

# **Dickinson Independent School District**

## **Bay Colony Elementary School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

## The Bay Colony Mission Statement (Student Pledge):

I am Gator Strong! I will come to school everyday prepared and ready to learn. I will treat myself and others with kindness and respect. I will challenge myself as a learner because Gators Grow ... CHOMP!!

## Vision

The vision of Bay Colony Elementary is to create lifelong learners through a positive learning environment that is safe and respectful, celebrates diversity, and promotes social-emotional growth in order for students to reach their highest potential.

## Value Statement

At Bay Colony Elementary:

We value a rigorous and focused academic learning environment.

We value a positive, relationship-based campus.

We value flexibility.

We value preparation and collaboration.

We value organization and effective communication.

We value data-driven decisions.

We value new engaging ideas and a fun learning environment.

We value and encourage open feedback

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# Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

## Demographics

### Demographics Summary

Bay Colony is one of the 15 campuses in Dickinson ISD. Bay Colony opened in 2001. Slightly less than 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 531 students in pre-kindergarten through third grade.

The student population is approximately 13% African American, 33% Anglo, 49% Hispanic, 4% multi-racial, and 2% Asian. The gender distribution is approximately 52% female and 48% male. We have approximately 60% of students coming from homes with a low socio-economic status and considered economically disadvantaged. The teacher population is approximately 15% African American, 61% Anglo, 0% Asian, and 24% Hispanic. 2% of our staff are male and 98% of our staff are female with an average of 12 years of teaching experience,

The overall mobility rate for our campus is 20%, with a drop out rate of 0%. The average daily attendance rate for students is 94.0%.

There was a total of 32 disciplinary referrals during the 2023-2024 school year.

Bay Colony serves 127 English Language Learners, 35 students are served through Gifted and Talented, 18 are identified for 504 services, many due to food allergies, and 91 students are served through Special Education Services.

### Demographics Strengths

- Bay Colony has a steady enrollment.
- The population served is diverse.
- Bay Colony has a large parent and community population that actively participates in school activities.
- The Bay Colony PTO encourages family involvement through special events throughout the year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** After the Covid 19 Pandemic student attendance never returned to prior levels. We have struggled to get students to consistently attend school without patterns of absences.

# Student Achievement

## Student Achievement Summary

STAAR Performance Spring 2024

Reading/ELA	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
BAY COLONY ELEMENTARY	130	28	1460	53.03%	77.69%	46.92%	23.08%
Economic Disadvantage	88	25	1419	47.86%	71.59%	34.09%	14.77%
Asian	1	45	1726	86.54%	100%	100%	100%
Black/African American	17	24	1413	45.25%	70.59%	35.29%	17.65%
Hispanic	60	26	1434	50.87%	73.33%	40%	16.67%
Two or More Races	5	23	1410	43.85%	100%	20%	0%
White	47	31	1509	58.88%	82.98%	61.70%	34.04%
Currently Emergent Bilingual	26	24	1377	46.45%	61.54%	23.08%	3.85%
First Year of Monitoring	3	33	1540	63.46%	100%	66.67%	33.33%
Special Ed Indicator	25	19	1348	36.31%	44%	16%	4%

<b>Mathematics</b>	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
BAY COLONY ELEMENTARY	126	23	1513	61.05%	84.92%	51.59%	24.60%
Economic Disadvantage	85	21	1475	56.25%	81.18%	41.18%	15.29%
Asian	1	35	1850	94.59%	100%	100%	100%
Black/African American	16	19	1440	51.69%	87.50%	25%	6.25%
Hispanic	59	22	1495	59.18%	83.05%	50.85%	20.34%
Two or More Races	5	20	1447	52.97%	80%	20%	0%
White	45	25	1561	66.97%	86.67%	64.44%	37.78%
Currently Emergent Bilingual	26	20	1459	54.99%	80.77%	46.15%	7.69%
First Year of Monitoring	3	25	1534	66.67%	100%	66.67%	0%
Special Ed Indicator	25	18	1414	47.46%	68%	24%	4%

TELPAS (KINDER - 3RD)	Total Students	Date Taken	Yearly Progress Indicator				TELPAS Composite Score	TELPAS Composite Rating				
			Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher		No Rating	Beginning	Intermediate	Advanced	Advanced High
BAY COLONY ELEMENTARY	106	03/01/24	33.96%	27.36%	5.66%	0.94%	1.94	0%	42.45%	33.02%	16.04%	8.49%
Economic Disadvantage	94	03/01/24	32.98%	27.66%	5.32%	1.06%	1.95	0%	41.49%	34.04%	15.96%	8.51%

TELPAS (KINDER - 3RD)	Total Students	Date Taken	Yearly Progress Indicator				TELPAS Composite Score	TELPAS Composite Rating				
			Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher		No Rating	Beginning	Intermediate	Advanced	Advanced High
American Indian/Alaskan Native	1	03/01/24	0%	0%	0%	0%	1	0%	100%	0%	0%	0%
Asian	1	03/01/24	0%	100%	0%	0%	2.3	0%	0%	100%	0%	0%
Hispanic	98	03/01/24	33.67%	27.55%	6.12%	1.02%	1.96	0%	41.84%	32.65%	16.33%	9.18%
White	6	03/01/24	50%	16.67%	0%	0%	1.7	0%	50%	33.33%	16.67%	0%
Currently Emergent Bilingual	99	03/01/24	36.36%	26.26%	2.02%	1.01%	1.83	0%	45.45%	35.35%	17.17%	2.02%
First Year of Monitoring	7	03/01/24	0%	42.86%	57.14%	0%	3.61	0%	0%	0%	0%	100%
Special Ed Indicator	14	03/01/24	57.14%	28.57%	0%	0%	1.97	0%	35.71%	42.86%	14.29%	7.14%

Bay Colony uses MAP and MCLASS data along with Curriculum-Based Assessments and Common Assessments for planning student instruction to best meet individual student needs.

### Student Achievement Strengths

- 4 point increase in our overall score (2023 overall score was an 80, 2024 overall score was an 84).
- 61% of students made growth in TELPAS.
- 8 EB students reclassified.
- Earned 100% of available points in the English Language Proficiency Category (Domain 3)
- Met Reading target in All Students student group, African American student group, and Hispanic student group in the Academic Achievement Category of Domain 3.
- Met Math target in All Student student group, Hispanic student group, and High Focus student group of Domain 3.
- Met target in all student groups in Domain 1, Student Success.

- 95% retention of teachers on campus (3 new teachers- 2 of whom were previously paras on campus and 4 new paras)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Many students are struggling with basic reading comprehension and problem solving in lower grades. We are using a phonics program to help with early phonics and literacy.

**Problem Statement 2:** The district has changed grading expectations one grade level at a time. The change to standards based grading has been an adjustment for teachers to make and for families to understand.



# 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 a well-established school wide behavior management plan, and students know the expectations. Bay Colony integrates the 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 nontangible rewards, such as lunch with a friend on the stage, taking shoes off in class, etc.... There is a class wide incentive, as well. Each week the winning classes can select additional recess, pop ice, or popcorn for a class reward. The names of the winning students and classes get their names called over the PA. Students 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 greatly impacts daily student behavior and has resulted in a decrease in office referrals.

Bay Colony offers support for students struggling with chronic and/or frequent behavior concerns through the behavior coach. The Behavior Coach and Behavior Paraprofessionals 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, and/or teachers conduct 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, monthly newsletters, 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 Shows, Parent/Student PTO activities, plus Math and Literacy Nights, and book fairs.

Restorative Practices has been instituted at Bay Colony, and there have been positive impacts. Teachers report that students are enjoying the components of the program. The Admin Team awards teachers "The Restorative Rockstar" Award as they are "caught" doing implementing restorative practices in lessons.

Restorative practices is a natural fit for our staff-to-student communication style. Bay Colony teams have effectively implemented Restorative Practices, and teachers implement the tools into daily routines, such as, student selected daily greetings at the door, class-created treatment agreements, Getting to Know You Circles, 60 Second Relate Breaks, etc. 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. We also include Character Strong curriculum which includes weekly activities the teachers do with students. Our focus on social emotional health is stronger than ever.

## 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.
- 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
- Bay Colony continues character development lessons through the counselor.
- Character traits are discussed daily through the morning announcements.
- Our bilingual program is One Way, and we are able to meet the need of all English Language learners.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** The district made a change that affected our budgeting unexpectedly during the last school year. We were required to pay for night security for evening events without the time to do budget planning. We want to continue some evening events, but we will have to consolidate and make sure we have budget money to cover the expense.

# 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.
- We have one special education teacher who is not highly qualified.
- All of our Dual Language teachers are fully certified and highly qualified.
- We have six full-time Instructional Specialists (Coaches) on campus. These teachers are all SPED-certified and daily work with students who receive special education services, students who are designated at-risk, and conduct Tier 3 interventions for students who need support. Two of our Instructional Specialists coach teachers in Tier One instruction.

## Staff Quality, Recruitment, and Retention Strengths

- 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.
- Bay Colony has low staff/teacher turnover.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** We have struggled to find skillful special education teachers that are consistent on the campus across the years.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- Instructional specialists and teachers implement Four Critical Questions to help direct the planning process (What do students need to learn? How will we know when they have learned it? What will we do if they don't learn it? What will we do if they do learn it?) The district has provided training and resources to help with implementation.
- All staff follow the Professional Learning Community (PLC) model at Bay Colony.
- Instructional Specialists/Interventionists work with teachers and groups of students to maximize student learning.
- Instructional Specialists coach teachers to develop greater skills in their content areas and build the capacity of teachers.
- Instructional Specialists assist teachers in developing campus based common assessments for Kinder, First Grade, and Second Grade. The district creates the 3rd Grade common assessments.
- Teachers work collaboratively in content teams.
- Teachers and staff use formative and summative assessments to measure the success of instruction.
- Following all major assessments, each grade level works collaboratively to analyze data, identify student strengths and weaknesses as well as make plans for future instruction.
- Teachers have been trained in and use the Science of Teaching Reading 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.
- 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 will continue to use MAP testing and mClass this year to monitor student growth and plan for instruction based on results.
- Teachers are 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:

- Bay Colony met or exceeded state scores.
- We have a shared vision and goal for student success
- Teachers have 55 minutes conference periods each day as well as an additional hour each week for increased collaboration.
- Teachers study student data and plan professional learning and student instruction based on the data.
- Teachers teach the district curriculum that is aligned with the state.
- Staff participate in district staff development.
- Teachers reference the TEKS and plan instruction based on the level of rigor of the TEKS.
- Teachers plan with essential standards to ensure a guaranteed and viable curriculum.
- Teachers use Eduphoria to organize and review student data.
- Teacher demonstrate active participation in their grade level/department professional learning communities.
- Teachers have access to planning resources as needed to effectively plan for and meet students' instructional needs.
- MAP and MCLASS assessments will help teacher evaluate the needs of students and plan more precisely.
- We have included a 30 minute intervention period built into the master schedule each day so that students have the opportunity to receive support in their

individual academic and/or behavior needs.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Teachers in lower grade levels struggle to get student reading levels to grade level overall.

# Parent and Community Engagement

## Parent and Community Engagement Summary

- Parents are invited to attend school events, such as Meet the Teacher, Open House events, Math and Literacy Nights, book fairs, and music programs. We take limited appointments for lunch daily.
- We have an active PTO with parent enrollment and participation. We welcome more to join.
- The campus publishes a newsletter each month and updates the digital calendar on our website to keep parents up-to-date with campus events.
- 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 access their child's grades through Skyward Family and Student Access which is set up in the parents' preferred language.
- The campus uses a campus-wide digital communication application to keep parents informed in a timely manner of classroom and campus events.

## Parent and Community Engagement Strengths

- Excellent parent and community attendance at programs and events as evidenced by sign in sheets and campus activity notices.
- 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 our programs.
- Parents are able to follow Bay Colony on X (formerly Twitter), Instagram, and Facebook.
- We have parent participation and support at our various events: Title 1 Parent Meetings, Open house, Meet the Teacher, Art Shows, Student Awards, 3rd grade Luau, Gator Games Field Day, etc. All campus programs 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):** The district changed an evening program policy to require each campus to pay for security for evening programs. This change came mid-year so was not a budgeted item and some evening programs had to be cancelled. We are consolidating events to be able to continue to hosting parent and community engagement events.

# School Context and Organization

## School Context and Organization Summary

Bay Colony has a Guiding Coalition to help lead the campus. The campus is made up of several smaller teams that allow teachers' voices to be heard. The small teams include Instructional Specialist teams, grade level teams, content teams, vertical teams, and committees. Teachers work in pairs or are self-contained. 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 is revised as needed in order to maximize instructional time.

## School Context and Organization Strengths

- Common planning times and common lunch times provide plenty of opportunity for collaboration for teams. The organization of teams and team leaders who collaborate with administrators helps our communication processes. Instructional Specialists work with individual teachers, teams, and team leaders as needed to ensure 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):** We are working on our collaborative teams and culture consistently in order to meet the needs of ALL students so that we can become an A campus.

# Technology

## Technology Summary

Bay Colony teachers have received laptops for instructional applications.

The district has installed wireless display hubs in each classroom.

Bay Colony also has one computer lab that serve students daily. Classrooms all have document cameras and projectors. 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.

## Technology Strengths

- Bay Colony has wireless 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 at using 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. All of our Chromebooks are touch screen.
- Wireless display hubs have been provided in each classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Since the removal of desktops, teachers are experiencing reliability issues with the document cameras as they frequently disconnect, interrupting instruction.



# Priority Problem Statements

**Problem Statement 1:** After the Covid 19 Pandemic student attendance never returned to prior levels. We have struggled to get students to consistently attend school without patterns of absences.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Many students are struggling with basic reading comprehension and problem solving in lower grades. We are using a phonics program to help with early phonics and literacy.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Since the removal of desktops, teachers are experiencing reliability issues with the document cameras as they frequently disconnect, interrupting instruction.

**Root Cause 3:**

**Problem Statement 3 Areas:** Technology

**Problem Statement 4:** We are working on our collaborative teams and culture consistently in order to meet the needs of ALL students so that we can become an A campus.

**Root Cause 4:**

**Problem Statement 4 Areas:** School Context and Organization

**Problem Statement 5:** The district changed an evening program policy to require each campus to pay for security for evening programs. This change came mid-year so was not a budgeted item and some evening programs had to be cancelled. We are consolidating events to be able to continue to hosting parent and community engagement events.

**Root Cause 5:**

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Teachers in lower grade levels struggle to get student reading levels to grade level overall.

**Root Cause 6:**

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** We have struggled to find skillful special education teachers that are consistent on the campus across the years.

**Root Cause 7:**

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

**Problem Statement 8:** The district made a change that affected our budgeting unexpectedly during the last school year. We were required to pay for night security for evening events without the time to do budget planning. We want to continue some evening events, but we will have to consolidate and make sure we have budget money to cover the expense.

**Root Cause 8:**

**Problem Statement 8 Areas:** School Culture and Climate

# 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- 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-TESS 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





Revised/Approved: September 17, 2024

**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:** All students will make one year's growth in math and reading.

**Evaluation Data Sources:** STAAR results and CBA, Benchmark, MAP, and mCLASS data measures.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional Specialists will support teachers in Tier 1 instruction. Instructional Specialists will plan, model, observe, and evaluate lessons. <b>Strategy's Expected Result/Impact:</b> Documentation of instructional specialist data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. <b>Staff Responsible for Monitoring:</b> Principal  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Special Programs, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will actively participate in CTT meetings that are focused on instruction and student improvement. Special focus will be given to the African American and Hispanic student groups. <b>Strategy's Expected Result/Impact:</b> Schedule of CTT meetings and agendas. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBA's. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal, Instructional Specialists, Team Leaders, and Classroom Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attend on going Reading/Writing, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas. <b>Strategy's Expected Result/Impact:</b> Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders <b>Staff Responsible for Monitoring:</b> Dir. of Curriculum, Instructional Specialists, Classroom Teachers, Assistant Principal, Principal  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Dir. of Curriculum, Principal, Instructional Specialists, Classroom Teachers, Assistant Principal  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  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 2:** All EB students will show one year's growth on TELPAS

**Evaluation Data Sources:** Student listening, speaking, reading, and writing will be monitored across content areas, district CBAs and benchmarks. Teacher grading and evaluation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Bilingual teachers will implement the Dual Language Instructional strategies learned in research based training for working with English language learners. The resulting student goal is biliteracy for Bilingual students. ESL teachers will implement best practices for working with English language learners. <b>Strategy's Expected Result/Impact:</b> Lesson plans, walk-through data <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use data to target the specific needs of each EB student and help him/her advance their English language acquisition so that each EB student is ready to reclassify successfully and can be on monitor 1 status. Year 1 Monitor students will then be monitored closely to ensure continued success with curriculum goals. <b>Strategy's Expected Result/Impact:</b> Student writing samples. STAR reading tests and district CBA and benchmark data. TELPAS and STAAR data <b>Staff Responsible for Monitoring:</b> Teachers, Instructional specialists, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will provide additional vocabulary enrichment for EB students through vocabulary activities using word walls, journal writing, and various teaching activities based on needs observed by classroom teachers. <b>Strategy's Expected Result/Impact:</b> Teacher observations and assessments, district assessment data, TELPAS data. STAAR data <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Team Leaders, Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></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 3:** High focus groups (EB, Migrant, SPED) will be at, or above, state targets for math and reading.



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

**Performance Objective 1:** Bay Colony will teach students about character values through character education and restorative practices. Students will be taught about healthy living, and students will be taught anti-bullying strategies, how to identify bullying, and 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. Daily reminders on announcements and working through peer relation issues through restorative practices.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bay Colony PE department works with students to teach healthy practices. <b>Strategy's Expected Result/Impact:</b> Students will become more knowledgeable about healthy choices. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Character development lessons will be provided to students in all grade levels throughout the year. <b>Strategy's Expected Result/Impact:</b> character lesson plans, daily announcement notes, decrease in student behavior concerns. <b>Staff Responsible for Monitoring:</b> counselor, administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 2:** Student attendance will increase by 1% for the 2024-2025 school year.

**Evaluation Data Sources:** Daily attendance rates, monthly attendance rates, and yearly average

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

**Performance Objective 3:** 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			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

**Performance Objective 1:** Bay Colony will present information and support programs that teach students 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			
<b>Strategy 1:</b> Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices. <b>Strategy's Expected Result/Impact:</b> Visual graphic displays <b>Staff Responsible for Monitoring:</b> Team Leaders, Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Successful career day during the school year. <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

**Performance Objective 2:** Bay Colony will provide opportunities throughout the year to involve parents in the campus events.

**Evaluation Data Sources:** Student programs, Math and Literacy Night, Donuts with Dear Ones, Color Run, Gator Games, etc.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Sign in sheets and conference notes <b>Staff Responsible for Monitoring:</b> Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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, and a campus/district wide approved digital platform. <b>Strategy's Expected Result/Impact:</b> Signature pages from planners, parent communication documentation from teacher logs and notes. <b>Staff Responsible for Monitoring:</b> team leaders, academic coaches, administrators  <b>Funding Sources:</b> - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus will make available the English version of the Parent and Family Engagement Policy by posting it on the campus webpage. The campus needs assessment and campus improvement plan can be found on the campus website in an effort to build parent engagement. Spanish translation of all documents are available upon request. <b>Strategy's Expected Result/Impact:</b> Increase in Parent Engagement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 3:** Bay Colony will use various methods to keep open communication with parents, such as parent/teacher conferences, social media, campus website, campus calendar of events, campus newsletter, and classroom Peaks of the Week.





**Evaluation Data Sources:** Keeping campus website and calendar updated; advertise events in social media, communicate through Skyward, Peek of the Week, and the Campus Newsletter.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Parents bringing students to visit the Pre-K classrooms before they begin the Pre-K year. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Academic Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>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:** Teachers will participate in ongoing professional learning throughout the year to continue improving their craft for a greater impact on student learning.

**Evaluation Data Sources:** Data from CAs and screeners will help determine areas of needed PD and effectiveness of instruction in specific standards.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff. <b>Staff Responsible for Monitoring:</b> Dir. of Prof Development Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Director of Human Resources, Principal  <b>Funding Sources:</b> - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2:** Teachers will have an opportunity to complete surveys throughout the year to provide feedback about the strengths and opportunities for improvement on the campus.

**Evaluation Data Sources:** Survey results



**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			
<b>Strategy 1:</b> Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders. <b>Strategy's Expected Result/Impact:</b> Successful completion of tasks necessary for campus to operate smoothly. <b>Staff Responsible for Monitoring:</b> Secretary and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. School safety issues are reported immediately so that the campus remains secure. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Secretary, Principal, and AP. All staff members are instructed to report and issue that could allow entry or cause any other safety concern for the campus.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

# State Compensatory

## Budget for Bay Colony Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1.07

**Brief Description of SCE Services and/or Programs**

## 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

# 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

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	2	2			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00