓	✓	✓
<b>State System Safeguard Strategy</b> 3) Utilize College Readiness class for dropout prevention and academic success beginning with 2012-2013 school year. (PMI)	1, 2, 3, 9, 10	Campus Principal	Completion Rate 2016-2017	✓	✓	✓	✓
4) Implement home visitations to the student residents.	6, 9	Administrators, Counselors	Increase in overall attendance	✓	✓	✓	✓
5) Continue with Optional Flexible Extended School Day to meet the needs of students who are high risk drop out .		Principal, Assistant Principal, Counselors, OFES administrator, OFES teacher	Completion rate 2015-2016	✓	✓	✓	✓
Funding Sources: 197 - State Compensatory - 15000.00							
							

**Goal 7: Bay City High School will enhance and expand special academic programs such as CTE, college dual enrollment, and Advanced Placement and strengthen programs for special populations such Special Education, ESOL, and Gifted/Talented Education.**

**Performance Objective 1:** Bay City High School will increase CTE enrollment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Broaden elective classes, i.e. more technical offerings based on student interests and to complete pathways.	1, 10	Counselors, Principal, CTE administrator	Added courses, More complete pathways as verified through WCJC				
2) Provide equipment, supplies, and materials to augment and enhance instruction.	10	Principal, teachers	Items purchased used to accomplish learning goals				
Funding Sources: 199 - Local - 11000.00, 244 - Carl Perkins - 3450.00							
3) Provide staff development for teachers.	1, 4, 10	Administrators	Certificates of completion				
Funding Sources: 244 - Carl Perkins - 5000.00							
4) Expand CTE articulations to Wharton County Junior College along with Dual Enrollment courses.	1, 10	Principal, Counselors	Increased enrollment in CTE and Dual enrollment courses.				
5) Assist students in acquiring certification in CTE fields through funding of certification tests for individuals in CTE classes. These fields include, but not limited to, Career Safe, Cosmetology, ServSave, MOS exams, Manage First, Certified Nurse Aide.		CTE teachers, Administrators	Student certifications in tested fields.				
Funding Sources: 244 - Carl Perkins - 8300.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



**Goal 7:** Bay City High School will enhance and expand special academic programs such as CTE, college dual enrollment, and Advanced Placement and strengthen programs for special populations such as Special Education, ESOL, and Gifted/Talented Education.

**Performance Objective 2:** Bay City High School will increase college dual course and/or AP enrollment.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Offer more college classes in various subjects.	1, 2	Principal, Department heads, Counselors	Added classes				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 7:** Bay City High School will enhance and expand special academic programs such as CTE, college dual enrollment, and Advanced Placement and strengthen programs for special populations such as Special Education, ESOL, and Gifted/Talented Education.

**Performance Objective 3:** 70% of Bay City High School students in ESL and Special Education will pass State Assessment Exams in each subject area.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) Offer ESL training and certification opportunities for teachers (BCISD will pay for training and certification).	3, 4, 5, 10	Curriculum and Special Programs Directors, ESL Supervisor on campus, BCISD Reading	Number of certifications earned, Improvement in student performance				
<b>State System Safeguard Strategy</b> 2) BCHS will provide inclusion teachers/paraprofessionals in all inclusion designated classes.	1, 9	Principal, Counselors	Schedules of inclusion teachers/paraprofessionals in designated classes				
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Provide additional equipment, supplies, and materials to augment and enhance instruction.	10	Administrator of ESL, ESL Department Head	DynEd, ESL Reading Smart				
Funding Sources: 263 - Title III LEP - 2100.00, 244 - Carl Perkins - 2500.00							
<b>State System Safeguard Strategy</b> 4) Biweekly documentation of Special Education Students and documentation at grading periods for ESL students to identify those students in need of intervention for classroom support in all subject areas.(SS)	1, 2, 8, 9, 10	Teachers, AP, SpEd coordinator	student success in the classroom based on grades.				
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 7:** Bay City High School will enhance and expand special academic programs such as CTE, college dual enrollment, and Advanced Placement and strengthen programs for special populations such as Special Education, ESOL, and Gifted/Talented Education.

**Performance Objective 4:** All Bay City High School students identified as G/T will score Level III on STAAR EOC Exams.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Provide G/T students enhanced lessons and review of content.	1, 9, 10	Classroom teachers	Advanced Academic Performance on the STAAR Exams.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 8: Bay City High School will maintain the high quality of education through the recruiting and retaining of highly qualified teachers.**

**Performance Objective 1:** Bay City will hire highly qualified new teachers.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Post on School, TASA and ESC websites for job openings as well as accredited College Job Fairs. Pre-requisite for all positions will include that applicants be highly qualified for position being offered.	1, 5	Human Resources Principal Hiring Committee	Openings posted on sites listed.				
2) Retain highly qualified teachers through the use of sign-on incentives and stipends in high need areas of curriculum	1, 5	Principal Human Resources	Retention rate of teachers.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Six Weeks testing for core subjects for evaluating students. 2. Tutorials after school two days per week for all students. Core teachers will set aside 50 minutes per week to EOC review throughout the school year. Benchmark Testing in October and February to evaluate and assess the students' progress during the school year.
1	1	2	Staff development when school starts to disaggregate data to show strengths and weaknesses of individual students. Continuous use of DMAC to disaggregate data on a six weeks basis by teachers to identify needs areas. Sheltered Instruction and ESL training for teachers continuing. Implement DMAC dissaggregated data from EOC Math scores to plan instructions and continue with benchmark testing for evaluating student progress.
1	1	4	Continue implementing new curriculum in Algebra 1 classes where EOC and TEKS objectives are built in on a regular basis using TEKS Resource System for sequencing and as a resource. Benchmark for all EOC tested subject areas will be given during October and February using EOC release tests. Utilize Math teacher to pull out and tutor all math students that need intense remediation.
1	1	6	Provide supplemental materials, programs and equipment to help improve curriculum in all courses.
1	1	7	Hand schedule ESL students into core academic subjects to ensure ESL students receive the appropriately trained teachers. (PMI)
1	1	8	Utilize professional learning communities to assist all core subject teachers to collaborate on grading assessment on progress of students. This collaboration will be used in instructional planning to meet the needs of the students.
1	1	9	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.
1	1	10	Use Special Education tracking teachers to track performance of individual students receiving services and provide one on one counseling, parent contact, and real time remediation towards increased student success in all EOC subject state assessments as well as classroom academic achievement.
1	1	11	Provide 9th Grade Students increased remediation in Alg. 1 and provide intense remediation through a modified Math Models course embedded in the master schedule focusing on intensive Alg. 1 (pre-algebra) fundamentals towards increased student achievement in EOC math state assessment.
1	1	12	Provide after school academies for ESL students in an effort to increase ESL student achievement in on EOC in Math and ELA (reading). Personally invite students and parents to increase participation in this academic opportunity.
1	1	13	Utilize Sheltered Instruction ESL strategies in all classrooms to ensure use of proven research based strategies to address the learning needs of ESL students (and all student) towards increased ESL (Gen. Ed and SpEd) classroom achievement and increased student achievement on EOC state assessments in Math, Science, Reading, and Social Studies.
1	1	14	Use student mentors to partner with teachers in providing instructional remediation in reading.

Goal	Objective	Strategy	Description
1	1	15	Use of Turnitin.com to provide instructional support and remediation in writing in all subject areas for all Eco. Disadvantaged, African American, Special Education, ESL, and all other student sub populations.
1	1	16	Establish and utilize the POWER (Pre-writing, Organization, Writing, Editing, and Revising) Writing Center to improve skills in the writing process and improve performance in the reporting categories of 4, 5, and 6 on the EOC.
1	2	1	Department heads also serve as Instructional Specialists. Classroom observations of master teachers. Staff development geared to increasing rigor. Continuous administrative walk-throughs.
1	2	3	BCHS will provide training for teachers/staff designed to improve quality of instructions for all students.
1	2	4	Continued Sheltered Instruction and ESL training for teachers
1	2	5	Professional development for all core subjects provided by Region IV specifically geared towards increasing rigor through active student engagement.
1	2	6	The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and spanish.
1	3	1	Letters to parents regarding attendance, benchmark, passing rate.
1	3	2	Incentives will be given for attendance; students will help choose incentives. Incentives will include semester exemptions.
1	3	3	On test day: track missing students down by calling parents and making home visits. Provide transportation to those having difficulty making it to the exam.
1	3	4	Send communication to parents prior to the state assessments emphasizing the importance of attendance and participation on exam day.
2	1	1	Attendance clerk will report weekly attendance to principal. Mentors will be assigned to students in jeopardy of poor attendance. Attendance for critical students will be reviewed by AP's systematically. Attendance clerk will follow through with filing of truancy cases. Multiple opportunities will be given for absence make-up.
2	1	2	School Messenger Utilized
2	1	4	Second period teachers will meet at least once every six weeks individually with each student to discuss grades attendance and importance of being in school.
6	1	2	Teachers, Counselors and principals will monitor students continually, apprising them and their parents of their progress toward graduation goals and adjusting schedules.
6	1	3	Utilize College Readiness class for dropout prevention and academic success beginning with 2012-2013 school year. (PMI)
7	3	1	Offer ESL training and certification opportunities for teachers (BCISD will pay for training and certification).
7	3	2	BCHS will provide inclusion teachers/paraprofessionals in all inclusion designated classes.
7	3	3	Provide additional equipment, supplies, and materials to augment and enhance instruction.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
7	3	4	Biweekly documentation of Special Education Students and documentation at grading periods for ESL students to identify those students in need of intervention for classroom support in all subject areas.(SS)

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	16	Establish and utilize the POWER (Pre-writing, Organization, Writing, Editing, and Revising) Writing Center to improve skills in the writing process and improve performance in the reporting categories of 4, 5, and 6 on the EOC.
1	2	6	The use of stipends and sign on incentives for teachers in high needs areas, including math, science, and spanish.



# State Compensatory

## Budget for Bay City High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
197-11-6118.00-001-7-24	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
197-11-6118.OF-001-7-30	6118 Extra Duty Stipend - Locally Defined	\$30,000.00
197-11-6119.00-001-7-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$109,260.90
197-11-6119.00-105-7-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,289.00
197-11-6119.21-001-7-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,617.00
197-31-6119.33-001-7-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,834.19
197-33-6119.00-001-7-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,777.48
197-11-6129.00-001-7-28	6129 Salaries or Wages for Support Personnel	\$18,684.00
<b>6100 Subtotal:</b>		<b>\$398,462.57</b>

**Personnel for Bay City High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Nurse	PEP	.5
	Teacher	English	1
	Instructional Aide	DAEP	1
	Teacher	ACE	1
	Teacher	College Prep	1
	Teacher	DAEP	1
	Counselor	DAEP/Secondary	1

# Title I

## Schoolwide Program Plan

Bay City High School is a School Wide Title I campus. Title I monies will be used so that all students will benefit from federal supports. Funds will be used to support academics in the core areas.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Comprehensive Needs assessment included a planning process which included committees using a wide variety of data to determine: student needs, curriculum/instruction, professional development, family and community involvement, and school context and organization.

### 2: Schoolwide Reform Strategies

The Schoolwide Reform Strategies for ESL, At-Risk, and AP to increase student achievement.

### 3: Instruction by highly qualified professional teachers

BCHS has made great strides this year to ensure that all teachers are Highly Qualified. For those that are not yet Highly Qualified, we are doing the following: funding certification exams, providing mentors to prepare for exams, recruiting and selecting only HQ persons, encouraging new hires to seek multiple certifications

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Staff development is supported by the district and is a joint venture of BCISD and the BCBS campus. In addition, individual teachers who have deficits or other specific learning needs are supported in seeking further instruction/training that they need to be successful and contribute to BCBS. Staff development

this year has targeted four areas: Curriculum, pedagogy, working with ELL (LEP) students, and working with Special Education students. Much of our work has focused on eliminating achievement gaps among student subpopulations. SIOP training for over twenty teachers on this campus was among the most focused and beneficial staff development that we have provided.

#### **5: Strategies to attract highly qualified teachers**

Widening the recruitment pool, careful interviewing/screening, new teacher induction, continuing mentorship, offering incentives in place of raising salaries

#### **6: Strategies to increase parental involvement**

Increased communication in Spanish via letters, phone calls, and the BCISD website, incentives offered for parent meetings such as refreshments and babysitting

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Please see BCISD plan.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Weekly meetings with Administrative Team; Twice a month departmental meetings

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

After school tutorials, one-on-one faculty mentors for struggling students, "pull-out" programs for TAKS/EOC acceleration

**10: Coordination and integration of federal, state and local services and programs**

Frequent dialogue including meetings with district-level and campus personnel, networking with regional Education Service Centers, partnership with representatives of the Texas Education Agency, communication/partnership with city and county agencies

## Title I Personnel

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

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Chris Townsend	Principal
Administrator	Amanda Cobb	AP, 504, SpEd Coordinator
Administrator	Jessica Estlinbaum	Secondary Instructional Coach
Administrator	Mary Lynn	AP, Instructional Coach
Administrator	Lisa Moya	District Curriculum Director
Business Representative	Helen McAda	McAda Valve & Supply
Business Representative	Nicasio Perezq	Nicasio Salon & Spa
Classroom Teacher	Angela Baker	Math Dept. Chair
Classroom Teacher	Connie Cornman	Teacher, Biology
Classroom Teacher	Jessie Deleza	Teacher, Math
Classroom Teacher	John Driver	Social Studies Dept. Chair
Classroom Teacher	Debra Grebe	ELA Dept. Chair
Classroom Teacher	Jonathan Lunsford	Teacher, ELA
Parent	Karen Kennedy	Parent

# Campus Funding Summary

<b>211 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$20,700.00
1	2	3			\$7,260.00
4	1	1		211-51-6256.00	\$2,400.00
4	1	1		211-13-6299.00	\$140.00
4	1	2	Flippen Group	211-13-6299.00	\$6,000.00
5	1	2			\$650.00
<b>Sub-Total</b>					<b>\$37,150.00</b>
<b>270 - Title VI</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$10,000.00
1	1	15			\$3,800.00
<b>Sub-Total</b>					<b>\$13,800.00</b>
<b>255 - Title IIA</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$3,100.00
1	2	5			\$5,000.00
1	2	6			\$55,000.00
<b>Sub-Total</b>					<b>\$63,100.00</b>
<b>197 - State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$70,000.00
6	1	5			\$15,000.00
<b>Sub-Total</b>					<b>\$85,000.00</b>
<b>199 - Local</b>					



Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$500.00
4	2	3			\$200.00
7	1	2	Carl Perkins		\$11,000.00
<b>Sub-Total</b>					\$11,700.00
<b>263 - Title III LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$600.00
1	2	3			\$600.00
1	2	4			\$750.00
7	3	3			\$2,100.00
<b>Sub-Total</b>					\$4,050.00
<b>244 - Carl Perkins</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$12,000.00
1	1	9			\$15,935.00
1	2	3			\$250.00
7	1	2			\$3,450.00
7	1	3	Carl Perkins funds		\$5,000.00
7	1	5			\$8,300.00
7	3	3			\$2,500.00
<b>Sub-Total</b>					\$47,435.00
<b>Grand Total</b>					\$262,235.00