

Dickinson Independent School District
Bay Colony Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

The Bay Colony Mission Statement

Our mission is to develop academically confident and secure learners who are well prepared and well able to accept any academic coursework or intellectual challenge they may encounter while enrolled at Bay Colony and later beyond the scope of the elementary curriculum. We strive to develop learners who demonstrate respectful interactions in all situations and settings. Our goal is for students to leave Bay Colony Elementary after fourth grade with a strong academic and fine arts foundation. They will be independent thinkers in order to be lifelong learners and problem-solvers and will have positive and collaborative interpersonal skills.

Vision

It is the vision of Bay Colony Elementary School to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive relationships.

Value Statement

Bay Colony values a rigorous and focused academic learning environment. We believe that a rigorous learning environment in a positive relationship based campus culture creates a safe, fun, and engaging learning environment that makes learning the preferred activity for all stakeholders in the Bay Colony community of learners. At Bay Colony we work hard and we make it fun!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bay Colony is one of the 15 campuses in Dickinson ISD. Bay Colony opened in 2001. Approximately half of the students served are from middle income families and the other half are families with some degree of financial hardship. Bay Colony Elementary School serves approximately 700 students in pre-kindergarten through fourth grade including some younger students served through special education.

The student population is approximately 16% African American, 28% Anglo, 45% Hispanic, 4% multi-racial, and 3% Asian. The gender distribution is approximately 50% female and 50% male. We have approximately 61% of students coming from homes with a low socio-economic status and considered economically disadvantaged. The teacher population is approximately 5% African American, 73% Anglo, 0% Asian, and 17% Hispanic. 4% of our staff are male and 96% of our staff are female with an average of 12 years of teaching.

The overall mobility rate for our campus is 20%, with a drop out rate of 0%. The average daily attendance rate for students is 95.0%.

There was a total of 26 disciplinary referrals during the 2021-2022 school year.

Bay Colony serves 192 English Language Learners, 47 students are served through Gifted and Talented, 44 are identified for 504 services, many due to food allergies, and 167 students are served through Special Education Services.

Demographics Strengths

- Bay Colony has a continuously increasing enrollment with many within district transfer requests to attend Bay Colony.
- All teachers are highly qualified
- The population served is diverse.
- Bay Colony has a large parent and community population that wants to participate in school even though we have not been able to allow this due to the Covid restrictions. Restrictions are lifting now and we welcome our families back..
- The Bay Colony PTA encourages family involvement through special events throughout the year.
- Teachers have been able to adapt to a new teaching platform (Schoolgy).
- All staff members have adapted and have been able to meet through the Zoom platform when face to face meetings are not optimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Covid 19 pandemic altered the way we instructed and interacted with students for a time period. Students with the fewest resources at home struggled the most upon return to traditional school.

Student Achievement

Student Achievement Summary

STAAR Performance Spring 2021

3rd Grade Math	88.5% Approaches	53.12% Meets	22.92% Masters
Reading	87.34% Approaches	50.63% Meets	26.58 % Masters
4th Grade	75.63% Approaches	54.62% Meets	32.77% Masters
Math			
Reading	61.67% Approaches	26.67 % Meets	13.33% Masters
Writing	50% Approaches	24.17% Meets	2.5% Masters

Bay Colony now also uses MAP data for planning student instruction to best meet individual student needs.

Student Achievement Strengths

Traditionally, Bay Colony students excel in mathematics and the teachers take pride in an integrated approach to science and math instruction. Teachers frequently teach classes in the science lab and enjoy collaborating through scientific exploration with combined classes.

Students are growing in all academic areas and have scored at or above the same level as their peers on other DISD campuses. Teachers continue to encourage students to read at home and in class through incentive programs.

The school closure has caused many challenges for academic growth. We have provided the best online instruction possible and continue to do so for those families that choose remote instruction rather than returning to the campus for traditional face to face instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students missed a lot of school and in person instruction. Many students now are struggling with basic reading comprehension and problem solving in lower elementary grades. We are purchasing new programs to help with early phonics and literacy.

School Culture and Climate

School Culture and Climate Summary

Bay Colony is a very upbeat campus. We are proud of our positive climate and we welcome parents and visitors to visit for programs, events, and as allowed for limited lunches. We have had to modify our campus culture and not allow visitors due to the pandemic but we are now welcoming parents back in safely. Bay Colony has a well established school wide behavior management plan and students know the expectations. Bay Colony offers support for students struggling with chronic and/or frequent behavior concerns through the behavior coach. The Behavior Coach and ISS Paraprofessional supervise and manage these students in collaboration with each classroom teacher and the administrators. We have also incorporated restorative practices into our schedule daily. When there is conflict the administrators, counselor, or teachers conduct Red Circle, or restorative conversations. These practices work to facilitate better relationships and focus on learning and growing rather than being punitive.

Professional communication is maintained on the campus through the use of two way radios, weekly bulletins for important information, and continuous posting of campus information on social media. Staff and students report that they feel safe on campus. There are after school and evening programs spread throughout the year such as, Music Programs, and Art Show, Parent/Student PTA activities, plus Math and Literacy Nights, book fairs, and the spelling bee. This culture shifted due to the Covid 19 pandemic. We are now transitioning back to in-person music programs or large art shows. We will modify and adjust as we can to continue to grow and foster our culture.

Bay Colony added a Character Buck positive incentive program that will be continued this year. Students are rewarded with Character Bucks that get turned in for a weekly drawing for tangible prizes or lunch on the stage, ability to take shoes off in class, etc.... We included a class wide incentive and drawing and each week the winning classes can select additional recess, pop ice, or popcorn for a class reward. Students name that are drawn have their name called over the PA and get excited just to be recognized over the intercom for the school to hear and celebrate. The addition of the Character Bucks and Character reward cart has greatly improved daily student behavior and has resulted in a decrease in office referrals.

Three years ago, we added The Daily Mile. It allows students the opportunity to build stronger relationships among peers and with teachers and to encourage the brain body connection through daily structured activity that lasts less than 15 minutes. We will continue this.

Restorative Practices has been instituted at Bay Colony. We are seeing positive results. Teachers report that students are enjoying the components of the program. Teachers are awarded "The Restorative Rockstar" Award as they are "Caught" doing great lessons and making a difference with students through Restorative Practices.

Bay Colony teams have been skillful as they have learned how to effectively implement Restorative Practices. Teachers are implementing the tools into daily routines; such as, student selected daily greetings at the door, anchor chart with the class treatment agreement, and informal get to know you questions. We will continue this practice and teach our new teachers how to implement.

Teachers have committed to doing the circle 3-5 times a week based on grade level. This year we have included Character Strong which includes weekly activities the teachers do with their students. Our focus on social emotional health is stronger than ever.

Restorative practices is a natural fit for our staff to student communication style. We will continue year one implementation this year and look forward to positive behavior and educational outcomes. Two years ago we began our Character Buck and Character Cart incentive program for positive behaviors. From that, we saw a significant decrease in office referrals. We anticipate even greater student response to the positives of the Restorative Practices model.

School Culture and Climate Strengths

- Positive campus climate and culture
- Teams are collaborative and cohesive
- Respect is well established among staff and between the staff and students.
- Families are active at all school events. This will have to be modified due to Covid 19 and safety protocols.
- The staff and the families interact with public social media updates related to campus events and programs.
- Bay Colony PTO is very active and involved each year
- Parent volunteers are active in seeking assistance when necessary such as when they notice the school zone lights not working or any other safety concern.
- Bay Colony continues Character Development into the specials rotation for grades K, 1, and 2.
- Character traits are discussed daily through the morning announcements.
- We have Communities in Schools full time at Bay Colony.
- Our bilingual program is in transition from Early Exit, to Late Exit, to Dual Language One Way and we will be better able to meet the need of all English Language learners.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus was closed to visitors and we have not had in person parental involvement in person due to Covid. We did begin to bring parents back into the school toward the end of the year. We will grow our strong collaborative culture again with parents as we open up schools again with some limitations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Bay Colony has highly qualified teachers and staff who are dedicated to the students and their success.
- 100% of the Bay Colony staff is Highly Qualified.
- 6 full time Instructional Specialists/Coaches on campus. These teachers are all SPED certified and work with our special ed. and at -risk students daily and coach teachers.

Staff Quality, Recruitment, and Retention Strengths

- Bay Colony staff is all highly qualified.
- Bay Colony is dedicated to building collaborative teams so that everyone feels a part and that they are an integral part of the team success.
- Bay Colony uses a committee comprised of a cross section of the campus staff to hire for each position that becomes available.
- The hiring committee establishes a needs profile before interviewing and uses targeted questions consistently with all applicants for each position when possible.
- The new teachers have access to well qualified mentor teachers to help them adjust and grow in their teaching roles.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): It has been a struggle to hire fully certified bilingual staff for all positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Instructional specialists and teachers have been working with a specialized program to help the planning process to be more effective. The district has provided training and resources to help with implementation.
- All teachers and coaches work through the PLC model at school.
- Instructional Specialists/interventionists work with teachers and groups of students to maximize student learning.
- Instructional coaches coach teachers to develop greater skills in their content areas and build the capacity of teachers.
- Instructional Specialists and Instructional coaches assist teachers in developing campus based common assessments.
- Teachers and staff use formative and summative assessment measures in instruction.
- Teachers work collaboratively in professional learning communities within the school.
- Following Interim and online assessments each grade level will work collaboratively on data and discuss student strengths and weaknesses as well as make plans for future instruction.
- Teachers use leveled readers and a balanced literacy approach to teaching reading.
- Art, music, and technology instruction support and extend the classroom instruction.
- PE teaches skills that help students focus on healthy lifestyle and food choices that will benefit them throughout their lives.
- PE offers behavior incentives and fun activities that help to create more interest and excitement in young learners related to school activities.
- Teachers understand that it is expected that all students are able to show at least one year of growth in reading level each school year.
- Teams plan together and collaboration is evident in team planning sessions.
- Teachers have greater access to individual devices for students to use to access the internet for research or for using computer software designed for academic growth. The campus is now at a ratio of 1:1 for students and devices.
- Bay Colony's student population is growing rapidly and it would be ideal to increase support for instruction in our specials rotation, including the library, by way of additional paraprofessionals.
- Bay Colony will continue to use MAP testing and mClass this year to monitor student growth and plan for instruction based on results.
- Teachers have made the transition to also being able to teach using virtual platforms. They are able to provide effective and engaging instruction to those in school through technology.

Curriculum, Instruction, and Assessment Strengths

Strengths at Bay Colony are:

- Scores on the last math STAAR Test in third and fourth grade increased.
- Bay Colony met or exceeded state scores.
- Shared vision and goal of student success
- Conference periods are 60 minutes in length for increased collaboration.

- Power team collaboration time in our PLC model to study student data and plan instruction
- Teacher collaboration - PLC
- Teaching the district curriculum
- Participation in district staff development
- Teachers reference the TEKS and plan instruction based on the level of rigor of TEKS.
- Teachers are skilled in scanning tests and using Eduphoria to organize and review student data.
- Teacher demonstrate active participation in their grade level/department professional learning communities.
- Teachers have planning resources necessary.
- MAP and MCLASS assessments will help teacher evaluate the needs of students and plan more precisely.
- Texas A&M reading and writing strategies have helped teachers help achieve students at higher levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers in lower grade levels struggled to get student reading levels to grade level following the pandemic years.

Parent and Community Engagement

Parent and Community Engagement Summary

The way that we engage with our parents and community will continue to evolve this year as we navigate public education during a pandemic. We will use the online platforms such as Google Classroom and Zoom to interact and meet the needs of families and engage with the community as we are able.

Parents and community members typically attend campus events when not in this Covid 19 pandemic such as:

- Literacy night - focused on teaching parents how to work with their developing readers to improve fluency and overall reading effectiveness.
- Math night - focused on teaching parents about the new ways we teach math through fun math interactive games and activities that the families play and participate in and can do at home with their children.
- Pre-K/Kindergarten Play Date - Before school starts every Pre-K and kindergarten student and their family are invited to come to Bay Colony for a Play Date. Families get to meet the team of teachers, there are no academic expectations, the students and parents spend the time playing games, and getting to know each other in a pleasant, relaxed environment that supports future parental involvement.
- PTA - We have a very active PTA that plans and organizes events for staff, families, students, and the community throughout the year.
- Meet the Teacher - Families visit the school and tour to learn more about the campus and to learn about teacher expectations. We will expand the time opportunity for families to come in to meet their teacher and bring school supplies to provide more social distancing.
- Grade level music programs - families attend a music performance for that grade level. Our attendance is outstanding for each one of our programs for parents and families.
- Art Programs - Families attend an art show of student work.
- We would like to grow in communication with all families at Bay Colony but especially those we are unable to reach due to language barriers. One noted weakness is with our communication with our Vietnamese population.
- Pre-K registration - provide transition support for students and parents as they transition from home to Pre-K and then Pre-K to Kindergarten.

DISD maintains a district website as well as campus websites for all campuses. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 20% of our population speaks Spanish. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Due to the Covid Pandemic we will modify the ways in which we engage with our families. Traditional engagement strategies and strengths will be modified as the year progresses.

- Excellent parent and community attendance at programs and events as evidenced by sign in sheets and campus activity notices and

- Many families frequently access social media for information about the campus. Our Facebook page is frequently visited.
- Our families use the resources and materials gained from our events to help their children academically.
- Students and families have developed pride in being part of Bay Colony and the programs here.
- Music and art programs are very well attended.
- Parents are able to follow Bay Colony on Twitter and Facebook now.
- Title 1 Parent Meetings, Open house, Meet the Teacher, Pre-K/ Kinder Play Date, Art Shows, Awards, 4th grade Luau, Gator Games Field Day, etc...are all campus programs that bring the families and community to the school and help to establish positive rapport and ties to the school for the benefit of students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We are now opening up the campus and are looking for more engagement activities for families.

School Context and Organization

School Context and Organization Summary

Curriculum Based Assessments (CBA's) are written by the Curriculum Specialists with the input of grade level teachers. Bay Colony is made up of several smaller teams that allow their voices to be heard such as: Instructional Specialist teams, grade level teams, vertical teams, professional learning community teams, and committees. The teachers work in pairs or as triads as their organizational structure of their teams. All grade level teachers have common planning periods and a common lunch period in order to support collaboration and team building. Instructional specialists support students through direct instruction, co-teaching, and modeling instructional strategies for teachers. Administrators work with teams during planning times to help in academic planning and instructional decisions. The master schedule was revised in order to maximize instructional time.

School Context and Organization Strengths

Professional learning community establishment along with common planning times and common lunch times which provide plenty of opportunity for collaboration for teams. Organization of teams and team leaders who collaborate with administrators helps our communication processes. Academic coaches work with teams and team leaders to insure campus expectations are being met at all levels.

All teams are focused on student success and that is our common language on campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The way the campus has operated for the last two years has been different. We are working carefully to avoid incidents with Covid 19 and have changed the way our classes are structured. We are now able to create a more closely collaborative culture with the relaxation of Covid restrictions.

Technology

Technology Summary

Bay Colony teachers have received laptops for use in virtual instruction and other instructional applications.

Bay Colony also has one computer lab that serve students daily. Classroom all have document cameras and projectors. Teachers have a desktop computer. Bay Colony has increased our number of individual devices (chromebooks) in order to help meet the needs of learners. Our ratio is now 1:1 for devices and students. We consistently add chromebooks and headphones in order to meet the needs of students. Chromebook carts are shared among teams. Bay Colony needs additional hardware and software options to maximize student learning potential.

Technology Strengths

- Document cameras
- Data projectors
- Chromebook carts to share devices among classes.
- The computer lab and the chromebook carts enable our students to have access to a variety of academic related programs and the ability to do focused research for school assignments and projects.
- Teachers are growing stronger in their use of technology and are skilled in using the electronic grade book, the technology in their classrooms, and various related peripheral devices.
- DISD has consistently increased the bandwidth of our server and we are able to adequately support more wifi devices.
- DISD has provided Bay Colony with additional chrome books, headphones, and charging carts in order to meet student needs for increased technology during face to face or remote instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers are learning to use and adjusted online platform for instruction. We moved from Google to Schoology and there is a teacher learning curve that will continue this year.

Priority Problem Statements

Problem Statement 2: The Covid 19 pandemic altered the way we instructed and interacted with students for a time period. Students with the fewest resources at home struggled the most upon return to traditional school.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 1: Our students missed a lot of school and in person instruction. Many students now are struggling with basic reading comprehension and problem solving in lower elementary grades. We are purchasing new programs to help with early phonics and literacy.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 8: The campus was closed to visitors and we have not had in person parental involvement in person due to Covid. We did begin to bring parents back into the school toward the end of the year. We will grow our strong collaborative culture again with parents as we open up schools again with some limitations.

Root Cause 8:

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 7: It has been a struggle to hire fully certified bilingual staff for all positions.

Root Cause 7:

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Teachers in lower grade levels struggled to get student reading levels to grade level following the pandemic years.

Root Cause 6:

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: We are unable to have parents and visitors on the campus in great numbers now due to Covid 19. We are now opening up the campus and are looking for more engagement activities for families.

Root Cause 5:

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 4: The way the campus has operated for the last two years has been different. We are working carefully to avoid incidents with Covid 19 and have changed the way our classes are structured. We are now able to create a more closely collaborative culture with the relaxation of Covid restrictions.

Root Cause 4:

Problem Statement 4 Areas: School Context and Organization

Problem Statement 3: Teachers are learning to use and adjusted online platform for instruction. We moved from Google to Schoology and there is a teacher learning curve that will continue this year.

Root Cause 3:

Problem Statement 3 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing. Professional development on TEKS based instruction and early literacy development will be provided in order to engage teachers in content based professional learning.

Evaluation Data Sources: STAAR results and CBA and Benchmark data measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplemental Academic Coaches and paraprofessional will support instruction to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.</p> <p>Strategy's Expected Result/Impact: Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Special Programs, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal and leadership team will attend seminars with LEAD Partners and Seidleitz Group and train staff on best practices to be used in the classroom.</p> <p>Strategy's Expected Result/Impact: Weekly academic coach meetings, documented. Principal documentation of roll out plan will be shared with teachers and updated during campus staff development and faculty meetings.</p> <p>Staff Responsible for Monitoring: Team Leaders/Dept. Chair Principal Asst. Principal Counselor</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Training for academic coaches, principals, and teachers - 211-Title IA - 211-8-13-107-30-24-6200-DW - \$4,166, - 255-Title IIA, - Local Funding, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement. Special focus will be given to the African American sub-population and our economically disadvantaged sub-population along with special education students.</p> <p>Strategy's Expected Result/Impact: Schedule of PLC meetings, agendas, and sign in sheets. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBA's.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Attend on going Reading/Writing, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas.</p> <p>Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders</p> <p>Staff Responsible for Monitoring: Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to train in research based best practice and roll out to all staff to improve student success in all academic subjects. Continue to provide relevant Spanish and English materials to support all language learners.</p> <p>Strategy's Expected Result/Impact: Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources</p> <p>Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders</p> <p>Staff Responsible for Monitoring: Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: BCES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student participation and state test scores</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

Performance Objective 2: All student groups will meet or exceed the state standards set for Math STAAR.





Evaluation Data Sources: STAAR Math Test results and progress monitored through benchmark data review.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to train in research based best practice and implement with staff to improve student success in all academic subjects with a special focus on math.</p> <p>Strategy's Expected Result/Impact: Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will analyze data and use it to focus instruction. Coaches will assist teachers through weekly meetings and Power PLC meetings.</p> <p>Strategy's Expected Result/Impact: Benchmark data conferences. AWARE data. STAAR results</p> <p>Staff Responsible for Monitoring: Academic Coaches Classroom Teachers Assistant Principal Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement both whole and small group math instruction.</p> <p>Strategy's Expected Result/Impact: CBAs, STAR, STAAR, Classroom environment</p> <p>Staff Responsible for Monitoring: Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

Performance Objective 3: Teams of teachers will collaborate and plan together each week.





Evaluation Data Sources: Lesson plans will serve as an evaluation of the planning along with walk through data.

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC time will be used for teachers, academic coaches, and administrators to engage in planning activities and create lesson plans and weekly assessments .</p> <p>Strategy's Expected Result/Impact: Lesson Plan review, Agendas, notes, minutes.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators, Curriculum Specialist.</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan together in their teams each week in order to create lesson plans that meet the rigor of the TEK, follow the district curriculum expectations, and meet the needs of the students through various instructional activities and teacher created assessments..</p> <p>Strategy's Expected Result/Impact: PLC Notes and Lesson Plans</p> <p>Staff Responsible for Monitoring: Academic Coaches, Administrators, Team Leaders</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.

Performance Objective 4: Use data to target the specific needs of each ELL student and help him/her advance their English language acquisition.





Evaluation Data Sources: Student writing samples will be monitored, district cba/benchmark tests will be analyzed. Teacher grading and evaluation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All bilingual and ESL teachers will implement the strategies learned in research based training for working with English language learners. The resulting student goal is increased language mastery and academic acquisition for all English language learners.</p> <p>Strategy's Expected Result/Impact: Lesson plans, walk-through data</p> <p>Staff Responsible for Monitoring: Academic Coaches, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data to target the specific needs of each ELL student and help him/her advance their English language acquisition so that each ELL student is ready to exit ESL by the end of third grade and can be on monitor 1 status for their fourth grade year at Bay Colony. Monitor year 1 students will then be monitored closely to ensure continued success with curriculum goals.</p> <p>Strategy's Expected Result/Impact: Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide additional vocabulary enrichment for ELL students through vocabulary activities using word walls, journal writing, and various teaching activities based on needs observed by classroom teachers.</p> <p>Strategy's Expected Result/Impact: Teacher observations and assessments, district assessment data, TELPAS data. STAAR data</p> <p>Staff Responsible for Monitoring: Academic Coaches, Team Leaders, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.





Performance Objective 5: Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Evaluation Data Sources: Successful completion of programs, Lesson plans, student writing and or projects about career choices.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be informed about colleges and technical schools through character development classes and through campus wide initiatives to expose students to information about post secondary educational choices through graphic displays. The lessons will be created on the particular grade level ability and will be shared among the team members. We will support AVID based strategies.</p> <p>Strategy's Expected Result/Impact: Documented lessons and exposure to content and material related to post secondary education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bay Colony will focus on career and college readiness through teaching about colleges and careers, supporting colleges and technical schools through announcement information and celebrations by wearing college/technical school shirts once per month and displaying college and technical school information in a way that catches the students attention. This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance</p> <p>Strategy's Expected Result/Impact: This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance</p> <p>Staff Responsible for Monitoring: Academic Coaches, Team Leaders, Administrators in consultation with CATE educators in the district.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. We will foster and encourage career and college readiness skills.





Performance Objective 6: Provide great opportunity for relevant learning by providing technology devices for students to use in collaboration with classroom instruction.

Strategy 1 Details	Reviews			
Strategy 1: Provide chrome books or other relative technology device to help student engagement and academic acquisition. Strategy's Expected Result/Impact: CBA data, mandated test scores Staff Responsible for Monitoring: Teachers, Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Bay Colony will teach students about basic character values and will teach students about living a healthy lifestyle. Students will be taught about anti-bullying strategies and learn to be aware of bullying and know how to report it.





Evaluation Data Sources: Decrease in behavior complaints by teachers. A 5 percent decrease in office referrals. Fitness Gram data of completion - reports are sent to parents. Participation in campus anti-bullying programs such as Cut the Bull, Toro, counselor lessons. Daily reminders on announcements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bay Colony has participated in The FundRunners curriculum that teaches character development lessons and encourages students to be active and develop healthy eating habits. Parents involvement encouraged during this program.</p> <p>Strategy's Expected Result/Impact: The FundRunners were on campus for 8 days during this program. They encouraged students each day and helped reinforce positive character traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Character development lessons will be provided to students in all grade levels throughout the year.</p> <p>Strategy's Expected Result/Impact: character lesson plans, daily announcement notes, decrease in student behavior concerns.</p> <p>Staff Responsible for Monitoring: counselor, administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Bay Colony will focus on decreasing misbehavior and prevent violence through character education.





Evaluation Data Sources: A decrease in the number of behavior incidents generated by the percentage of Bay Colony students who generate discipline referrals. A decrease in complaints of teasing or bullying.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bay Colony will participate in the No Place for Hate initiative. The campus has been named a No Place for Hate Campus by the Anti-Defamation League and we support Unity against violence through our annual Unity Day Celebrations and Activities. The behavior coach will regularly meet with students struggling with behavior issues in order to prevent further incidents and in order to try to break the misbehavior cycle in students.</p> <p>Strategy's Expected Result/Impact: A decrease in office referrals, a decrease in student complaints of harassment or bullying behaviors. A decrease in the number of students assigned to ISS or OSS.</p> <p>Staff Responsible for Monitoring: Behavior Coach, Counselor, Administrators</p> <p>Funding Sources: - Local Funding, - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators, Counselors, and Specialized Staff will attend conferences on restorative practices and other sessions targeted towards building relationships.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior incidents, increase in relational capacity of all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: We will meet the needs of students struggling with dyslexia through research based interventions by staff fulling trained in dyslexia services.





Evaluation Data Sources: Academic performance of students identified with dyslexia will determine our measure of success. Final STAAR Reading and Writing assessments along with district reading assessments will determine % increase in passing scores. Our goal is for a 20% increase in scores for each student identified and receiving dyslexia services each year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students qualifying for dyslexia services will receive direct services from a highly trained teacher in order to help students gain academic competencies.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance.</p> <p>Staff Responsible for Monitoring: Dyslexia professional, SIT Chairperson, Assistant principal</p> <p>Funding Sources: - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train additional staff in dyslexia intervention.</p> <p>Strategy's Expected Result/Impact: District level training sign in sheets, documented services provided to students with dyslexia.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 4: Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.





Evaluation Data Sources: Bay Colony will provide immediate services for any student expressing desire or thoughts about self-harm or self-harming behaviors. The counselor will counsel immediately with students, sign a compact with them, and confer with parents including follow up to the initial conversation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bay Colony has a risk assessment process that consists of confidential communication with the student making the outcry, a staff member trained in completing risk assessment documentation, and parent notification. A structured document is used called Student Risk Assessment Form. The risk assessment form has various questions to rate the risk of potential self-harm, and documentation of parent contact. This form is completed any time there is a student outcry. Trained staff counsel with the student and contact the parents/guardians.</p> <p>Strategy's Expected Result/Impact: Documentation of Risk Assessment Form completion with notes related to parental contact. Parent signatures on all forms that indicate a higher risk of self-harm.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students making an outcry and scoring in the High Risk or Moderate Risk range for self-harming behaviors will remain with the counselor or administrator until the parent/guardian can come to the school to review the information. Each time a student risk assessment form is completed the Principal is consulted and the administrative team assists in parental contact if necessary. Parents are notified immediately and the student is never left alone. If a parent is not available or refuses to address the need the school resource officers are notified along with necessary outside agencies.</p> <p>Strategy's Expected Result/Impact: Student risk assessment documentation review. Counselor follow up documentation after the initial risk assessment is completed.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Bay Colony daily student attendance rates will increase by 1%.

Evaluation Data Sources: Weekly attendance rates will be reviewed and compared to determine increase and success in our goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased attendance will be encouraged through announcements and incentives.</p> <p>Strategy's Expected Result/Impact: Increase in daily attendance rates.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrators</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment





Performance Objective 6: Bay Colony will meet the needs of students by providing anti-victimization training that is required by Erin's Law to all students.

Evaluation Data Sources: Outside staff from agencies will provide appropriate training to all students and will host a family night to discuss the program and to answer any parent questions.

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Bay Colony will present information and support programs that teach about college and career opportunities.





Evaluation Data Sources: Exposure through consistency of the presentation of college and career readiness information will be our evaluative measure. If we consistently expose the students to these materials and activities throughout the school year we will have met this goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices.</p> <p>Strategy's Expected Result/Impact: Visual graphic displays</p> <p>Staff Responsible for Monitoring: Team Leaders, Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Career day will teach students about a variety of career options available in their future. Parents and community members will visit the campus and teach students about various careers.</p> <p>Strategy's Expected Result/Impact: Successful career day during May during Spring Training Camp Week.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 2: Teachers will meet with parents to confer about academics and general school progress to encourage increased support from home and to increase the school/home bond.





Evaluation Data Sources: Successful documented conferences between teachers and parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to meet with teachers during the designated parent/conference day to discuss academic progress of students. Teachers will confer with parents on a regular basis regarding student progress and academic needs. Strategy's Expected Result/Impact: Sign in sheets and conference notes Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will document conferences and will maintain documentation of home and school communication through a take home folder system and/or teacher call logs and records. Strategy's Expected Result/Impact: Signature pages from planners, parent communication documentation from teacher logs and notes. Staff Responsible for Monitoring: team leaders, academic coaches, administrators Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 3: Staff will help the student transition process between home and Pre-K, Pre-K and Kindergarten, Fourth grade to middle schools, and between elementary grade levels.





Evaluation Data Sources: Participation and parental involvement during the Pre-K/K play date, participation in the transition activities to the middle school.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and their families will be welcomed to the campus before they are expected to participate in the next school year. Visits to Pre-K will be encouraged.</p> <p>Strategy's Expected Result/Impact: Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Academic Coaches, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-K and Kindergarten will host a Pre-K and Kindergarten Play Date before the school year begins.</p> <p>Strategy's Expected Result/Impact: Participation in the Play Date before the school year begins. Survey of the parents participating vs. parents not participating to determine impact on student transition.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches, Administrator</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will hold parent conferences in the fall to discuss and review with the parent their child's academic progress for the school year. Teachers will keep parents updated throughout the school year with phone calls and emails on their child's progress.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets of parent attendance at conferences. Documentation of phone and email messages to parents. Classroom newsletters, email sent to parents. Increased parent awareness and involvement in their child's academic instruction evidenced through parent surveys.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Bay Colony has created an interview team in order to have a representative from each grade level or department of the campus so that each potential candidate can be considered from the various viewpoints of different staff members.





Evaluation Data Sources: Success and retention rate of new teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus cross section interview committee will be created to select the candidates most appropriate and highly qualified instructors and paraprofessionals for our campus.</p> <p>Strategy's Expected Result/Impact: New teacher observations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.</p> <p>Strategy's Expected Result/Impact: Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff.</p> <p>Staff Responsible for Monitoring: Dir. of Prof Development Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Any teachers hired during the year who is not highly qualified will be given opportunities to attend trainings, prepare for certification test, or be assigned to a highly skilled mentor teachers who will assist them as they prepare to become highly qualified.</p> <p>Strategy's Expected Result/Impact: Certificate from trainings attended, sign-in sheets of trainings attended, and documentation of meetings with support mentor. Completion of certification testing completed, passed and registered with SBOEC.</p> <p>Staff Responsible for Monitoring: Director of Human Resources, Principal</p> <p>Funding Sources: - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Bay Colony will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc...





Evaluation Data Sources: Successful completion of projects, work orders, etc... in a timely manner.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders.</p> <p>Strategy's Expected Result/Impact: Successful completion of tasks necessary for campus to operate smoothly.</p> <p>Staff Responsible for Monitoring: Secretary and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Work orders are generated as soon as a need is noted. Things are fixed, repaired, or replaced in a timely manner to keep the campus operating optimally.</p> <p>Strategy's Expected Result/Impact: Repairs are made in a timely manner and will be prompted through work orders. Work order records are evidence that work orders have been submitted for any repairs that are necessary.</p> <p>Staff Responsible for Monitoring: Secretary and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Bay Colony will increase technology for the benefit of students through teacher and staff development as well as for working with small groups of students.





Evaluation Data Sources: Component installation and subsequent teacher/staff use.

Strategy 1 Details	Reviews			
<p>Strategy 1: A computer and data projector will be installed in the conference room in order to meet these needs for streaming instructional materials or discussing and reviewing training or teaching documents. Bay Colony is the first campus to have this type of short through interactive data projector to use with groups of staff or students and we will be trained to effectively use it.</p> <p>Strategy's Expected Result/Impact: Hardware and software installation and availability for teacher use.</p> <p>Staff Responsible for Monitoring: Principal, Director of Technology</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 3: Technology will be used as a tool for working with our students and families as we are able to create programs and performances for students and families to encourage participation on campus.

Evaluation Data Sources: Use of newer technology will help our fine arts students perform to their maximum potential following final installation

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with the technology to design the best configuration of audio equipment to best meet our students needs during campus student performances.</p> <p>Strategy's Expected Result/Impact: Completion of the installation and successful use of the equipment for student productions.</p> <p>Staff Responsible for Monitoring: Principal, district technology staff</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Bay Colony Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.07

Brief Description of SCE Services and/or Programs

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Personnel for Bay Colony Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.07
McMahon, K	Instructional Support	1
Mosis, K.	Instructional Support Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Anderson	Instructional Support Paraprofessional	DIP Problem 1; Goal 1; Strategy 14	1.0
Susan Froebel	Instructional Support Paraprofessional	DIP Problem 1; Goal 1; Strategy 14	1.0

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training for academic coaches, principals, and teachers	211-8-13-107-30-24-6200-DW	\$4,166.00
1	1	6			\$0.00
Sub-Total					\$4,166.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
2	2	1			\$0.00
2	5	1			\$0.00
3	2	2			\$0.00
3	3	2			\$0.00
4	1	3			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00

Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00

Addendums

AVID Schoolwide College Readiness Goals 2020-2021

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O’Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	A. Writing Process: Ensure students in grades 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.					
	Actions			Progress	Responsible	Evidence
	1) PD for teachers on the Writing Process at grade 3—ensure common understandings and expectations				Katherine McMahon, Heather Petway & Irene Abercrombie; AVID Site Team	Artifacts of learning
	2) Ensure Writing Products/Process lessons and experiences are planned within grade level PLC each nine weeks.				Team Leaders & Coaches	Artifacts of learning
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Amy Smith & Regina Collier	Teacher reflections; teacher feedback
	4) Adapt process for including writing samples in writing portfolios in grade 3 + 4.				Katherine McMahon, Heather Petway & Irene Abercrombie	Writing Portfolios/artifacts
	5) Implement Publishing Parties and publishing displays for grade3 and 4 writing products.				Katherine McMahon, Heather Petway & Irene Abercrombie	Public writing displays for grade 3 and 4; Publishing Parties

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Bay Colony Elementary

Date: 2020-2021

Site Team Members: Smith, O’Gea, Canales, McMahon, Heilker, Petway, Collier, Abercrombie, Snyder, DeMartino, Batson

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	B. Collaboration: AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)					
	Progress				Responsible	Evidence
	Actions					
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.				Irene Abercrombie & Ginny Canales; AVID Site Team	
	2) PD for teachers on student collaboration at all grades —ensure common understandings and expectations				Irene Abercrombie & Ginny Canales; AVID Site Team	
	3) Ensure Collaboration strategies are planned within lessons at each grade level within the PLC.				Team Leaders and Coaches	
	4) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Amy Smith & Regina Collier	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	C. Collaboration: AE Students in at least 1 grade levels routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)					
		Progress				
	Actions				Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations				Irene Abercrombie, Becky Snyder, & AVID Site Team	
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.				Team Leaders and Coaches	
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Amy Smith & Regina Collier	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	D. WICOR: The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.					
		Progress			Responsible	Evidence
	Actions					
	1) PD for teachers on student WICOR framework and strategies to ensure common understandings and expectations				Julie O’Gea & Julie Abram; AVID Site Team	
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.				Julie O’Gea & Julie Abram; AVID Site Team,	
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR.				Julie O’Gea and Amy Smith	
	4) Ensure WICOR strategies are planned within lessons within the PLC.				AVID Site Team	
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.				Amy Smith & Regina Collier	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	E. Higher Level Thinking: AVID Elementary students in 1 grade level actively participate in questioning using Costa’s Levels of Thinking during class lessons, discussions, and problem-solving.					
	Progress				Responsible	Evidence
	Actions					
	1) PD for teachers on Inquiry and Costa’s Levels of Thinking strategies to ensure common understandings and expectations				Fran Heilker & AVID Site Team	
	2) Ensure inquiry strategies according to Costa’s Levels are planned within lessons within the PLC.				Team Leaders and Coaches	
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa’s Levels of questioning within lessons and planning.				AVID Site Team; Campus Admin	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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SYSTEMS						
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>						
GOAL	A. SITE TEAM: The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.					
	Progress					
	Actions				Responsible	Evidence
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.				Amy Smith & Julie O’Gea	
	2) AE Site Team will collaborate and develop Site Plan for implementation.				AVID Site Team; Julie Abram	
	3) AE Site Team will meet quarterly to review implementation progress and set action goals for future work.				Julie O’Gea; AVID Site Team; Julie Abram	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	B. Instructional Methods: The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
		Progress				
	Actions				Responsible	Evidence
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.				Julie O’Gea & Regina Collier	
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.				Ginny Canales	
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. <ul style="list-style-type: none"> a. Writing To Learn (Katherine McMahon) b. Inquiry (Fran Heilker) c. Collaboration (Irene Abercrombie) d. Organization (Leslie Suttle) e. Reading to Learn (Ginny Canales & Heather Petway) f. AVID Weekly (Ginny Canales & Heather Petway) g. Learning Walks (Amy Smith, Regina Collier & Julie O’Gea) h. College & Career Awareness (Becky Snyder & Brook DeMartino) i. College-Going Culture (Veronica Batson) 				Julie O’Gea	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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LEADERSHIP						
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>						
GOAL	A. SLT + AVID SITE TEAM: The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.					
	Progress				Responsible	Evidence
	Actions					
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.				Amy Smith & Julie O’Gea	
	2) Ensure AVID Site Team composition includes SLT Representation.				Amy Smith & Julie O’Gea	
	3) Plan regular meeting between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).				Amy Smith & Julie O’Gea	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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LEADERSHIP						
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>						
GOAL	B. MISSION + VISION: The School’s mission and vision are aligned with AVID’s mission and vision for students on their path to college and career readiness; mission and vision are communicated to stakeholders.					
		Progress				
	Actions				Responsible	Evidence
	1) Work with SLT + AVID Site Team to articulate campus expectations for student success and campus purpose.				Amy Smith	
	2) Work with CIC to write updated mission statement.				Amy Smith & Julie O’Gea	
	3) Work with CIC to write updated vision statement.				Amy Smith & Julie O’Gea	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

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CULTURE						
<i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>						
GOAL	A. COLLEGE DISPLAYS + TALK: The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.					
	Progress				Responsible	Evidence
	Actions					
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.				Julie O’Gea & Amy Smith	
	2) Organize guest speaker/virtual college field trip opportunities for students to promote opportunity awareness.				Julie O’Gea & Katherine McMahon	
	3) Implement College Shirt Day				Amy Smith	
	4) Provide college promotion/opportunity awareness through weekly/daily announcements.				Amy Smith	
	5) Provide opportunities for career exploration for all students.				Irene Abercrombie, Becky Snyder and Brook DeMartino)	

Progress Measures: (➔) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed