Dickinson Independent School District

Bay Colony Elementary School

2019-2020 CIP

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

The student population at Bay Colony is very diverse with a growing hispanic population. Our staff is not a diverse as our student population. We serve a diverse population in our immediate neighborhood and the parts of Dickinson that also are zoned to Bay Colony. We recieve approximately 100 students in our bilingual program from the Hughes Road attendance zone. We are open to working with all families and parents and we welcome them to Bay Colony. We enjoy getting to know our families in any way possible. At times our best communication tool is Facebook and Twitter. We engage with many families through social media. They appear to be more comfortable with the social media platform because they can access that at any time they want to and the feed comes directly to them on their phones and personal devices. From our Facebook page we notice many shares of our content. Families routinely engage with Bay Colony on Facebook and share our content. Our reach is far through social media. We reach at least as many people through social media than we do on a face to face daily basis at Bay Colony. We also engage with local businesses through the social media platforms. We 'Like' their pages which gives us a greater following and more digital traffic and helps us to stay in touch with local businesses and small business owners. We are working hard to build community in person and through available digital media platforms.

Demographics Strengths

Our diverse student population is a strength for Bay Colony. We have many students in special education classes either full time or part time and having students with various special needs has helped all of our students and staff develop greater capacity for compassion and exclusion on the campus. Bay Colony is very caring toward all of our campus members and families and we enjoy working with those from various backgrounds and with various needs. Our bilingual population also helps us to become more globally conscious. We welcome students from other parts of the world and we enjoy learning from them. We have recently enjoyed enrolling students from Central American countries and they bring a wealth of culture with them that helps our students understand that there is more than just our local community in the world.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Language continues to be a barrier when families move to our school zone from other nations. We do have many staff members that speak spanish and that is helpful.

Problem Statement 2: We struggle with some behaviors associated with our special needs population. We are seeking ways to more effectively work with the parents in order to help support appropriate classroom behaviors. Some of our parents with students that struggle with behavior do not know how to help their children either and we are working together to find solutions.

Student Academic Achievement

Student Academic Achievement Summary

Our students that start at Bay Colony in early grade levels and remain with us are consistently very succuessful in academic areas including the STAAR Tests. We struggle to help students catch up when they move in from other communities in the later grade levels. Many students move to Bay Colony in the third or fourth grade and when they do we work hard to acclimate them to the culture and climate at Bay Colony, including our high academice and behavioral expectations.

Student Academic Achievement Strengths

Students from our campus that have been in our school since younger grades consistently perform well. Our students are excelling in math, and reading. We have made significant gains in fourth grade writing following the campus wide adoption of specific writing expectations in every grade level. Science continues to be an area of strength at Bay Colony. Our teachers enjoy teaching science and frequently do so through the science lab and our students respond well to the hands on activities provided through the lab setting.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to learn how to better increase reading and writing competencies in students that move into our campus in upper grade levels.

Problem Statement 2: We need to target students moving to grade levels that are not at grade level reading expectation. We need to make sure our summative assessments and formative assessments are truly indicative of what students are able to do on their own through independent reading and writing.

Problem Statement 3: We need to trust the learning process and expect the students to be more independent earlier than third grade and encourage teachers to offer support but expect greater things of students as they work independently. Too much teacher help and assistance creates dependent learners. Teachers want to help all students but we need to be mindful of the level of support we provide in order to plan for later grade levels that are much more independent.

School Processes & Programs

School Processes & Programs Summary

Teachers at Bay Colony are well trained by DISD in strategies necessary to facilitate the highest levels of learning. On going staff development and the focus on continuous growth has consistently pushed our staff to learn the newest, research based approaches to teaching and learning. Our behavior team has worked hard to encourage excellent behavior by being supportive yet firm with students when they face behavioral struggles. We are using the Restorative Practices model to decrease our dependence on in school suspension and out of school suspensions as options for misbehavior. We are working with our students to recognize how they feel and how their actions affect others. We have scheduled conferences between students and teacher to repair relationships when there has been struggle. We still hold students accountable for their actions but they now are beginning to understand the impact their behavior has on others. The positives that we use at Bay Colony such as the Character Bucks and Character Cart have been instrumental in improving behavior. The students love to hear their names called on announcements and they work hard to earn the bucks that get them the chance to be called on announcements and select a token item or an experience from the Character Cart. We currently do not have a behavior coach or full time counselor. When those critical positions are filled we will be able to do even more to work on positive behavior development with our students. The administrators, office staff, paraprofessional staff, and support staff are all very interactive with students and support the teachers through encouragement, and relationship development. Our students know our staff well and they do not want to break trust or disappoint the staff that works so hard with them and cares so much for them. As an administrative and support staff team we continue to show our respect for our students by holding them to the highest behavioral and academic standards. When necessary

we spend time and talk to the students about showing respect by expecting the best from students and knowing they can do well and continue to grow in all areas. The expectation for all at Bay Colony is to continuously model grace and kindness for others. We demonstrate kindness, grace, and respect for all in our learning environment and negative behaviors from students nor staff are acceptable. Students and staff show enhanced confidence, security, and productivity when they understand the expectations and know that if there is a problem administrators will seek to support with kindness, grace, and fairness.

School Processes & Programs Strengths

Students arrive to a staff that is caring and concerned for them. The teachers greet students daily by using methods learned through the Restorative Practices Model. They are using the strategies to build stronger relationships with students. Teachers are using conversation on non-school topics and circle time as a way to build strength and trust with students which goes on to provide a stronger relationship academically. Students appear to be less intimidated or 'afraid' to not know exactly how to work problems or approach school assignments when as they have started positively with developing personal, appropriate, caring relationships with staff. They are seeing that it is ok not to know the right answers immediately and the students are more gracious and accepting of each other and are helping to foster growth among peers. Many teachers started the year by creating Trust Agreement posters with students which immediately helped students to understand how they would be treated by their new teacher. Other teachers have started other strategies and will be completing the Trust Agreement with their class in the next few weeks as they continue to work with their students and begin to understand the Restorative Practices Model more completely through practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some students come to school with home problems that interfere with academic achievement and we do not have a consistent full time counselor yet to help them. We have a wonderful part time counselor but students know that she won't be here for the entire school year. We must hire a counselor as soon as possible.

Problem Statement 2: We do not have a behavior coach right now to help with the behavior concerns that some of our students present at school. We have a substitute but we need to hire a consistent behavior professional as soon as possible for the benefit of struggling students and all students and staff.

Perceptions

Perceptions Summary

Bay Colony is a very family centered campus. The Bay Colony staff are close and are very caring toward each other. Many years we have had very little staff turn over and the campus has been together consistently for several years. This year we hired more staff than we have in many years. The change this year is very positive. We needed to make some adjustments for greater academic growth. It will take some time for the newer staff members to feel as attached to the staff here but it is a very positive change moving forward. We believe in creating an open, welcoming, caring school environment for visitors, staff, and students. We want everyone to enjoy being at Bay Colony for a visit or a school day. We want to grow to our maximum potential and create a fun, dynamic, and dedicated campus. We work hard but make it fun. We enjoy and appreciate laughter at Bay Colony. We try to make school fun by creating a theme that teachers can use to support our campus each year. We design special shirts for staff to wear on certain days to build a sense of community. The administrators work with teachers through PLC each week and take an active role in the instructional plans. The administrators are also open to feedback from all stakeholders of the campus on ways to make the campus more effective and the days more focused and efficient.

Perceptions Strengths

Families tell us that they feel comfortable at Bay Colony. They enjoy the staff and seem to understand that we are here to do anything we can to help their children learn and grow. It is also a strength that we care when someone is unhappy with us for any reason. We care about what our families think and we work with them as positively as posssible. It does make us work harder to understand others when someone is unhappy about something we have done or a program we have in place at Bay Colony. We cannot always make everyone happy but we can always listen to the viewpoint of others and do our part to reach resolution to concerns when that happens. Families and community members seem to want to be involved in what we are doing. We hosted a Paws and Claws art show and animal friendly night in the spring and animal shelters and community members flooded Bay Colony. We displayed art and animals and families enjoyed our family friendly event. We routinely have huge crowds come to our math and literacy nights and any performance of program we plan for students and families. We were humbled by the outpouring of help and support that we received when we asked for family and community volunteers to come to our school mid-summer on a Saturday after school was out to actually work on building our playground. Our playground was build on or ahead of schedule and we had a field full of family and district volunteers. People dedicated their time on a hot summer Saturday because they believe in what we are all about and what we doing for students at Bay Colony.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some people complain about a few teachers before they get to know them due to community gossip. The situation usually resolves when families see how well teachers work with students but at times parents have held firm in insisting on teacher changes. We make decisions based on the needs of the students.

Priority Problem Statements

Problem Statement 1: Fourth grade writing scores have been slow in improving. Currently we have improved from 58% meeting standard to 65% meeting standard but we strive for greater growth.

Root Cause 1: Last year was the first year that Bay Colony consistently used the same writing program and we are seeing growth.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading scores on the campus have not continued to improved at the rate we expect.

Root Cause 2: Reading stamina must be increased along with fluency and comprehension in order for students to be more successful on reading tests.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers need to be provided with continuous professional growth opportunities in order to continue to meet the needs of students.

Root Cause 3:

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Students have shown an increase in writing scores in fourth grade but we expect greater growth in writing for our fourth grade students. Students show an overall decrease in state assessment results in the fourth grade compared to third.

Root Cause 4: Limited preparation in the writing process before fourth grade.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Bay Colony is a bilingual campus with many students that were not prepared to exit from the program before fourth grade while we were still an early exit district.

Root Cause 5: Students were not fully literate in spanish before trying to transition to english.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Too many of our economically disadvantaged second graders leave the second grade without a solid foundation in balanced literacy.

Root Cause 6: Home support is not available for all students in the economically disadvantaged category. This is a disadvantage when compared to peers with parents that work with them daily.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Bay Colony implemented a comprehensive writing program for all grade levels kindergarten through fourth grade and it will take the year to show greater growth.

Root Cause 7: The writing instruction has not been consistent across the campus. The new program for writing should be additional consistency to our writing program campus wide.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- 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
- 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
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 28, 2015

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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.

Evaluation Data Source(s) 1: STAAR results and CBA and Benchmark data measures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support 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.		Principal	Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices.				
		Funding Sources: Special Programs - 0.00, Local Funding - 0.00					
Additional Targeted Support 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.		Team Leaders/Dept. Chair Principal Asst. Principal Counselor	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.				
		Funding Sources: 211-Title IA - 4166.00, 255-Title IIA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support 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.		Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers	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.				
Funding Sources: No Funding Required - 0.00							
Additional Targeted Support Strategy 4) Attend on going Reading/Writing, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas.		Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
Additional Targeted Support Strategy 5) Continue to train in research based best practice and roll out to all staff to improve student success in all academic subjects		Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal	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.				
Additional Targeted Support Strategy 6) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources		Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
Funding Sources: 211-Title IA - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.5	Principal	Increase in student participation and state test scores				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

      Evaluation Data Source(s) 2: STAAR Math Test results and progress monitored through benchmark data review.

      Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support 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.		Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal	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.				
Funding Sources: Local Funding - 0.00							
Additional Targeted Support Strategy 2) Staff will analyze data and use it to focus instruction. Coaches will assist teachers through weekly meetings and Power PLC meetings.		Academic Coaches Classroom Teachers Assistant Principal Principal	Benchmark data conferences. AWARE data. STAAR results				
Additional Targeted Support Strategy 3) Teachers will implement both whole and small group math instruction.		Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	CBAs, STAR, STAAR, Classroom environment				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

Evaluation Data Source(s) 3: Lesson plans will serve as an evaluation of the planning along with walk through data.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support 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 .		Teachers, Academic Coaches, Administrators, Curriculum Specialist.	Lesson Plan review, Agendas, notes, minutes.				
Additional Targeted Support 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..		Academic Coaches, Administrators, Team Leaders	PLC Notes and Lesson Plans				
100% = Accomplished		→ = Continue/Modify		0% = No Progress	✕ = Discontinue		

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 4: Student writing samples will be monitored, district cba/benchmark tests will be analyzed. Teacher grading and evaluation.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.		Academic Coaches, Administrators	Lesson plans, walk-through data				
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.		Teachers, Academic Coaches, Administrators	Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data				
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.		Academic Coaches, Team Leaders, Administrators	Teacher observations and assessments, district assessment data, TELPAS data. STAAR data				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 5: Successful completion of programs, Lesson plans, student writing and or projects about career choices.

    Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal, Assistant Principal, Counselor	Documented lessons and exposure to content and material related to post secondary education.				
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		Academic Coaches, Team Leaders, Administrators in consultation with CATE educators in the district.	This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide chrome books or other relative technology device to help student engagement and academic acquisition.		Teachers, Academic Coaches	CBA data, mandated test scores				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for 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 Source(s) 1: Success and retention rate of new teachers.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus cross section interview committee will be created to select the candidates most appropriate and highly qualified instructors and paraprofessionals for our campus.		Principal, Assistant Principal	New teacher observations				
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.		Dir. of Prof Development Principal	Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff.				
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.		Director of Human Resources, Principal	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.				
Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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 Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal, Assistant Principal, Counselor	The FundRunners were on campus for 8 days during this program. They encouraged students each day and helped reinforce positive character traits.				
2) Character development lessons will be provided to students in all grade levels throughout the year.		counselor, administrators	character lesson plans, daily announcement notes, decrease in student behavior concerns.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 2: 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.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
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.		Behavior Coach, Counselor, Administrators	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.				
	Funding Sources: Local Funding - 0.00, Special Programs - 0.00						
2) Administrators, Counselors, and Specialized Staff will attend conferences on restorative practices and other sessions targeted towards building relationships.	2.5, 2.6	Administrators, Counselors, Teachers	Decrease in behavior incidents, increase in relational capacity of all stakeholders.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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 Source(s) 3: 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.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students qualifying for dyslexia services will receive direct services from a highly trained teacher in order to help students gain academic competencies.		Dyslexia professional, SIT Chairperson, Assistant principal	Increase in student academic performance.				
Funding Sources: Special Programs - 0.00							
2) Train additional staff in dyslexia intervention.		Administrators	District level training sign in sheets, documented services provided to students with dyslexia.				
Funding Sources: Special Programs - 0.00							
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 4: 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.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Counselor, Principal, Assistant Principal	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.				
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.		Counselor, Principal, Assistant Principal	Student risk assessment documentation review. Counselor follow up documentation after the initial risk assessment is completed.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 5: Weekly attendance rates will be reviewed and compared to determine increase and success in our goal.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increased attendance will be encouraged through announcements and incentives.		Teachers, Academic Coaches, Administrators	Increase in daily attendance rates.				
Funding Sources: Local Funding - 0.00							

100% = Accomplished		= Continue/Modify		0% = No Progress		X = Discontinue	

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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 Source(s) 6: 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.

Summative Evaluation 6:

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

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 Source(s) 1: Successful completion of projects, work orders, etc... in a timely manner.

     Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders.		Secretary and Principal	Successful completion of tasks necessary for campus to operate smoothly.				
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.		Secretary and Principal	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.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

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 Source(s) 2: Component installation and subsequent teacher/staff use.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Principal, Director of Technology	Hardware and software installation and availability for teacher use.				
	Funding Sources: Local Funding - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

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 Source(s) 3: Use of newer technology will help our fine arts students perform to their maximum potential following final installation

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work with the technology to design the best configuration of audio equipment to best meet our students needs during campus student performances.		Principal, district technology staff	Completion of the installation and successful use of the equipment for student productions.				
	Funding Sources: Local Funding - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 5: DISD personnel will promote effective parental and community engagement through communication participation and partnerships in accomplishing district goals.

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

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices.		Team Leaders, Administrators, Counselor	Visual graphic displays				
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.		Counselor, Administrators	Successful career day during May during Spring Training Camp Week.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 5: DISD personnel will promote effective parental and community engagement through communication participation and partnerships in accomplishing district goals.

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 Source(s) 2: Successful documented conferences between teachers and parents.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Teachers, Administrators	Sign in sheets and conference notes				
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.		team leaders, academic coaches, administrators	Signature pages from planners, parent communication documentation from teacher logs and notes.				
Funding Sources: Local Funding - 0.00							
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.	3.1, 3.2	Principal	Increase in Parent Engagement				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 5: DISD personnel will promote effective parental and community engagement through communication participation and partnerships in accomplishing district goals.

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 Source(s) 3: Participation and parental involvement during the Pre-K/K play date, participation in the transition activities to the middle school.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Teachers, Counselor, Academic Coaches, Administrators	Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year.				
2) Pre-K and Kindergarten will host a Pre-K and Kindergarten Play Date before the school year begins.		Teachers, Academic Coaches, Administrator	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.				
Funding Sources: Local Funding - 0.00							
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.		Teachers	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 though parent surveys.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

State Compensatory

Personnel for Bay Colony Elementary School:

Name	Position	Program	FTE
Canales, G.	Instructional Support		1.0
Elizondo, Z.	Instructional Support		1.0
Heilker, F.	Instructional Support		.40
Laughbaum, A.	Instructional Support		.40
McMahon K.	Instructional Support		1.0
Mosis, K.	Instructional Support Paraprofessional		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students

2. The needs of students who are failing, or are at-risk of failing, to meet State standards

3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:

* provide opportunities for all children to meet the challenging State academic standards

* use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting help prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

Name	Position	Program	FTE
Froebel, S.	Instructional Support Paraprofessional		1.0
Markiewicz, L.	Instructional Specialist		1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Amy Smith	
Paraprofessional	Ann-Marie Williamson	
Administrator	Julie O'Gea	
Classroom Teacher	Lauren Turner	Teacher
Administrator	Amy Smith	Principal
Administrator	Julie O'Gea	AP
Classroom Teacher	Matthew Foster	3rd Grade ELA
Classroom Teacher	Dalissa Solis	4th Gr Bilingual
Non-classroom Professional	Rebecca Snyder	Librarian
Non-classroom Professional	Fran Heilker	2nd AC
Classroom Teacher	Lauren Poland	Music Teacher
Parent	Kenzie Conway	Please update email
Business Representative	Kim Korenek	Please update email