

Bay City Independent School District

District Improvement Plan

2017-2018



Mission Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall enrollment in BCISD has slightly declined over the last five years from 3,769 students to 3,726 students. (-43) Consequently, ethnicity makeup has changed slightly as well. Although the African American population has remained fairly stable, making up 15% of the overall student enrollment, the white population has decreased by 7% (25%-18%) and the Hispanic population has increased 9% (56%-65%). Of our student enrollment At Risk (53%) and Economically Disadvantaged (69%) eligibility has remained stable. However, one significant variance in population has been in the LEP eligibility. Over the past five years, the district program has grown from 8% to currently 16% of its students qualifying as Limited English Proficient. The district struggles to find certified Bilingual teachers and has had to file an exception in the past. However, the district continues to recruit, offer sign on incentives, and stipends for certified Bilingual teachers. Additionally, the district continues to try and grow the ESL certifications within the district by paying for teachers to take the prep class and the exam. Training continues in Sheltered Instructional strategies for ELL's.

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

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

Demographics Strengths

Attendance rates remain stable.

Student Achievement

Student Achievement Summary

Student Achievement has remained overall stagnant in several content areas and several grade levels. In Elementary campuses, growth in Grade 3 and 5 Reading was evident in most Student groups. In fact, double digit gains were made in Afridan American Reading and Math. Fourth grade scores in Reading and Math declined overall. Additionally, most student groups showed growth in Grade 3 Math. However, close analysis indicates individual and specific weaknesses in teacher performance across the three elementary campuses. This data reflects a repeated trend in a dip between 3rd and 5th grade for most cohorts over the last four years. 4th Grade Writing remains a significant concern with only 50% of students in the district approaching standards. Data analysis reflects students continue to score very low on the essay portion of the test. Fifth grade science reflected gains in most student groups - double digit gains in African American students, but overall student performance is still slow to make significant increases.

Reading and Math achievement across most student groups at BCJH in grade 6-7 was stagnant and/or declined. Seventh grade Writing showed increases in several student groups, however growth was single digit improvement. Grade 8 Reading also showed stagnancy, except for African American Achievement. However, Grade 8 Math exceeded the State average in several student groups and showed double digit gains in several student groups. In addition to this, approximately 65 eighth grade students took Algebra I EOC and almost all scored at "Masters" level. Slight to moderate growth was evident in Grade 8 Science, with the most significant gains in African American and LEP performance. However, 8th Grade Social Studies declined overall to 44% with significant declines in several areas. Closer data disaggregation reflects a specific teacher weakness in this subject area.

Traditionally, data has shown significant decrease in Math between the 8th grade cohort and 9th grade cohort. However, this year BCHS showed tremendous growth in the area of Algebra I. Double digit gains were made to increase first time testers from 60% to 76%, with African American's increasing from 28% to 70% passing. This growth was a direct result of Instructional coaching provided in the areas of curriculum alignment and student engagement for Algebra I teachers. Implementation of this initiative was closely monitored by campus administrators. Biology declined by 3 points overall (79%) and US History increased by one point (84%). However, significant concern is evident in English I and II. Data trends reflect steady decline in student achievement over the past 4 years in ost student groups, but particularly African American. Data analysis reflects systemic issues in the Writing portion of the test.

Although there are "pockets" of increase in a few grade levels, student groups, and content areas, overall scores have remained stagnant. This stagnancy is found in most ethnicity groups, including LEP and SPED. Data reflects horizontal and vertical curriculum gaps and inconsistent knowledge of content rigor.

Student Achievement Strengths

Overall increases seen in several areas of African American Achievement.

Algebra I increases at BCHS.

Grade 8 Math and 8th graders taking Algebra I - very strong scores - above state average.

Grade 3 and 5 Increases in most student groups in Reading and Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Over the last four years, number of students meeting passing standard on STAAR ELAR, Math, Science and Social Studies has remained stagnant, below the state standard. **Root Cause:** Curriculum has not been implemented with fidelity. Lack of professional development for teachers and administrators as well as lack of curriculum monitoring.

District Culture and Climate

District Culture and Climate Summary

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

Strengths:

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

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

District Culture and Climate Strengths

- Administrators maintain a visible presence and responsive to needs
- Administrators support in dealing with challenging students
- Ability to get instructional materials when needed
- Staff members sincerely care about students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As noted in the demographic section, the current staff ethnicity does not reflect the same student enrollment ethnicity trends. Although great effort has been made through Capturing Kids Hearts training to give staff tools to relate to diverse student needs, it is evident that increased recruitment of ethnically diverse role models should be increased. Currently, the Hispanic population is the most underrepresented group in our teaching and administrative staff.

On average, teachers years of experience in BCISD is currently 12.5, which is above the state average of 10.9. Average years experience with the district is 8.9 which also is higher than the state average of 7.3. Teacher breakdown by years of experience is:

However, teacher turn-over remains a concern across the district as veteran teachers are leaving to surrounding districts within the county. Additional concern from campus CNA information indicated lack of support and assistance for teachers new to the district.

Targeted staff development plans were developed at the district and campus level for 2016-17 and district Initiatives in Guided Reading (Grade 1-2), Capturing Kids Hearts, and Lead4ward Engaging Learning strategies were a focus for all campuses. According to a staff survey, 93% attended professional development relate to their specific content area and 89% shared what they learned with their team. 97% of teachers agreed in some degree that the staff development provided had improved their ability to address the individual needs of students and New instructional strategies found to be beneficial to student engagement and learning included Lead4ward strategies, Guided Reading strategies, Student Learning centers, and Instructional technology integration. However, T-TESS data reflects weaknesses across the district in Domain II (Instructional) in areas of content knowledge, differentiation, and depth and rigor of instruction. Staff expressed that highest need for future staff development was: Content Knowledge, Differentiation, Higher Level Questioning, and Integrating Technology that is currently in their classrooms. Teachers also expressed need to receive more modeling and coaching in their classrooms.

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

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

Staff Quality, Recruitment, and Retention Strengths

BCISD maintained highly qualified staff in the core area subjects. Paraprofessionals throughout the district used in an instructional capacity reached 100% highly qualified status.

BCISD pays for teachers to take their ESL certification course and test.

BCISD offers a sign on incentive for high need areas such as Secondary Math, Science and Bilingual

Additionally, BCISD offers a Grow Our Own program for paraprofessionals seeking a Bachelors degree in Math, Science, Bilingual, and Special Education as well as current teachers seeking a Master's degree to qualify them to teach dual credit classes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Overall, Tier 1 instruction, lacks fidelity in the areas of rigor, differentiation, best practices, and accurate content standards. **Root Cause:** Lack of targeted, sustained professional development for teachers and campus administrators. Lack of instructional coaching/modeling of best practices in classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bay City ISD utilizes TEKS Resource System for a Curriculum Management System. However, in examining lesson plans, testing data, and staff surveys, it became evident that teachers were not utilizing all aspects of the system with fidelity and with consistency. Training records reflect that updated training had not been provided to teachers consistently for several years and therefore, teachers and administrators were not aware of new updates, changes in TEKS, resources associated with TRS, and the new assessment component of TRS.

District STAAR data reflects vertical and horizontal alignment issues that are directly affecting student achievement. TRS provides vertical and horizontal alignment resources that have not been used with fidelity, as reflected by teacher and administrator log in information. Updated training has not been provided to teachers and administrators. Curriculum monitoring has not been implemented with fidelity through lesson plan development and administrator walkthroughs.

During 2016-17, Campus Leadership Teams were formed to regularly review data and implement data driven campus based decision making process. This process will continue for the 17-18 school year with greater fidelity and leadership from campus administrators.

Curriculum, Instruction, and Assessment Strengths

Vertical writing team was implemented in 2016-17 - will continue to include all aspects of ELAR.

Campus Leadership Teams are analyzing assessment data and principals leading data talks with teachers.

Increased use of DMAC Data Disaggregation program by teachers and principals as reflected by log ins.

Family and Community Involvement

Family and Community Involvement Summary

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

Strengths:

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

Concerns:

- Low number of parent participation

Secondary Level:

Strengths:

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

Concerns:

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

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

chronic absenteeism.

Family and Community Involvement Strengths

- BCISD works to educate Spanish speaking parents in the language of English with an after hours class
- Provides parent support by providing opportunity participate in the Region III parent involvement conference
- Provides English speaking community with an after hours Spanish class
- Parent survey showed that staff was accessible and responsive
- Parent survey showed satisfaction with opportunities for enrichment
- Provide monthly newsletter for math and science tips for elementary parents
- BCISD offers report card pick at each elementary campus
- ESL parent nights at the secondary level
- Multiple opportunities for Meet the Teacher, parent conferences, PTA involvement (Cherry), award ceremonies, field days etc.

District Context and Organization

District Context and Organization Summary

During the 2016-17 school year, each campus formed a Campus Leadership Team, as a site based decision making committee. Throughout the year, these teams met to review data and make needed ammendments and changes to campus procedures, practices, and the Campus Improvement plan activities. During the Spring of 2017, all campus administrators were trained in the Root Cause Analysis process and they, in turn, trained their campus staff. Using this Root Cause process, each campus formed teams to conduct a Comprehensive Needs Assessment. That CNA information from each campus was then brought to a District Needs Assessment Committee to look for trends and needs across the district.

District Context and Organization Strengths

District Capacity Plan:

- Distinct and Campus Data Teams meet regularly based on an established timeline to discuss the ever changing needs of the students.
- Adjustments are made to instructional and intervention plans to accommodate the needs of struggling students in a timely manner.
- Talent sharing by instructional staff
- Leadership development

Technology

Technology Summary

Technology has been placed in all classrooms to support the implementation of innovative instructional techniques and to bring our classrooms into the 21st Century. During the 2016-17 year, Region V conducted a Technology audit for Bay City ISD. Infrastructure and instructional needs were assessed by campus visits, classroom observations, audit of records, and staff survey. Strengths identified were increased availability of technology resources for students and staff. However, lack of training and lack of wifi services was a critical barrier to successful integration into Tier 1 Curriculum and Instruction. Recommendations included:

- Formation of a District Technology Committee
- Increased training and modeling of resources currently available to staff and students
- Reorganization of technology department to include support for instructional technology
- Outside professional development input re: best practices and innovative educational resources
- Development of teacher technology proficiency standards
- Integration of technology TEKS in Tier I instruction

Technology Strengths

- Increased the strength of our bandwidth with AT&T
- Availability of a variety of technological resources to students and staff
- Continued drive to fine innovative technology to assist students in learning core subjects
- Increased interactive technology in classrooms - both elementary and secondary

Programs

Programs Summary

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

Programs Strengths

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

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

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

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.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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





Goals

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

Performance Objective 1: All students will meet or exceed mastery standards on required TEA state assessments and will meet or exceed Region and State passing rates on all areas of assessment for 2017.

Evaluation Data Source(s) 1: Percentage of students will meet or exceed mastery standards on all required TEA state assessments in all student groups.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Campuses will utilize TEKS Resource System as the district curriculum with improved fidelity and will plan using the Lead4ward Unit Planning process with TEKS Resource System documents.</p>	1.0	Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs /Team Leaders,	Improved rigor in instruction resulting in improved student achievement			
<p>Problem Statements: Student Achievement 1 Funding Sources: 255 - Title IIA - 1500.00, 199 - Local - 22000.00</p>						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize TEKS Resource System to create local assessments, unit tests, etc. This data will be disaggregated to inform instructional decision making and monitor curriculum implementation.</p>	1.0, 8.0, 9.0	Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. Chairs/Team Leaders	Progress Reports, report cards, benchmark test results			
<p>Problem Statements: Student Achievement 1</p>						

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p>	1.0, 3.0	Chief Academic Officer, Campus Administrators	Increase of walk-throughs reported from DMAC - increased fidelity of T-TESS data			
<p>3) Increase weekly walk-throughs by campus administrators on all campuses to monitor Tier I Instructional strategy implementation and curriculum fidelity.</p> <p align="center">Problem Statements: Student Achievement 1</p>						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p>	8.0, 9.0, 10.0	Chief Academic Officer, Chief Federal Compliance Officer, Campus Principals, Department Chairs, Grade Level Team Members	Improved student achievement			
<p>4) All campuses will use disaggregated data from a variety of assessments to address weakness and adjust instruction in the areas of on the areas of Reading, Writing, Math, Science, and Social Studies.</p> <p align="center">Funding Sources: 270 - Title VI - 10000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2</p>	8.0, 9.0	Chief Academic Officer, Campus Principals, Instructional Coaches, Team Leaders	Assessment results, progression of students reading skills from beginning of year to end of year			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p>	8.0, 9.0	Chief Academic Officer, Chief Federal Program Compliance Officer, Campus Principals, Instructional Coaches, Dept. chairs/Team Leaders	Accelerated Reader Reports/ STAR Enterprise Reports			
<p>6) All campuses will utilize Accelerated Reader program to enhance reading comprehension skills and STAR Enterprise program for targeted students as a universal screener and progress monitoring for Reading and Math.</p> <p align="center">Funding Sources: 211 - Title I - 33000.00</p>						
<p align="center">Critical Success Factors CSF 1</p>	9.0	Chief Academic Officer, CTE Coordinator	Budget Reports			
<p>7) Provide supplemental materials/technology to support Career and Technical programs as well as student certifications.</p> <p align="center">Funding Sources: 244 - Carl Perkins - 50000.00</p>						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p>	9.0	Chief Academic Officer, Chief Federal Program Compliance	Increase in the number of students who meet the passing standards of the STAAR assessment			
<p>8) Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.</p> <p align="center">Funding Sources: 197 - State Compensatory - 43000.00</p>						

System Safeguard Strategy Critical Success Factors CSF 1 9) Hand schedule ESL students into Core Academic subjects to ensure that ESL students receive the appropriately trained teachers.	2.0, 9.0	Chief Federal Programs Compliance Officer, Campus Principals, Campus Counselors	Increase in the number of ESL students that pass STAAR assessments.			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 10) Implement an ELL Summer Academy for 2017.	9.0	Chief Federal Programs Compliance Officer	Increase in the number of ESL students that pass STAAR assessments.			
Funding Sources: 211 - Title I - 5000.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 11) District will promote and support student tutorials in the community.	9.0	Chief Federal Programs Compliance Officer	Increase in the number of students who meet Level II Satisfactory Requirement on STAAR Assessments.			
Funding Sources: 211 - Title I - 5000.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 12) District will provide summer program for accelerated learning experiences and instruction.	9.0	Chief Academic Officer	student participation			
Funding Sources: 197 - State Compensatory - 88000.00, 199 - Local - 15000.00						
System Safeguard Strategy Critical Success Factors CSF 1 13) District will support ELL population with supplemental literacy programs and technology. (ESL Reading Smart)	9.0	Chief Academic Officer, Chief Federal Programs Compliance Officer	Program reports that indicate progress			
Funding Sources: 263 - Title III LEP - 20000.00						
Critical Success Factors CSF 1 14) Special Education Teachers, district wide, will utilize academic tracking sheets in order to monitor progress of special education students	8.0, 9.0	Director of Special Education, Campus Principals	Increase in the number of Special Education students who pass the STAAR assessments			
System Safeguard Strategy Critical Success Factors CSF 1 15) Provide supplemental materials for all core subjects as needed.	1.0	Chief Academic Officer, Chief Federal Programs Compliance Officer	Increase in the number of students who meet the passing standards of the STAAR Assessment.			
Critical Success Factors CSF 4 16) Provide Homebound services to students as needed.	9.0	Chief Academic Officer	Increase in the number of students who meet the passing standards of the STAAR Assessment.			
Funding Sources: 197 - State Compensatory - 19000.00						

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>17) Enhance available technology resources that support engaging instruction in the classroom.</p>	1.0, 2.0	Chief Academic Officer, Chief Federal Programs Compliance Officer	Administrative Walkthroughs			
Funding Sources: 270 - Title VI - 12000.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>18) District will support additional STEAM opportunities for students in areas of Science, Technology and Math with FIRST Inspire Season Passes for Lego League and Lego League Jr. Teams at each campus.</p>	1.0, 10.0	Chief Academic Officer, Principals,	Increased student interest in Math and Science resulting in improved achievement.			
Funding Sources: 270 - Title VI - 8000.00						
<p>PBMAS</p> <p>19) District will closely monitor STAAR Alt participation at each campus to ensure students meet eligibility requirements as outlined by TEA.</p>	8.0	Director of Special Education	Reduce number of students taking STAAR Alt who may not meet eligibility requirements.			
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Over the last four years, number of students meeting passing standard on STAAR ELAR, Math, Science and Social Studies has remained stagnant, below the state standard. Root Cause 1: Curriculum has not been implemented with fidelity. Lack of professional development for teachers and administrators as well as lack of curriculum monitoring.</p>

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

Performance Objective 2: All students participating in SAT/ACT testing will achieve TEA performance criteria.

Evaluation Data Source(s) 2: Number of students passing the SAT/ACT.

Summative Evaluation 2:














Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) As per TEC 51.803, juniors and seniors will continue to be notified that the top 10% of the graduating class will receive automatic admission to state colleges and universities.		High School Principal, High School Counselors	Notification Letter			
2) The high school will continue to be a SAT test site.		High School Principal, High School Counselors	SAT Attendance and Registration Forms submitted			
3) Encourage more students to participate and remain in Bay City Scholars Program to promote more academic rigor in their graduation plan.		Public Relations Coordinator, High School Principal, High School Counselors	Number of students enrolled in the scholars program			
4) Continue to administer the PSAT exam to all high school sophomores, and all other students that have not taken the PSAT.		Chief Academic Officer, High School Principal, High School Counselors	Enrollment number of students taking the PSAT test			
	Funding Sources: 199 - Local - 3000.00					
5) Continue to offer Pre-AP, AP and Dual Credit Courses to increase college credits in high school and acceptance in colleges.		Chief Academic Officer, High School Principal, High School Counselors	Enrollment number of students in Pre-AP, AP, and Dual Credit Courses			
6) Develop a strategic plan to ensure all Pre AP and AP teachers attend College Board Training as appropriate.		Chief Academic Officer, Secondary Principals	Teachers registered for Pre-AP and AP workshops and conferences			
	Funding Sources: 199 - Local - 5000.00					
Critical Success Factors CSF 1 7) AVID (Advanced Via Individual Determination) Program will continue from 6th - 12th grade which will assist students in the preparation for college whom otherwise would not attend.	9.0	Chief Academic Officer, AVID District Director, Secondary Principals	Student enrollment in AVID classes, AVID reports, number of students enrolling in colleges			
	Funding Sources: 199 - Local - 239000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: The district's completion rate will be 95% or above for all student groups.

Evaluation Data Source(s) 3: Percentage of students completing high school with their cohort group will increase by 3%.

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Continue to provide Alternative Center for Education (ACE) program for credit recovery for at-risk students to assure graduation within a four year time frame.	9.0	Superintendent, Chief Academic Officer, High School Principals, High School Counselors	Transcript of credits successfully completed, TAPR Completion Rate reports			
	Funding Sources: 197 - State Compensatory - 55000.00					
2) Continue with Pregnancy, Education, and Parenting program		Chief Academic Officer, High School Principal, PEP Nurse	Successful school completion of students who were enrolled in the PEP program			
	Funding Sources: 197 - State Compensatory - 66200.00					
3) Continue with OdysseyWare for credit recovery and intervention in order for students to meet graduation requirements with their cohort group.	2.0	Chief Academic Officer, Chief Federal Programs Compliance Officer, Secondary Principals, Secondary Counselors	Increase in graduation rates			
	Funding Sources: 197 - State Compensatory - 50000.00					
4) Continue to utilize materials for College Readiness classes for Drop-Out Prevention.	2.0, 9.0	Chief Academic Officer, High School Principal	Completion Rate 2016-2017			
	Funding Sources: 197 - State Compensatory - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: The district's attendance rate will meet the state standard of 96% or above.

Evaluation Data Source(s) 4: Attendance rate for all students will increase by 1% via district PEIMS reports.

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Continue to utilize truant officer as school community liaisons to help increase attendance.	2.0, 6.0, 7.0	District Police Chief, Social Worker	Attendance reports, home visit logs, truancy reports			
2) Motivational activities will be utilized to improve attendance at each campus.		Campus Principals	Campus Attendance rates			
3) District will utilize Drop Out Prevention Specialist to assist campuses with students at risk of dropping out.	2.0, 6.0	Chief Academic Officer	Attendance reports			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: The district will improve the disciplinary climate and safety of the school district by reducing the number of discipline referrals by 5%.

Evaluation Data Source(s) 1: Reduction of disciplinary referrals by 5% via PEIMS reports from prior year.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Continue with campus Crisis Management Plans on all campuses		Chief HR/Fed. Compliance Officer, District Chief of Police, Campus Principals	Documented Crisis Management Plan drills conducted on campuses			
<p>Critical Success Factors CSF 6</p> 2) Continue with Character Education Programs on all Campuses	1.0	Chief Academic Officer, Campus Principals	Discipline Reports showing decreased levels of violent behavior			
3) Continue with Texas Behavior Support Initiative	10.0	Campus Principals	Teachers certifications each year			
<p>Critical Success Factors CSF 5</p> 4) District will include procedures in relating to preventing, identifying, responding to, and reporting incidents in bullying. District will comply with FFI(Local) policy.	1.0, 10.0	District Chief of Police, Campus Principals	Decrease in the number of students investigations involving bullying.			
<p>Critical Success Factors CSF 6</p> 5) District will utilize "Quick Tips" notification system to address bullying.		Chief Communications Officer , Chief of Police	Decrease in bullying incidents			
<p>Critical Success Factors CSF 6</p> 6) District will provide staff development that addresses drug awareness, gang awareness and bullying.	4.0	Chief of Police	Decrease in drug, gang, and bullying incidents			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: The district will establish a safe and orderly work place.

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

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Continue to maintain and evaluate campus emergency plan.</p>		Chief HR/Fed Program Officer, District Police Chief, Campus Principals	Emergency and fire drills documentation			
<p>Critical Success Factors CSF 6</p> <p>2) Continue providing conflict resolution, anger management and suicide prevention for students.</p>		Chief Academic Officer, Campus Principals	Programs: Right Choice, Second Step and Capturing Kids Hearts, Counselors in classrooms and small group counseling			
<p>Critical Success Factors CSF 6</p> <p>3) Continue with the safety program with incentives for all district employees.</p>		Chief Financial Officer	Decreased accident reports and employees winning safety awards			
Funding Sources: 199 - Local - 27000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Bay City ISD will place a continued emphasis on providing students with highly qualified teachers and varied ethnic role models.

Performance Objective 1: The district will continue to recruit highly qualified teachers in order to meet 100% Highly Qualified standards of the No Child Left Behind requirement as well as reflect varied ethnic role models.

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

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Develop and promote a recruiting process to hire highly qualified and certified teachers, and teachers from varied ethnic backgrounds.</p>	5.0	Chief HR/Federal Compliance Officer	Number of employee applications submitted to Human Resources			
<p>Critical Success Factors CSF 7</p> <p>2) District will continue to offer stipends for certification in high needs areas -- math, science, Bilingual/ESL</p>	5.0	Chief HR/Federal Compliance	100% Highly Qualified status			
Funding Sources: 255 - Title IIA - 65000.00						
<p>Critical Success Factors CSF 7</p> <p>3) District will offer sign-on incentives in the areas of Secondary (9-12) Math, Science, and Spanish, as well as Elementary Bilingual teaching certifications.</p>	3.0	Chief HR/Federal Compliance Officer	Positions filled at the campuses			
Funding Sources: 255 - Title IIA - 35000.00						
<p>4) District will notify all parents in a timely manner of non-highly qualified personnel.</p>		Chief HR/Federal Compliance Officer	Letter of Notice			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 3: Bay City ISD will place a continued emphasis on providing students with highly qualified teachers and varied ethnic role models.

Performance Objective 2: District will continue to support staff development opportunities.

Evaluation Data Source(s) 2: The district will meet 100% highly qualified TEA standards on all campuses.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) District will support teachers in acquiring staff development to attain Highly Qualified status</p>	3.0	Chief HR/Federal Programs Officer	100% district highly qualified staff			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) All Campus Administrators and teachers will receive Training and ongoing support from Region 3 Specialists in TEKS Resource System in order to increase fidelity of curriculum in all content areas.</p>	1.0, 4.0	Chief Academic Officer, Campus Administrators	Increased fidelity of Curriculum Implementation			
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I - 2500.00</p>						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Teachers, administrators, and coaches will attend Lead4ward Professional Development session focusing on Unit Planning for Effective Instruction utilizing TEKS Resource System Curriculum.</p>	1.0, 4.0, 9.0	Chief Academic Officer, Campus Principals	Increased student engagement Increased student achievement			
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I - 7000.00</p>						

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Campuses will provide Planning Days for staff to utilize Lead4ward Planning Guide with TEKS Resource System to increase fidelity of curriculum implementation. These sessions will be facilitated by Instructional Coaches.</p>	1.0, 4.0	Chief Academic Officer, Campus Principals, Instructional Coaches, Team Leaders/Dept. Heads	Increased student achievement			
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>5) District will employ instructional coaches to provide in-class modeling and assistance in implementation of professional development for teachers, as directed by campus principals.</p>	1.0, 4.0	Chief Academic Officer, Campus Principals	Increased student achievement			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I - 215000.00</p>						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) District will continue use of a "Blackcat Instructional Center" to facilitate planning and professional development assistance for teachers facilitated by Instructional coaches.</p>	1.0, 4.0, 8.0	Chief Academic Officer, Instructional Coaches	Planning agendas, professional development agendas, sign in sheets			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 255 - Title IIA - 3000.00</p>						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>7) District will provide staff development in the areas of Reading, Science, Math and Writing, including use of consultants from Region III. Cycle of services will include planning support to ensure rigor of instruction, PD to present student centered learning strategies, followed by in-class observations and coaching services.</p>	1.0, 4.0	Chief Academic Officer, Chief Federal programs Compliance Officer, Campus Principals, Instructional Coaches	Improved Student Performance DMAC Walkthroughs			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 255 - Title IIA - 43000.00</p>						
<p>PBMAS Critical Success Factors CSF 3 CSF 6</p> <p>8) All Campus Principals will receive training in Global Results Leadership Coaching for Improved Performance - 5 day Academy - to increase Instructional Coaching skills.</p>	1.0, 4.0	Chief Academic Officer, Campus Principals, Campus Assistant Principals	Increase Instructional Coaching skills resulting in improved teacher performance			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I - 5000.00</p>						

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) District will create a Vertical ELAR Team comprised of grade level ELA representatives from each campus to analyze data, and create a district Literacy plan to outline expectations and best practices for each grade level.</p>	1.0, 2.0, 4.0	Chief Academic Officer, Instructional Coaches, Region IV Consultants, Campus Principals, Teacher Representatives	Agendas from meetings, Increased achievement in the area of writing			
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Region 4 Consultant will work with vertical ELAR team to Assess Spring 2017 STAAR Writing Images and identify trends, provide needed Professional Development followed by in class coaching and modeling</p>	1.0, 4.0	Chief Academic Officer, Campus Principals, Instructional Coaches	Increased student achievement			
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I - 0.00						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>11) District will contract with Region 4 Consultants, to provide training and ongoing coaching for ELAR teachers Grade 3-8 in Balanced Literacy.</p>	1.0, 4.0	Chief Academic Officer, Chief Federal Programs Compliance Officer, Campus Principals, Instructional Coaches	Improved Reading Performance Grade 3-8 T-TESS Walkthrough Reports			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>12) District will contract with Stetson and Associates for services to provide continued coaching and follow up on co-teaching models and strategies.</p>	1.0, 4.0, 9.0	Director of Special Education, Campus Principals	Increased performance of special education Students			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>13) District will continue to support staff development in ELL practices and Sheltered Instruction strategies for teachers and administrators.</p>	1.0, 2.0, 4.0	Chief Federal Programs Compliance Officer, Campus Principals	ELL students passing STAAR assessments			
Funding Sources: 263 - Title III LEP - 5000.00						

<p align="center">Critical Success Factors CSF 3</p> <p>14) District Administrative Team will receive periodic updates and information from Lead4ward's Accountability Connect series.</p>	4.0	Chief Academic Officer, Campus Principals	Effective use of Campus Data			
Funding Sources: 255 - Title IIA - 2000.00						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>15) District will contract with The Flippen Group for training and support in order to implement Capturing Kids Hearts at Holmes Elementary.</p>	2.0, 4.0	Chief Academic Officer, Chief Federal Programs Compliance Officer, Campus Principals	Walkthroughs by Campus Administrators			
Funding Sources: 211 - Title I - 27000.00						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) District will provide support for training and certification for teachers to attain an ESL certification</p>	3.0, 4.0	Chief HR/Federal Programs Compliance Officer	ESL Certifications			
Funding Sources: 263 - Title III LEP - 2000.00						
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>17) District will contract with consultant to provide professional development for all staff at Opening Convocation in Building Relationships with Students from Diverse Backgrounds</p>	4.0	Chief Academic Officer	Sign in sheets			
Funding Sources: 255 - Title IIA - 6000.00						
<p align="center">Critical Success Factors CSF 2</p> <p>18) District will utilize DMAC and OnData Suite to disaggregate data to inform staff development decisions and programming.</p>	2.0	Chief Academic Officer, Chief HR/Federal Programs Compliance Officer	Effective staff development plan			
Funding Sources: 255 - Title IIA - 13950.00, 199 - Local - 4250.00						
<p align="center">Critical Success Factors CSF 7</p> <p>19) District will provide in district opportunities for teachers to receive 6 hour GT update yearly as well as 30 hour initial GT training.</p>	4.0	Chief Academic Officer, District GT Elementary Teacher, Instructional Coaches, Secondary Teacher Leaders	Certificates of Completion			
<p align="center">Critical Success Factors CSF 7</p> <p>20) District will provide opportunities for Career and Technical Education (CTE) teachers to attend professional development.</p>	4.0	CTE Coordinator	Certificates of Attendance			
Funding Sources: 244 - Carl Perkins - 5000.00						

Critical Success Factors CSF 1 CSF 7 21) Provide opportunities for staff development to teachers and administrators for technology integration	1.0, 4.0	Chief Academic Officer, Chief Technology Officer, Chief Federal Programs Compliance Officer, Campus Principals, Instructional Technology Coordinator	Certificates of Attendance			
	Funding Sources: 270 - Title VI - 10000.00					
Critical Success Factors CSF 3 CSF 6 22) All Campus Administrators and central office leaders will receive Leadership Blueprint Recharge Training, (Capturing Kids Hearts) to increase leadership skills and increase fidelity of CKH Implementation at the campus level.	4.0	Chief Academic Officer, Chief HR/Federal compliance Officer, Campus Administrators	Increase school climate, campus leadership capacity, resulting in increased teacher performance			
	Funding Sources: 211 - Title I - 7500.00					
Critical Success Factors CSF 1 CSF 7 23) District will create a "mentor" program with retired master teachers to provide in class coaching and support focusing on classroom management and instructional best practices.	1.0, 4.0	Chief Academic Officer, Chief HR/Federal Compliance Officer, Campus Principals	Increased effectiveness of Tier I instruction resulting in improved student achievement			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I - 0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Over the last four years, number of students meeting passing standard on STAAR ELAR, Math, Science and Social Studies has remained stagnant, below the state standard. Root Cause 1: Curriculum has not been implemented with fidelity. Lack of professional development for teachers and administrators as well as lack of curriculum monitoring.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Overall, Tier 1 instruction, lacks fidelity in the areas of rigor, differentiation, best practices, and accurate content standards. Root Cause 1: Lack of targeted, sustained professional development for teachers and campus administrators. Lack of instructional coaching/modeling of best practices in classroom.

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

Performance Objective 1: The district will continue to directly link goals to fiscal decisions resulting in effective allocations of resources.

Evaluation Data Source(s) 1: District data will reflect students meeting or exceeding passing standards on required state assessments for Spring 2017.

Summative Evaluation 1:








Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Develop funding requests based upon the goals and priorities of each fiscal entity within the district.		Chief Financial Officer	Monthly budget reports			
2) Conduct periodic audits of the management and fiscal practices.		Chief Financial Officer	District expenditure reports, auditors' reports			
Funding Sources: 199 - Local - 25000.00						
3) District will continue to purchase Survey Monkey in order to evaluate programs and process across district and campuses.		Chief Academic Officer, Chief HR/Federal Programs Compliance Officer	Survey Results			
Funding Sources: 211 - Title I - 500.00						
4) District will utilize document management system, Title I crate, for federal fund compliance.	2.0	Chief Federal Programs Officer	Audit Compliance			
Funding Sources: 211 - Title I - 3700.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: The district will continue to upgrade existing facilities and project needs using a priority based planning program.

Evaluation Data Source(s) 2: Final budget expenditure reports

Summative Evaluation 2:












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Utilize facilities planning procedures to identify and prioritize facility needs.		Superintendent, Chief Academic Officer, Director of Maintenance, Campus Principals	Periodic facility visitations, maintenance work orders data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: The district will continue to improve the competitive salary structure to provide fair compensation to all employees with budgetary constraints.

Evaluation Data Source(s) 3: Continuous evaluation of pay grades and job assignments

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide bench-marking salaries with comparative districts.	5.0, 10.0	Chief HR/Federal Programs Compliance Officer, Chief Financial Officer	Comparison of state average with district salaries			
2) Establish a monitoring system to guard against internal inequities.		Superintendent, Chief Financial Officer	Maintain accurate job description and job assignments			
3) Improve communication with community concerning employee salaries.		Superintendent, Assistant Superintendent	School board meetings, district website, district emails			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: All students will meet or exceed the mastery standard of the required TEA state assessments with support from State, Federal, and Special Education Funds for 2017.

Evaluation Data Source(s) 4: District data reports that indicate students met passing standards on required TEA state assessments for Spring 2017.

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) District will utilize local, federal, special education and special programs funds to increase student achievement.</p>	10.0	Superintendent, Chief Financial Officer, Chief Academic Officer, Chief HR/Federal Programs Compliance Officer, Director of Special Education	State Assessments			
2) District personnel will be attained for administration of funds.		Chief Financial Officer	State assessment data			
Funding Sources: 211 - Title I - 102000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						
















Goal 5: Bay City ISD will provide facilities that will support a positive learning environment for students.

Performance Objective 1: The district will continue to offer opportunities to engage parents, families, communities, and businesses as partners in schools to promote academic success for all students.

Evaluation Data Source(s) 1: Review of campus and district planned activities.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Involve parents and community as partners in education process with Open House, Meet the Teacher Night, Parent Involvement Day, Teacher/Parent Conferences, Region III ESC conferences which includes non-profit school.</p>	6.0	Chief Academic Officer, Chief Federal Compliance Officer, Chief Communications Officer, Campus Principals	Attendance records for meetings, sign in sheets for campus events, records of mail-outs or flyers going home			
Funding Sources: 211 - Title I - 4000.00						
<p>2) Continue Adult Learning Lab twice a week at night to provide classes for parents of limited English speaking students and English speakers to learn Spanish.</p>	6.0	Chief HR/Federal Programs Compliance Officer	Attendance of parents, community			
Funding Sources: 211 - Title I - 7000.00						
<p>Critical Success Factors CSF 6</p> <p>3) Continue student/parent orientation for junior and senior high</p>		Chief Academic Officer, Campus Principals	Number of parents and/or students attending			
<p>Critical Success Factors CSF 5</p> <p>4) Involve parents and community in goal setting for improvement plans, parent involvement policies, safety, facilities, health and other issues and continue with online surveys.</p>	6.0	Superintendent, Chief Academic Officer, Chief HR/Federal Programs Compliance Officer,	Verbal feedback from meetings and online survey results			
<p>Critical Success Factors CSF 1</p> <p>5) Ensure that each school-wide campus is providing strategies for assisting preschool children in the transition from early childhood programs.</p>	7.0	Chief Academic Officer, Campus Principals	Kindergarten orientation			

Critical Success Factors CSF 5 6) Continue to increase communication between campuses and private sector and publish yearly back to school edition of school information "Facts and Figures".		Superintendent, Chief Communications Officer	Website hits, parents sign in sheets at campuses, phone calls			
	Funding Sources: 199 - Local - 3200.00					
Critical Success Factors CSF 5 7) Continue to involve and inform parents through College/Career Night and AVID parent involvement activities.		Chief Academic Officer. AVID District Director, High School Principal, High School Counselors	Number of students/parents attendance at functions, number of students registering for college, number of college representatives participating			
	Funding Sources: 199 - Local - 98000.00					
Critical Success Factors CSF 5 8) District and campus websites will continue with regular updates.		Superintendent, Chief Communications Officer	District website hits			
	Funding Sources: 199 - Local - 98000.00					
Critical Success Factors CSF 5 9) District will provide information and training for Pre-K parents through the Ready Rosie Program	6.0	Chief Federal Programs Compliance Officer, Campus Principal	Increased student achievement on PK Readiness assessment			
	Funding Sources: 211 - Title I - 2000.00					
Critical Success Factors CSF 5 10) Elementary Campuses will regularly send home math/science parent connection newsletters.	6.0	Chief HR/Federal Programs Compliance Officer	Scheduled distribution of letters			
	Funding Sources: 211 - Title I - 500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campuses will utilize TEKS Resource System as the district curriculum with improved fidelity and will plan using the Lead4ward Unit Planning process with TEKS Resource System documents.
1	1	2	Utilize TEKS Resource System to create local assessments, unit tests, etc. This data will be disaggregated to inform instructional decision making and monitor curriculum implementation.
1	1	4	All campuses will use disaggregated data from a variety of assessments to address weakness and adjust instruction in the areas of on the areas of Reading, Writing, Math, Science, and Social Studies.
1	1	6	All campuses will utilize Accelerated Reader program to enhance reading comprehension skills and STAR Enterprise program for targeted students as a universal screener and progress monitoring for Reading and Math.
1	1	8	Struggling students will be provided accelerated instruction through in school intervention periods and afterschool tutorials with materials, and programs deemed appropriate from assessment data.
1	1	9	Hand schedule ESL students into Core Academic subjects to ensure that ESL students receive the appropriately trained teachers.
1	1	10	Implement an ELL Summer Academy for 2017.
1	1	11	District will promote and support student tutorials in the community.
1	1	12	District will provide summer program for accelerated learning experiences and instruction.
1	1	13	District will support ELL population with supplemental literacy programs and technology. (ESL Reading Smart)
1	1	15	Provide supplemental materials for all core subjects as needed.
1	1	17	Enhance available technology resources that support engaging instruction in the classroom.
1	1	18	District will support additional STEAM opportunities for students in areas of Science, Technology and Math with FIRST Inspire Season Passes for Lego League and Lego League Jr. Teams at each campus.
3	2	2	All Campus Administrators and teachers will receive Training and ongoing support from Region 3 Specialists in TEKS Resource System in order to increase fidelity of curriculum in all content areas.
3	2	3	Teachers, administrators, and coaches will attend Lead4ward Professional Development session focusing on Unit Planning for Effective Instruction utilizing TEKS Resource System Curriculum.
3	2	4	Campuses will provide Planning Days for staff to utilize Lead4ward Planning Guide with TEKS Resource System to increase fidelity of curriculum implementation. These sessions will be facilitated by Instructional Coaches.
3	2	6	District will continue use of a "Blackcat Instructional Center" to facilitate planning and professional development assistance for teachers facilitated by Instructional coaches.

Goal	Objective	Strategy	Description
3	2	7	District will provide staff development in the areas of Reading, Science, Math and Writing, including use of consultants from Region III. Cycle of services will include planning support to ensure rigor of instruction, PD to present student centered learning strategies, followed by in-class observations and coaching services.
3	2	9	District will create a Vertical ELAR Team comprised of grade level ELA representatives from each campus to analyze data, and create a district Literacy plan to outline expectations and best practices for each grade level.
3	2	10	Region 4 Consultant will work with vertical ELAR team to Assess Spring 2017 STAAR Writing Images and identify trends, provide needed Professional Development followed by in class coaching and modeling
3	2	11	District will contract with Region 4 Consultants, to provide training and ongoing coaching for ELAR teachers Grade 3-8 in Balanced Literacy.
3	2	12	District will contract with Stetson and Associates for services to provide continued coaching and follow up on co-teaching models and strategies.
3	2	13	District will continue to support staff development in ELL practices and Sheltered Instruction strategies for teachers and administrators.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
197-11-6112.00-001-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$10,000.00
197-11-6112.00-041-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,000.00
197-11-6112.00-101-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
197-11-6112.00-102-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$9,000.00
197-11-6112.00-104-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
197-11-6118.00-001-8-24	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
197-11-6118.10-001-8-30	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
197-11-6118.77-001-8-24	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
197-11-6118.77-001-8-30	6118 Extra Duty Stipend - Locally Defined	\$20,000.00
197-11-6118.77-101-8-30	6118 Extra Duty Stipend - Locally Defined	\$20,000.00
197-11-6118.OF-001-8-30	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
197-23-6118.77-728-8-30	6118 Extra Duty Stipend - Locally Defined	\$8,000.00
197-11-6119.75-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
197-21-6119.00-728-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,632.00
197-31-6119.33-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,929.00
197-33-6119.00-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$32,331.00
197-11-6119.00-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$76,965.00
197-11-6119.00-105-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,858.00
197-11-6119.59-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
197-11-6119.72-001-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
197-11-6121.77-001-8-30	6121 Extra Duty Pay/Overtime - Support Personnel	\$8,000.00
197-11-6121.77-101-8-30	6121 Extra Duty Pay/Overtime - Support Personnel	\$8,000.00

197-23-6121.77-728-8-30	6121 Extra Duty Pay/Overtime - Support Personnel	\$8,000.00
197-11-6129.00-001-8-28	6129 Salaries or Wages for Support Personnel	\$19,245.00
197-21-6129.00-728-8-30	6129 Salaries or Wages for Support Personnel	\$18,240.00
6100 Subtotal:		\$477,200.00
6200 Professional and Contracted Services		
197-61-6269.10-001-8-30	6269 Rentals - Operating Leases	\$200.00
197-11-6299.00-728-8-30	6299 Miscellaneous Contracted Services	\$50,000.00
6200 Subtotal:		\$50,200.00
6300 Supplies and Services		
197-11-6397.10-001-8-30	6397 Other Equipment - Locally Defined	\$8,000.00
197-11-6399.00-105-8-30	6399 General Supplies	\$500.00
197-11-6399.00-728-8-30	6399 General Supplies	\$21,000.00
197-33-6399.10-001-8-30	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$30,500.00
6400 Other Operating Costs		
197-11-6411.10-001-8-30	6411 Employee Travel	\$1,000.00
197-33-6411.10-001-8-30	6411 Employee Travel	\$2,900.00
197-11-6494.77-728-8-30	6494 Reclassified Transportation Expenses	\$14,000.00
197-61-6494.10-001-8-30	6494 Reclassified Transportation Expenses	\$1,000.00
6400 Subtotal:		\$18,900.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Admin	Administrator	Curriculum	.5
Admin	Administrative Asst.	Curriculum	.5
BCHS	Teacher	Interpersonal Studies	.32
BCHS	Teacher	Math	.5
BCHS	Teacher	Science	.28
BCHS	Teacher	Social Studies	.15
BCHS	Teacher	ACE	1
BCHS	Instructional Aide	DAEP	1
BCHS	Nurse	PEP	.5
BCHS	Teacher	DAEP	1
BCHS	Counselor	DAEP	1
BCHS	Teacher	Math	.43
BCJH	Instructional Aide	DAEP	1
BCJH	Instructional Aide	DAEP	1
BCJH	Teacher	Math	.15
BCJH	Teacher	Reading/ELA	.15
BCJH	Teacher	DAEP	1
BCJH	Teacher	Math	.33
BCJH	Teacher	Math	.15
BCJH	Teacher	Math	.15
BCJH	Teacher	Math	.15
BCJH	Teacher	English	.5
BCJH	Teacher	Math	1
BCJH	Teacher	English	.5

BCJH	Instructional Aide	Computer Lab	1
Cherry	Teacher	PreKindergarten	.5
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	PreKindergarten	.5
Cherry	Teacher	Intervention	.3
Cherry	Instructional Aide	Intervention	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	5th Grade	1
Cherry	Instructional Aide	1st Grade	1
Cherry	Instructional Aide	PPCD	1
Cherry	Instructional Aide	4th	1
Cherry	Instructional Aide	PreKindergarten	1
Cherry	Instructional Aide	2nd Grade	1
Holmes	Teacher	Intervention	.2
Holmes	Instructional Aide	5th Gr. Bilingual	1
Roberts	Teacher	Intervention	.2
Roberts	Instructional Aide	3rd Grade	1
Roberts	Instructional Aide	Kindergarten	1

Roberts	Instructional Aide	1st Grade	1
---------	--------------------	-----------	---

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

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

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

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

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

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

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

Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Admin	Federal Compliance Officer	Federal Programs	.49
Admin	Federal Compliance Administrative Assist	Federal Programs	.86
Curriculum Dept.	Instructional Coach	Curriculum	1
Curriculum Dept.	Instructional Coach	Curriculum	1
Curriculum Dept.	Instructional Coach	Curriculum	.75

District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Lisa Moya	Chief Academic Officer
District-level Professional	Dr. Marshall Scott	Superintendent
District-level Professional	Sonya Sonia	Director of Special Education
Classroom Teacher	Julie Estlinbaum	Social Studies
Classroom Teacher	Raeanna Wertz	English Language Arts
Classroom Teacher	Epifania Gomez	PreKindergarten
Classroom Teacher	Stefanie Rodriguez	2nd Grade
Classroom Teacher	Justin Piwonka	Special Education
Classroom Teacher	Debra Grebe	English Language Arts
Classroom Teacher	Traci Gernand	English Language Arts
Classroom Teacher	Victoria Sparks	3rd Grade
Classroom Teacher	Emily Gardner	3rd Grade
Classroom Teacher	Gina Branton	4th Grade
Administrator	Mary Lynn Mosier	Assistant Principal
Administrator	Mena Collins	Assistant Principal
Administrator	Suzette Williams	Assistant Principal
Administrator	Kim Hickl	Assistant Principal
Administrator	Laura Leones	Assistant Principal
Parent	Thomas Battle	Parent
Business Representative	Linda Allison	Matagorda Regional
Business Representative	Cody Holloway	Matagorda Rehabilitation & Nursing Center Administrator
Parent	Katherine Khondker	Parent
Business Representative	Raihan Khondker	STP
Student	Ethan Craz	BCHS Student Council

District Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$33,000.00
1	1	10			\$5,000.00
1	1	11			\$5,000.00
3	2	2			\$2,500.00
3	2	3			\$7,000.00
3	2	4	Campus Title I funding denoted in Campus Plans		\$0.00
3	2	5			\$215,000.00
3	2	8			\$5,000.00
3	2	10	Campus Title I funding		\$0.00
3	2	15			\$27,000.00
3	2	22			\$7,500.00
3	2	23	Campus Title I Resources allocated		\$0.00
4	1	3			\$500.00
4	1	4			\$3,700.00
4	4	2			\$102,000.00
5	1	1			\$4,000.00
5	1	2			\$7,000.00
5	1	9			\$2,000.00
5	1	10			\$500.00
Sub-Total					\$426,700.00
270 - Title VI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$10,000.00
1	1	17			\$12,000.00

1	1	18			\$8,000.00
3	2	21			\$10,000.00
Sub-Total					\$40,000.00
255 - Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,500.00
3	1	2			\$65,000.00
3	1	3			\$35,000.00
3	2	6			\$3,000.00
3	2	7			\$43,000.00
3	2	14			\$2,000.00
3	2	17		3600	\$6,000.00
3	2	18			\$13,950.00
Sub-Total					\$169,450.00
197 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$43,000.00
1	1	12			\$88,000.00
1	1	16			\$19,000.00
1	3	1			\$55,000.00
1	3	2			\$66,200.00
1	3	3			\$50,000.00
1	3	4			\$1,000.00
Sub-Total					\$322,200.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$22,000.00
1	1	12			\$15,000.00

1	2	4			\$3,000.00
1	2	6			\$5,000.00
1	2	7			\$239,000.00
2	2	3			\$27,000.00
3	2	18			\$4,250.00
4	1	2			\$25,000.00
5	1	6			\$3,200.00
5	1	8			\$98,000.00
Sub-Total					\$441,450.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$20,000.00
3	2	13			\$5,000.00
3	2	16			\$2,000.00
Sub-Total					\$27,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$50,000.00
3	2	20			\$5,000.00
Sub-Total					\$55,000.00
Grand Total					\$1,481,800.00

Addendums

<div style="text-align: center;">% Approaching Standard</div>										
	EOC I		EOC II		Algebra I		Biology		US Hist.	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
	STAAR		STAAR							
% Approaching	35	48	43	49	37	54	57	80	66	72
% Meets	23	30	29	31	4	7	28	44	34	29
% Masters	2	2	2	2	0	0	3	9	9	5

2016 Released STAAR was administered for Spring 2017 BM and Spring 2018 BM

EOC I/II Spring 2017 Writing BM scores were not retrievable - scores in red reflect Spring 2017

Green results indicate already meeting or surpassing STAAR 2017 Passing Rate

17 actual STAAR performance

**Spring Benchmark Comparisons
February 2017 - February 2018**

% Approaching Standard												
Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Reading	54	50	55	52	55	52	44	56	56	60	65	66
Writing			34	42					59 (STAAR)	50		
Math	47	51	29	44	46	53	53	50	53	50	51	82
Science					41	61					51	67
Social Studies											39	35
% Meets Standard												
Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Reading	15	21	20	22	31	30	18	27	36	24	24	35
Writing			NS	14					30 (STAAR)	26		
Math	13	19	3	11	15	19	12	21	29	17	10	44
Science					9	20					26	30
Social Studies											13	12
% Masters Standard												
Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Reading	8	12	6	8	13	15	9	9	14	11	6	16
Writing			NS	3					9 (STAAR)	12		
Math	3	6	1	3	3	5	1	4	9	5	0	6
Science					3	7					7	5
Social Studies											6	5

2016 Released STAAR was administered for Spring 2017 BM and Spring 2018 BM

Grade 4 Spring 2017 Writing BM Composite was not scored for Meets and Masters Levels

Grade 7 Spring 2017 Writing BM scores were not retrievable - scores in red reflect Spring 2017 actual STAAR performance

Green results indicate already meeting or surpassing STAAR 2017 Passing Rate

Bay City ISD
TEKS Resource Log In Data

	BCISD	CHERRY	HOLMES	ROBERTS	BCJH	BCHS
YEAR						
2015-16	370	26	188	19	16	121
2016-17	737	61	300	51	141	184
2017-18	2158	282	837	217	480	342
INCREASE	483%	984%	345%	1042%	2900%	182%