

Dickinson Independent School District
Bay Colony Elementary School
2025-2026 Campus Improvement Plan

Accountability Rating: A



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: June 26, 2025

Demographics

Demographics Summary

Bay Colony Elementary is proud to be one of the 15 campuses within the Dickinson Independent School District, having opened its doors to the community in 2001. Our school has established itself as a cornerstone of education in the area, providing a nurturing and inclusive environment for all students.

The school maintains a stable environment with an overall mobility rate of approximately 15%, and we are pleased to report a dropout rate of 0%. This stability is a testament to the commitment of our staff and the supportive community that surrounds our students. Our attendance rate has shown improvement, rising to 95% from 94.2% in the 2023-24 academic year, reflecting our students' dedication to their education and the effectiveness of our engagement strategies.

Bay Colony Elementary serves a diverse student body of approximately 520 students. Of these, 55% are economically disadvantaged, and 68% are considered at risk (56.7% in PK-3 Assessment, 39.3% being Emergent Bilingual, and 1.7% experiencing homelessness). Our demographic breakdown includes 55.6% Hispanic, 26.52% White, 12% African American, 4.32% identifying as Two or More races, and 1.58% as Other. Additionally, 16% of our students are in special education, 26.92% are Emergent Bilingual, 8.25% are identified as Gifted and Talented, 2.55% are under Section 504, and 2.95% have Dyslexia.

Demographics Strengths

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.

Over the past three years, we have observed a 9.35% increase in our Hispanic population, a slight decrease of 0.78% in our SPED population, and a 3.95% increase in our Emergent Bilingual population, indicating a dynamic and evolving student body.

Our dedicated teaching and support staff reflect the diversity of our student population, with 47% identifying as White, 14% as African American, and 37% as Hispanic. The average teacher-to-student ratio is 1:20, allowing for personalized attention and support to meet the individual needs of our students.

We have made significant strides in improving student behavior and school climate, as evidenced by the reduction in discipline referrals from 32 in the 2023-24 school year to 15 in 2024-25. This decrease highlights the effectiveness of our positive behavior interventions and supports, as well as the collaborative efforts of our staff, students, and families in fostering a respectful and conducive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to continue training on best practices to meet the needs of a diverse student body and to support the implementation of Language Objectives to meet the needs of all students, especially Emergent Bilingual students, African American students, and students from a low socio-economic background.

Root Cause: BCES has had an increasing number of Emergent Bilingual students over the past three years, which increases the number of at-risk students. This combined with 55%

economically disadvantaged students emphasizes the need for sheltered instruction training and a focus on HQIM.

Problem Statement 2 (Prioritized): We need to continue to focus on increasing our average daily attendance.

Root Cause: Chronic absenteeism impacts the learning outcomes of students.

Student Achievement

Student Achievement Summary

At Bay Colony Elementary, our Circle Progress monitoring for Pre-K students, encompassing both English and Spanish speakers, revealed promising results in phonics. In the Fall, an impressive 93% of our students were on track, and while there was a slight decline to 87% in the Spring, these figures still reflect a strong foundation in early literacy skills. This data underscores the effectiveness of our phonics instruction and the need to continue supporting our students to maintain and improve these outcomes.

In the area of mathematics, our Pre-K students demonstrated remarkable progress as evidenced by the Circle Math progress monitoring. Initially, 76% of students were on track in the Fall, which surged to an outstanding 97% by the Spring. This significant improvement highlights the success of our math curriculum and teaching strategies, as well as the dedication of our educators in fostering a strong mathematical understanding from an early age.

For our English Kindergarten students, the mCLASS reading and phonemic awareness assessment indicated a substantial 22% growth. This growth is a testament to the hard work of our students and teachers, and it reflects the effectiveness of our literacy programs in developing essential reading skills. Similarly, our English First Grade students experienced an 18% growth in the same assessment, further demonstrating the positive impact of our continued focus on reading and phonemic awareness.

In contrast, the Spanish Kindergarten mCLASS reading and phonemic awareness assessment showed a slight decline of 1% in growth. While this is a small decrease, it signals the need for us to closely examine our instructional strategies and resources to better support our Spanish-speaking students. We are committed to identifying areas for improvement and implementing targeted interventions to enhance their reading development.

Our Spanish First Grade students exhibited a 9% growth in the mCLASS reading and phonemic awareness assessment. Although this growth is modest, it is a step in the right direction and indicates progress in our efforts to support bilingual literacy. We will continue to build on this momentum by refining our instructional approaches and providing additional resources to ensure all students achieve their full potential in reading and phonemic awareness.

In reviewing the English 2nd Grade MAP Math results, it is encouraging to see that student achievement has improved significantly, moving from the 44th to the 55th percentile. This growth indicates that our instructional strategies and interventions are effectively supporting our students' mathematical development.

Similarly, the English 2nd Grade MAP Reading results demonstrate a positive trend, with achievement rising from the 50th percentile to the 63rd percentile. This progress reflects our commitment to enhancing literacy skills and suggests that our reading programs are successfully engaging students and fostering their reading comprehension abilities.

The Spanish 2nd Grade MAP Reading results also show an increase, with achievement growing from the 73rd to the 77th percentile. This improvement highlights the effectiveness of our bilingual education efforts and the dedication of our educators in supporting Spanish literacy.

In contrast, the English 3rd Grade MAP Math results indicate a slight decline, with achievement moving from the 71st percentile to the 70th percentile. While this change is minimal, it serves as a reminder to continually assess and refine our math curriculum to ensure we are meeting the needs of all students.

The English 3rd Grade MAP Reading results show a modest increase from the 55th to the 57th percentile. This growth, though small, is a step in the right direction and suggests that our reading initiatives are beginning to yield positive outcomes.

Our 3rd Grade Bilingual students have demonstrated progress in their MAP Reading assessments, moving from the 70th percentile to the 74th percentile. This improvement reflects the dedication of our students and the effectiveness of our instructional strategies. It is a testament to the hard work of our teachers who have been implementing targeted interventions and fostering a supportive learning environment. We will continue to build on this momentum to ensure that our students achieve even greater success in their reading proficiency.

Finally, the 3rd Grade STAAR results are particularly noteworthy, with student achievement increasing from a score of 79 in 2024 to 91 in 2025. This substantial improvement is a testament to the hard work of our students and teachers, and it underscores the effectiveness of our instructional practices and assessment preparation strategies.

Student Achievement Strengths

At Bay Colony Elementary, we are proud to report a significant increase in student achievement, as evidenced by our overall score rising from 79 in the 2023-24 academic year to an impressive 91 in 2024-25. This remarkable improvement reflects the dedication and hard work of our students, teachers, and staff, as well as the effectiveness of our instructional strategies and support systems. The Economic Disadvantaged score from Domain 2B increased to a 90 from an 84.

In the area of mathematics, our students have shown substantial progress on the STAAR assessments. The percentage of students achieving the Approaches grade level standard increased by 4 percentage points, while those reaching the Meets grade level standard rose by 13 percentage points. Furthermore, the percentage of students achieving the Masters grade level standard increased by 9 percentage points. These gains highlight our commitment to enhancing mathematical understanding and problem-solving skills among our students.

Similarly, in Reading/Language Arts, our students have demonstrated commendable growth. The percentage of students achieving the Approaches grade level standard increased by 3 percentage points, with a notable 9 percentage point increase in those reaching the Meets grade level standard. Additionally, the percentage of students achieving the Masters grade level standard rose by 2 percentage points. This progress underscores our focus on developing strong literacy skills and fostering a love for reading and language arts in our students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): There is a continuous need for systematic progress monitoring of interventions.

Root Cause: Response to Intervention (RTI) is fluid and requires a systematic effort to intervene and monitor progress in routine cycles.

Problem Statement 2 (Prioritized): The extended constructed response data showed a decrease in student achievement.

Root Cause: Students need to write across the curriculum in order to improve their writing skills and hone their ability to answer specific questions with cited proof and explanations.

School Culture and Climate

School Culture and Climate Summary

At Bay Colony Elementary, we pride ourselves on being a welcoming campus where every student, parent, and staff member feels valued and included. Our commitment to creating a warm and inviting environment is evident in the way we engage with our community and foster a sense of belonging for all.

Our school is characterized by a positive culture and climate, which is the foundation of our educational approach. We believe that a supportive and encouraging atmosphere is essential for both academic success and personal growth, and we strive to maintain this through our daily interactions, school-wide initiatives, as well as staff and family surveys to receive feedback for continuous improvement.

A key component of our success is our well-established schoolwide behavior management plan. This plan provides clear expectations and consistent guidelines for behavior, ensuring that all students understand the standards they are expected to meet. By maintaining a structured and fair approach, we create a safe and orderly environment conducive to learning.

To further promote positive behavior, we utilize Character Bucks as an incentive system. This approach not only rewards students for their good behavior but also encourages them to develop and maintain positive habits. By recognizing and celebrating their achievements, we motivate students to continue striving for excellence.

Incorporating restorative practices into our school culture has been transformative. These practices, which include restorative conversations, help us build positive relationships and focus on learning and growth rather than punitive discipline. By addressing conflicts and issues through dialogue and understanding, we foster a community where students feel heard and respected.

Restorative practices align seamlessly with our staff-to-student communication style, allowing us to engage with students in a meaningful and constructive manner. Our teachers are adept at integrating these practices into their daily routines, which include student-selected daily greetings at the door, class-created treatment agreements, Getting to Know You Circles, and 60 Second Relate Breaks. These activities not only enhance the classroom environment but also teach students valuable social and emotional skills. We are committed to continuing this practice and ensuring that new teachers are well-equipped to implement these strategies effectively.

At our campus, we prioritize effective communication by utilizing a diverse array of channels to ensure that all stakeholders are well-informed. Our staff receives a weekly newsletter that provides them with timely updates and important information pertinent to their roles. For our parents, we distribute a monthly newsletter that highlights key events and developments within the school community. Additionally, teachers contribute by offering weekly "peeks-of-the-week," which serve to keep parents abreast of classroom activities and upcoming projects, fostering a collaborative environment between home and school.

To further enhance our communication efforts, we actively engage with parents and families through various social media platforms. By posting campus events and updates online, we ensure that our community has easy access to the latest information, allowing them to stay connected and involved in their children's educational journey.

Our commitment to providing a well-rounded educational experience is evident in the wide range of after-school programs we offer. Bay Colony is proud to host music programs, art shows, and events such as Math and Literacy Nights, which not only enrich our students' learning but also encourage family participation. Additionally, our book fairs and numerous PTO-sponsored activities provide opportunities for community engagement and support, fostering a vibrant and inclusive school culture.

School Culture and Climate Strengths

At our school, we pride ourselves on fostering a positive campus climate and culture that is palpable the moment you step onto our grounds. This environment is cultivated through mutual respect and a shared commitment to excellence, creating a welcoming and supportive atmosphere for all students, staff, and visitors. Our cohesive and collaborative teams work tirelessly to ensure that every member of our school community feels valued and empowered to contribute to our collective success.

Respect is a cornerstone of our school ethos, deeply ingrained among staff and between staff and students. This mutual respect is evident in our daily interactions and is a key factor in maintaining a harmonious and productive learning environment. Our commitment to respect extends beyond the classroom, fostering a sense of belonging and community that enhances the educational experience for everyone involved.

We are fortunate to have families who are actively engaged in all school events, demonstrating their unwavering support and commitment to their children's education. This active participation not only strengthens the bond between home and school but also enriches the educational experience for our students. The interaction between staff and families is further enhanced through public social media updates, which keep everyone informed and connected to campus events and programs, ensuring transparency and fostering a sense of community.

The Bay Colony PTO is an integral part of our school community, consistently demonstrating their dedication and involvement each year. Their active participation and support play a crucial role in the success of our school programs and initiatives, providing invaluable resources and opportunities for our students and staff.

Character development is a key focus at our school, with lessons facilitated by our counselor to instill important values and traits in our students. These character traits are reinforced daily through our morning announcements, ensuring that they remain at the forefront of our students' minds and actions. This consistent emphasis on character development helps to cultivate well-rounded individuals who are prepared to contribute positively to society.

Our bilingual program, designed as a One Way model, effectively meets the needs of all English Language learners. This program is tailored to support students in their language acquisition journey, providing them with the necessary tools and resources to succeed academically while also embracing their cultural heritage. Our commitment to bilingual education ensures that all students have the opportunity to thrive in a diverse and inclusive learning environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although Bay Colony Elementary has a positive culture and climate, we do not celebrate the positive enough.

Root Cause: It's easy to get distracted by other obligations and lose focus on the celebrations of what is going well.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At BCES, we are proud to have a team of highly qualified teachers and staff who are deeply committed to the success of our students. Their dedication is evident in the personalized attention and innovative teaching strategies they employ to ensure that each student reaches their full potential.

Our Dual Language program is staffed by fully certified and highly qualified teachers, ensuring that students receive the best possible education in both languages. This commitment to excellence in our Dual Language program is a testament to our dedication to fostering bilingualism and biliteracy among our students.

While we have seen an increase in the number of Emergent Bilingual (EB) students in our life skills programs, we currently face a challenge in finding Bilingual certified life skills teachers. This is an area we are actively working to address, as we recognize the importance of providing these students with the support they need in their native language to thrive academically and socially.

Our staff engages in collaborative groups to meticulously plan for Tier 1 instruction, ensuring that all students receive high-quality, differentiated instruction. Additionally, they work together to design effective Tier 3 interventions for students who require more intensive support, demonstrating our commitment to meeting the diverse needs of our student population.

To further enhance our Tier 1 instruction, we have an instructional coach on staff. This coach plays a crucial role in supporting our teachers by providing them with the resources, strategies, and feedback necessary to deliver exceptional instruction and improve student outcomes.

Staff Quality, Recruitment, and Retention Strengths

At BCES, we take pride in our very low staff turnover, which is a testament to the supportive and positive work environment we have cultivated. Our commitment to retaining talented educators ensures continuity in our teaching practices and fosters long-term relationships with our students and their families. This stability allows us to maintain a consistent and high-quality educational experience for all our learners.

Our hiring process is thorough and inclusive, involving a committee that represents a cross section of grades and content areas. This approach ensures that each new hire is evaluated from multiple perspectives, allowing us to select candidates who are not only highly qualified but also a good fit for our school culture. By involving a diverse group of educators in the hiring process, we ensure that the needs and expectations of various stakeholders are considered, leading to more informed and balanced hiring decisions.

We understand the importance of supporting new teachers as they transition into their roles, which is why we provide access to well-qualified mentor teachers. These mentors play a crucial role in helping new educators adjust to our school environment and develop their teaching skills. Through this mentorship, new teachers receive guidance, feedback, and encouragement, which are essential for their professional growth and success in the classroom.

At BCES, we are dedicated to building collaborative teams where every member feels a sense of belonging and is recognized as an integral part of the team's success. We believe that collaboration fosters innovation and enhances the educational experience for both teachers and students. By promoting teamwork and open communication, we create an environment where ideas are shared freely, and everyone is empowered to contribute to the school's mission and goals.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Provide ongoing PD to support teachers through the implementation of HQIM and best practices.

Root Cause: The demands of classroom teachers is consistently increasing, making it more important to provide unwavering support in the areas of planning, assessment, and professional growth to increase and maintain highly qualified teachers who impact student growth.

Problem Statement 2: Increase the number of teachers with English as a Second Language (ESL) Certifications.

Root Cause: The increasing number of students in need of language supports makes it necessary to have teachers who are certified in English as a Second Language.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Bay Colony Elementary School, our Instructional Specialist and teachers are guided by the Four Critical Questions framework to effectively direct the planning process. These questions—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?—serve as a foundation for our educational strategies. The district has been instrumental in providing the necessary training and resources to ensure the successful implementation of this approach, thereby enhancing our instructional practices.

All staff members adhere to the Professional Learning Community (PLC) model at Bay Colony, which fosters a collaborative environment focused on continuous improvement and shared responsibility for student learning. This model encourages open communication and teamwork among educators, allowing us to collectively address challenges and celebrate successes in our teaching practices.

Our Instructional Specialist and Interventionist play a crucial role in maximizing student learning by working closely with teachers and groups of students. Their expertise and support help tailor instruction to meet the diverse needs of our students, ensuring that each child has the opportunity to succeed.

The Instructional Specialist also provides coaching to teachers, helping them to develop greater skills in their content areas and build their overall capacity as educators. This professional development is vital for maintaining high-quality instruction and fostering a culture of lifelong learning among our staff.

In addition to coaching, our Instructional Specialist assists teachers in developing campus-based common assessments for Kindergarten, First Grade, and Second Grade. These assessments are essential for measuring student progress and informing instruction. For Third Grade, the district takes the lead in creating common assessments, ensuring consistency and alignment with district-wide educational goals.

Collaboration is a cornerstone of our teaching philosophy, and teachers work together in content teams to share insights, strategies, and resources. This collaborative approach not only enhances the quality of instruction, but also builds a strong sense of community and support among our educators.

At our school, teachers employ both formative and summative assessments to gauge the effectiveness of their instructional methods. These assessments allow educators to gather valuable insights into student learning and progress, ensuring that teaching strategies are aligned with educational goals and standards. After each major assessment, grade-level teams come together to collaboratively analyze the data collected. This collaborative effort focuses on identifying the strengths and weaknesses of students, which in turn informs the planning of future instruction. By working together, teachers can share insights and strategies to enhance student learning outcomes.

Our teachers have received training in the Science of Teaching Reading approach, which they utilize to deliver reading instruction. This evidence-based method ensures that reading is taught in a structured and effective manner, supporting students in developing strong literacy skills.

Art and Music classes play a crucial role in supporting and extending classroom instruction. These subjects not only enrich the educational experience but also reinforce concepts learned in other areas, fostering a well-rounded education for our students.

Physical Education classes are designed to teach students skills that promote a healthy lifestyle and informed food choices. By instilling these values early on, we aim to equip students with the knowledge and habits that will benefit them throughout their lives.

As a 1:1 campus, our teachers are adept at integrating technology into classroom learning. This integration enhances the educational experience by providing students with access to digital resources and tools that support their learning journey. Our teachers are dedicated to providing effective and engaging instruction through the use of technology. By leveraging digital tools, they create dynamic and interactive learning environments that captivate students and enhance their educational experience.

Bay Colony is committed to using MAP testing and mClass assessments this year to monitor student growth. These tools are essential for planning Tier 2 and Tier 3 interventions, ensuring that all students receive the support they need to succeed.

Curriculum, Instruction, and Assessment Strengths

At Bay Colony, our commitment to academic excellence is evident as we consistently meet or exceed state scores. This achievement reflects our dedication to maintaining high educational standards and ensuring that our students are well-prepared to succeed in their academic pursuits. Our shared vision and goals for student success unify our efforts, creating a cohesive and supportive environment where every student is encouraged to reach their full potential.

Our teachers are provided with 60-minute conference periods each day, along with an additional hour each week dedicated to increased collaboration in data analysis and planning. This time is invaluable as it allows our educators to engage in meaningful discussions, share best practices, and develop innovative strategies to enhance student learning. By studying student data, our teachers are able to tailor their professional learning and instructional methods to meet the specific needs of their students, ensuring that each child receives a personalized and effective education.

The district curriculum taught by our teachers is meticulously aligned with state standards, ensuring that our students receive a comprehensive and consistent education. Our staff actively participates in district staff development, which keeps them informed of the latest educational trends and techniques, further enhancing their teaching capabilities. By referencing the Texas Essential Knowledge and Skills (TEKS) and planning instruction based on its level of rigor, our teachers ensure that their lessons are challenging and engaging, fostering a deep understanding of the material.

In planning with essential standards, our teachers guarantee a curriculum that is both viable and guaranteed, providing a solid foundation for student learning. This approach ensures that all students have access to the same high-quality education, regardless of their individual learning needs. Through these concerted efforts, Bay Colony remains committed to nurturing an environment where academic excellence and student success are at the forefront of our educational mission.

Our teachers are deeply committed to their professional growth and collaboration, as evidenced by their active participation in grade-level professional learning communities. These communities provide a platform for educators to share best practices, discuss student progress, and develop innovative strategies to enhance teaching and learning. This collaborative environment fosters a culture of continuous improvement and ensures that our teachers are well-equipped to address the diverse needs of their students.

In addition to collaborative opportunities, our teachers have access to a wide array of planning resources that are essential for effective instruction. These resources enable educators to design lessons that are engaging, differentiated, and aligned with curriculum standards. By having the necessary tools at their disposal, teachers can tailor their instruction to meet the unique learning needs of each student, thereby promoting academic success across the board.

The use of MAP and MCLASS assessments is integral to our approach in understanding and addressing student needs. These assessments provide valuable data that allow teachers to evaluate student performance and identify areas for improvement. With this information, educators can plan more precisely and implement targeted interventions that support student growth. This data-driven approach ensures that instruction is both responsive and effective, ultimately leading to improved student outcomes.

To further support our students, we have incorporated a 30-minute intervention period into the master schedule each day. This dedicated time allows students to receive additional support tailored to their individual academic and behavioral needs. By providing this structured opportunity for intervention, we are able to address learning gaps and reinforce positive behaviors, ensuring that all students have the opportunity to succeed in a supportive and nurturing environment.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The Dual Language Curriculum was often not completed and shared within a reasonable amount of time prior to the start of a unit, causing Dual Language teachers to have to internalize the English lessons and then translate into the Dual Language Framework. This took a lot of time.

Root Cause: The district was working hard to write the Dual Language Curriculum throughout the year, trying to align it with the English curriculum. As a result Dual Language staff had to wait for the English curriculum, which slowed down the process.

Problem Statement 2: Teachers need training on the new science curriculum.

Root Cause: The Science Curriculum was new in 2024-25 and did not arrive until well into the school year, nor did not include all the material needed. Consequently, teachers did not feel confident in teaching it to students.

Family and Community Engagement

Family and Community Engagement Summary

As a school, Bay Colony Elementary highly values the involvement of parents in our educational community. To foster this engagement, we extend invitations to a variety of school events throughout the year. These include Meet the Teacher nights, Open House events, Math and Literacy Nights, book fairs, and music programs. These events provide an excellent opportunity for parents to connect with teachers, understand the curriculum, and participate in their child's educational journey. Additionally, we offer limited appointments for parents to join their children for lunch, allowing for a more personal interaction within the school environment.

Our Parent-Teacher Organization (PTO) is a vibrant and active part of our school community, with many parents already enrolled and participating in various activities and initiatives. We are always eager to welcome more parents to join the PTO, as their involvement is crucial in supporting school programs and enhancing the educational experience for all students.

To ensure that parents are well-informed about school activities and important dates, we publish a monthly newsletter and regularly update the digital calendar on our website. This communication is complemented by weekly "peeks-of-the-week" shared by teachers, which provide families with insights into classroom activities and upcoming projects. These efforts are designed to keep parents engaged and informed about their child's education. These platforms serve as valuable resources for parents to access information about district-wide initiatives and campus-specific events, ensuring that they are always up-to-date with the latest developments in our school community.

At our school, we recognize the importance of effective communication with all members of our community. To support our Spanish-speaking parents, who make up approximately 20% of our population, we have made translation services readily available at each campus and the Education Service Center (ESC). This ensures that language is not a barrier to engagement and participation in their children's education.

We have also implemented an online platform that allows parents to access their child's grades conveniently. Understanding the diverse linguistic needs of our community, this platform is designed to be user-friendly and can be set up in the parents' preferred language. This feature empowers parents to stay informed about their child's academic progress in a language they are comfortable with.

To further enhance communication, our campus utilizes a comprehensive digital communication application. This tool is instrumental in keeping parents informed about classroom and campus events in a timely manner. In addition to this application, we actively engage with parents through multiple social media sites, phone calls, and emails. This multi-channel approach ensures that parents receive important information through their preferred communication method, fostering a strong partnership between the school and families.

Family and Community Engagement Strengths

At Bay Colony, we are proud to witness excellent parent and community attendance at our programs and events, as evidenced by the sign-in sheets and campus activity notices. This active participation is a testament to the strong relationship we have cultivated with our community, ensuring that our school is a vibrant hub of engagement and collaboration.

Our families are not only attending these events but are also utilizing the resources and materials provided to support their children's academic growth. This proactive approach by parents in leveraging the tools and knowledge gained from our programs significantly contributes to the academic success and development of our students.

The pride that students and families have developed in being part of Bay Colony is palpable. This sense of belonging and community spirit is fostered through our diverse range of programs, which celebrate and reinforce the values and achievements of our school community.

In today's digital age, it is crucial for us to maintain open lines of communication, and we are pleased that parents are able to follow Bay Colony on various social media platforms. This connectivity allows us to keep our community informed and engaged, further strengthening the bond between the school and families.

We are fortunate to have robust parent participation and support at our various events, including Title 1 Parent Meetings, Open House, Meet the Teacher, Art Shows, Student Awards, the 3rd Grade Luau, and Gator Games Field Day. These events not only bring families and the community to the school but also help establish positive rapport and ties that are essential for the benefit of our students. Through these interactions, we build a supportive network that enhances the educational experience for all involved.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: It would benefit Bay Colony and our non-English speaking families if we had interpreters other than Spanish and English to attend conferences and make parents feel more comfortable at school events.

School Organization

School Organization Summary

Bay Colony has a site-based decision-making committee 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 grade level teams, content teams, vertical teams, support staff, 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. The Instructional specialist supports 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, to maximize instructional time. The master schedule includes a built-in 30 minute intervention period to help students with their individual needs. Feedback is gathered from teachers and staff through surveys and open communication is encouraged to support ongoing improvement and collaboration. Data indicates that dual-language students are performing at or above grade level in both languages, while general education students continue to make steady progress. Instructional support is provided through BAE time, paraprofessional assistance, small group instruction, RTI interventions, and academic coaching in monolingual settings.

At Bay Colony, we have established a site-based decision-making committee that plays a pivotal role in guiding our campus. This committee is instrumental in ensuring that decisions are made with the input and collaboration of those who are directly involved in the educational process, thereby fostering a sense of ownership and accountability among all stakeholders.

Our campus is structured into several smaller teams, which serve as platforms for teachers to express their ideas and concerns. These teams include grade level teams, content teams, vertical teams, support staff, and various committees. This structure not only amplifies the voices of our educators but also encourages a collaborative environment where diverse perspectives are valued and considered in the decision-making process.

Teachers at Bay Colony either work in pairs or manage self-contained classrooms, providing flexibility in teaching styles and approaches. To further enhance collaboration and team-building, all grade level teachers are provided with common planning periods and a common lunch period. This arrangement facilitates regular interaction and exchange of ideas, which is crucial for developing cohesive teaching strategies and fostering a supportive community among educators.

The role of the Instructional Specialist is integral to our educational framework. This specialist supports students by providing direct instruction, engaging in co-teaching, and modeling effective instructional strategies for teachers. By doing so, the Instructional Specialist not only enhances student learning outcomes, but also contributes to the professional development of our teaching staff.

Our administrators are actively involved in the academic planning and instructional decision-making processes. By working closely with teams during planning times, they provide guidance and support, ensuring that our educational strategies are aligned with our campus goals and that our instructional practices are both effective and innovative. This collaborative approach between administrators and teachers is essential for maintaining a dynamic and responsive educational environment.

The master schedule is regularly reviewed and adjusted to ensure that instructional time is used as effectively as possible. This includes the integration of a dedicated 30-minute intervention period designed to address the unique needs of each student, providing targeted support to enhance their learning experience.

To foster a culture of continuous improvement and collaboration, we actively seek feedback from our teachers and staff. This is achieved through surveys and maintaining open lines of communication, allowing us to make informed decisions that benefit our educational community.

Our data shows that dual-language students are excelling, performing at or above their grade level in both languages. Meanwhile, our general education students are also making consistent progress, reflecting the effectiveness of our instructional strategies and support systems.

We offer a range of instructional support to meet the diverse needs of our students. This includes the 30 minute intervention period, assistance from

paraprofessionals, small group instruction, RTI interventions, and academic coaching, all within monolingual settings. These resources are crucial in providing personalized and effective educational experiences for our students.

School Organization Strengths

The implementation of common planning times and common lunch times has significantly enhanced the opportunities for collaboration among our teams. These designated periods allow educators to engage in meaningful discussions, share insights, and develop cohesive strategies that benefit our students. By fostering an environment where collaboration is prioritized, we ensure that our staff can work together effectively to address the diverse needs of our student body.

Our organizational structure, which includes clearly defined teams and team leaders, plays a crucial role in streamlining communication processes. Team leaders serve as vital links between their teams and the administration, facilitating the flow of information and ensuring that everyone is aligned with our school's goals. This structure not only enhances communication but also empowers team leaders to take initiative and drive positive change within their respective teams.

The presence of an Instructional Specialist on our campus is another key strength. This specialist provides targeted support to individual teachers, teams, and team leaders, ensuring that our campus expectations are consistently met. By offering guidance and resources, the Instructional Specialist helps educators refine their instructional practices and address any challenges they may encounter, ultimately contributing to a higher standard of teaching and learning.

At the heart of our school's mission is a steadfast focus on student success, which serves as our common language across the campus. This shared commitment unites all teams and drives our collective efforts to create an educational environment where every student can thrive. By maintaining this focus, we ensure that all decisions and actions are aligned with the best interests of our students, fostering a culture of excellence and achievement.

Technology

Technology Summary

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.

At Bay Colony, we have equipped our teachers with laptops specifically designed for instructional applications. This initiative ensures that our educators have the necessary tools to enhance their teaching methods and integrate technology seamlessly into their lesson plans, ultimately enriching the learning experience for our students.

In addition to providing laptops, the district has taken a significant step forward by installing wireless display hubs in each classroom. This technology allows for more dynamic and interactive teaching, enabling teachers to share content effortlessly and engage students in a more collaborative learning environment.

Our classrooms are also outfitted with document cameras and projectors, which are essential tools for modern education. These devices allow teachers to present materials in a clear and accessible manner, facilitating a more interactive and visually engaging classroom experience that caters to diverse learning styles.

To further support our students' educational needs, Bay Colony has increased the number of individual devices, specifically Chromebooks, ensuring a 1:1 ratio of devices to students. This commitment to providing each student with their own device is crucial in fostering an environment where technology is an integral part of learning, allowing students to access resources and complete assignments efficiently.

We are dedicated to consistently adding Chromebooks and headphones to our inventory to meet the evolving needs of our students. By doing so, we ensure that every student has the necessary tools to succeed in a technology-driven world, promoting equity and accessibility in education.

Technology Strengths

At Bay Colony, we are proud to have integrated wireless document cameras into our classrooms, which allow teachers to seamlessly project and share documents and images with students, enhancing the visual learning experience. These cameras provide flexibility and mobility, enabling educators to engage students with dynamic presentations and interactive lessons.

Our classrooms are equipped with projectors, which serve as a vital tool in delivering high-quality visual content. These projectors support a variety of multimedia presentations, making it easier for teachers to present complex information in an accessible and engaging manner, thereby enriching the educational experience for our students.

We have achieved a 1:1 Chromebook ratio, ensuring that each student has access to their own device. This initiative supports personalized learning and allows students to engage with digital resources and educational software, fostering a more interactive and individualized learning environment.

Our teachers are continually enhancing their technological proficiency, demonstrating skillful integration of technology into their teaching practices. They effectively utilize various peripheral devices to create a more engaging and interactive classroom experience, which supports diverse learning styles and needs.

The additional Chromebooks, headphones, and charging carts provided by DISD have been instrumental in meeting the growing technological demands of our students. The touch screen capability of all our Chromebooks further enhances the user experience, making it easier for students to interact with digital content and applications.

Each classroom is equipped with wireless display hubs, which facilitate seamless connectivity between devices. This technology allows for easy sharing of content from multiple devices, promoting collaborative learning and enabling students to actively participate in the learning process.

Problem Statements Identifying Technology Needs

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

Root Cause: There is difficulty in connectivity of the wireless document cameras.

Priority Problem Statements

Problem Statement 1: Provide ongoing PD to support teachers through the implementation of HQIM and best practices.

Root Cause 1: The demands of classroom teachers is consistently increasing, making it more important to provide unwavering support in the areas of planning, assessment, and professional growth to increase and maintain highly qualified teachers who impact student growth.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: We need to continue training on best practices to meet the needs of a diverse student body and to support the implementation of Language Objectives to meet the needs of all students, especially Emergent Bilingual students, African American students, and students from a low socio-economic background.

Root Cause 2: BCES has had an increasing number of Emergent Bilingual students over the past three years, which increases the number of at-risk students. This combined with 55% economically disadvantaged students emphasizes the need for sheltered instruction training and a focus on HQIM.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The extended constructed response data showed a decrease in student achievement.

Root Cause 3: Students need to write across the curriculum in order to improve their writing skills and hone their ability to answer specific questions with cited proof and explanations.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a continuous need for systematic progress monitoring of interventions.

Root Cause 4: Response to Intervention (RTI) is fluid and requires a systematic effort to intervene and monitor progress in routine cycles.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: We need to continue to focus on increasing our average daily attendance.

Root Cause 5: Chronic absenteeism impacts the learning outcomes of students.

Problem Statement 5 Areas: Demographics

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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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

Goal 1: Bay Colony will provide ongoing professional development to support Tier 1 instruction and the implementation of HQIM and best practices.

Performance Objective 1: Teachers will participate in monthly professional development to include Seven Steps as well as any PD to address needs revealed through data analysis.

Evaluation Data Sources: Data from common assessments, benchmarks, MAP, CLI, mCLASS, standards-based grading, PD sign-in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin and instructional leadership team will meet regularly to review current data and determine campus PD needs.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 instruction and Increased student performance.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Bay Colony will provide ongoing professional development to support Tier 1 instruction and the implementation of HQIM and best practices.

Performance Objective 2: Students will show an increase in writing success.

Evaluation Data Sources: student writing samples, PSBM data, common assessments

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in writing across the curriculum PDs. Strategy's Expected Result/Impact: Students will show improved writing ability in all content areas. Staff Responsible for Monitoring: Administrators, instructional specialists, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Bay Colony will provide ongoing professional development to support Tier 1 instruction and the implementation of HQIM and best practices.

Performance Objective 3: The campus needs to improve its systematic approach to Response to Intervention (RTI).

Evaluation Data Sources: progress monitoring, student grades, common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement intervention strategies based on student progress and participate in monthly RTI chats to review individual student data and develop and/or revise individual RTI plans.</p> <p>Strategy's Expected Result/Impact: Students will show growth by student, by standard.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: BCES 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 on the campus, as well as the opportunities for improvement.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Surveys will be created throughout the year to invite feedback from staff.</p> <p>Strategy's Expected Result/Impact: Staff will have a voice in addressing the strengths and opportunities for improvement on the campus.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: BCES 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			
Strategy 1: Bay Colony PE department works with students to teach healthy practices. Strategy's Expected Result/Impact: Students will become more knowledgeable about healthy choices. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Character development lessons will be provided to students in all grade levels throughout the year. Strategy's Expected Result/Impact: Students will learn acceptable behaviors and implement them in daily life. (Character lesson plans, daily announcement notes, decrease in student behavior concerns) Staff Responsible for Monitoring: counselor, administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: BCES will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bay Colony will follow the district risk screening process that consists of confidential communication with the student making the outcry, a staff member trained in completing risk assessment documentation, and parent notification.</p> <p>Strategy's Expected Result/Impact: Documentation of Risk Assessment Form completion with notes related to parental contact. Parent signatures on all forms that indicate a higher risk of self-harm. Trained staff counsel with the student and contact the parents/guardians.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: BCES 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			
<p>Strategy 1: Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices.</p> <p>Strategy's Expected Result/Impact: Students will have access to visual displays that promote college and careers.</p> <p>Staff Responsible for Monitoring: Team Leaders, Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Career day will teach students about a variety of career options available in their future. Parents and community members will visit the campus and teach students about various careers.</p> <p>Strategy's Expected Result/Impact: Successful career day during the school year.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: BCES will make family and community partnerships a priority

Performance Objective 2: 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 Peeks 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			
<p>Strategy 1: Teachers will hold parent conferences in the fall to discuss and review with the parent their child's academic progress for the school year. Teachers will keep parents updated throughout the school year with phone calls and emails on their child's progress.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness and involvement in their child's academic instruction evidenced through parent surveys. (Sign-in sheets of parent attendance at conferences. Documentation of phone and email messages to parents. Classroom newsletters, email sent to parents.)</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bay Colony will provide opportunities throughout the year to involve parents in the campus events.</p> <p>Strategy's Expected Result/Impact: Student programs, Math and Literacy Night, Donuts with Dear Ones, Color Run, Gator Games, etc.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: BCES will focus on increasing our daily average attendance to 96%, or better.

Performance Objective 1: The campus will monitor monthly attendance by teacher by grade level and offer incentives for those who have the most perfect attendance days.

Evaluation Data Sources: Daily attendance

Goal 6: BCES will provide operational services to support the success of student learning.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Repairs are made in a timely manner and will be prompted through work orders. Work order records are evidence that work orders have been submitted for any repairs that are necessary.</p> <p>Staff Responsible for Monitoring: Secretary, 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Plan Notes

2025-26 State Compensatory Education Program

Bay Colony Elementary School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school

program under Section 29.259.

Campus Funding Summary

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00