

**La Porte Independent School District**  
**Bayshore Elementary**  
**2023-2024 Improvement Plan**



# Mission Statement

The Bayshore Elementary staff seeks to promote and develop the growth of our students academically, socially and emotionally within a safe learning environment.

## Vision

**We are committed to creating a school that knows no limits to the academic success of each student.**

**A La Porte ISD graduate is:**

*Bulldog Proud...*

Possesses confidence about the future  
Values the total educational experience - academic, extra-curricular, and social  
Stays connected to the LPISD family  
Commits to lifelong support of LPISD programs

*Prepared...*

Possesses academic and technological proficiencies  
Transitions to college and/or career equipped with the skills, goals, and plans for success  
Values honesty and integrity  
Demonstrates effective communication and collaboration skills

*A Citizen...*

Participates in the democratic process  
Exhibits environmental responsibility  
Respects cultural diversity  
Recognizes and responds to community needs

*An Explorer...*

Thinks critically  
Embraces productive membership in the global community

Values lifelong learning  
Welcomes challenge and innovation

*A Producer...*

Recognizes the importance of systems thinking  
Utilizes data and analysis to pragmatically solve problems  
Exhibits courage to take risks and make tough decisions  
Balances achievement and growth in both personal professional life

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bayshore Elementary is one of seven elementary campuses in La Porte Independent School District. Bayshore Elementary opened its doors in 1965 and changed its physical location in January 2010 after Hurricane Ike caused destruction to the original site in September 2008. As of September 2023, Bayshore serves 384 general education students, kindergarten through 5th grades to include two classes of Focus on Communication and Understanding Skills (FOCUS). Kindergarten through second grade students are served in self-contained classrooms. Third Grade has one departmentalized team and one self-contained classroom per grade level. Fourth and Fifth Grade is departmentalized with three teachers.

The site-based decision-making team looked at last year's program evaluations, reflections from campus events, survey results and the following data: TEA Accountability data, STAAR data, campus benchmarks, BAS, attendance, MAP results, STAR reading, discipline, PEIMS and student data reports to develop our needs assessment and campus improvement plan.

The student population is 13% African-American, 46% Anglo, 41% Hispanic, with a low socioeconomic status of 55% as of September 2023. The staff population is 10% African-American, 97% Anglo, 16% Hispanic, 3% male and 97% female. Bayshore has 100% of Highly Qualified Teachers and 100% Highly Qualified Paraprofessionals. Teachers have 0-30 years of experience with 10 years or less being the majority. The overall mobility rate for the campus is approximately 17%. The average daily attendance rate for students is 95.6%.

Bayshore Elementary serves 19 (5%) Emergent Bilingual students (EB) in the ESL Program. Gifted and Talented Services are provided to 21 (5%) of the population. There are 14 (4%) students identified as dyslexic and 69 (18%) of our students are served through special education services. The school-wide Title I program consists of parent involvement activities which include Parent Forums, Parent Compact Conferences and regular parent meetings throughout the year; reading, math and science professional development specifically in the area of vocabulary and problem solving; after school tutoring for students who are struggling in math; and reading, math and science intervention. Our Title III program supports professional development for teachers of Emergent Bilingual students in best practices, support materials, and extended day tutorials.

### Demographics Strengths

- Students and staff are exposed to multiple diverse backgrounds based on Bayshore's demographic make up.
- Multiple new construction communities in our zone (Single-family homes and apartments)
- The staff is committed to support restorative practices and implements Circle Time within morning routines.
- The campus participates in a mentor program in which teachers mentor students. This program consists of daily beginning and end of day check-ins.

# Student Learning

## Student Learning Summary

The following table shows BSE's STAAR Data from 2019 - 2023, all performance levels, all grades tested.

All Grade Levels (Approaches or Above)					
Subject	2019	2020	2021	2022	2023
Math	79%	No Test Given (NTG)	64%	65%	72%
Reading	84%		67%	72%	74%
Science	69%		58%	67%	74%

The 2023 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade or course and are less likely to need intervention.

The following table shows BSE's STAAR Data from 2019 - 2023, all performance levels, all grades tested.

	2019			2020	2021			2022			2023		
	App	ME	MA		App	ME	MA	App	ME	MA	App	ME	MA
3rd Grade Math	73%	45%	23%	No Test Given	59%	20%	6%	67%	34%	6%	82%	37%	14%
4th Grade Math	69%	44%	25%		55%	44%	12%	51%	24%	10%	52%	37%	4%
5th Grade Math	97%	62%	39%		75%	47%	21%	76%	44%	21%	83%	48%	13%
3rd Grade Reading	83%	41%	25%		58%	18%	5%	69%	33%	18%	84%	49%	12%
4th Grade Reading	80%	42%	22%		65%	29%	14%	67%	31%	11%	67%	43%	18%
5th Grade Reading	93%	49%	23%		76%	46%	29%	78%	51%	26%	69%	45%	12%
5th Grade Science	68%	23%	6%		59%	24%	10%	68%	31%	10%	72%	34%	12%

The data analysis shows the campus made increases in most tests and rating levels.

The following tables shows a comparison of BSE's 2019 - 2023 Math Data at approaches grade level or above for all, Economically Disadvantaged (EcoDis), and Special Education (SPED).

<b>Math</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	72%	No Test Given	61%	69%	82%
4th Grade	69%		55%	52%	52%
5th Grade	97%		75%	74%	83%

<b>Math (Eco Dis)</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	67%	No Test Given	51%	62%	63%
4th Grade	69%		39%	46%	83%
5th Grade	96%		69%	71%	67%

<b>Math (SPED)</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	13%	No Test Given	26%	22%	38%
4th Grade	25%		25%	25%	0%
5th Grade	75%		60%	46%	74%

An analysis of scores for each student group at each grade level in Math revealed the following:

- Math scores had an increase of 13% in third grade for the 2023 school year.
- Math scores remained the same for approaches or above in 4th grade. Possible cause for the decrease in 4th grade is a lack of strong foundation in math skills.
- The Special Education (SpEd) students continue to perform lower than other groups.

The following tables shows a comparison of BSE's 2019 - 2023 Reading Data at approaches grade level or above for all, Economically Disadvantaged (EcoDis), and Special Education (SPED).

<b>Reading</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	83%	No Test Given	57%	67%	84%
4th Grade	80%	No Test Given	65%	67%	67%
5th Grade	93%	No Test Given	76%	77%	69%

<b>Reading (Eco Dis)</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	82%	No Test Given	52%	59%	88%
4th Grade	75%	No Test Given	55%	56%	62%
5th Grade	92%	No Test Given	77%	74%	65%

<b>Reading (SPED)</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade	63%	No Test Given	37%	11%	38%
4th Grade	50%	No Test Given	13%	33%	0%
5th Grade	75%	No Test Given	60%	23%	25%

An analysis of scores for each student group at each grade level in Reading revealed the following:

- Third Grade had an increase in approaches or above by 17%.
- Economically Disadvantaged in 3rd and 4th Grade both had increases.
- Special Education students (SpEd) consistently have a lower passing rate than other student groups.

The following table shows a comparison of BSE's 2019 - 2023 Science Data at approached grade level or above for all, Economically Disadvantaged (EcoDis), and Special Education (SPED).

<b>Science</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
5th Grade	68%	No Test Given	59%	67%	72%
Science (Eco Dis)					
5th Grade	64%	47%	61%	63%	65%
Science (SPED)					
5th Grade	25%	40%	31%	38%	36%

An analysis of scores for each student group at each grade level in Science revealed the following:

- Bayshore Elementary science data shows an increase in passing percentage from the previous year.



The following tables show a comparison of BSE's 2021- 2023 MAP data from Fall to Spring for each grade level (2nd - 5th, Reading and Math, 1st, Math Only)

<b>2022-2023 Fall MAP Reading - 1st Grade</b>	<b>2022-2023 Spring MAP Reading - 1st Grade</b>	<b>2022-2023 Fall MAP Math - 1st Grade</b>	<b>2022-2023 Spring MAP Math - 1st Grade</b>
Percentile	Percentile	Percentile	Percentile
53	51	53	51

<b>2022-2023 Fall MAP Reading - 2nd Grade</b>	<b>2022-2023 Spring MAP Reading - 2nd Grade</b>		<b>2022-2023 Fall MAP Math - 2nd Grade</b>	<b>2022-2023 Spring MAP Math - 2nd Grade</b>
Percentile	Percentile		Percentile	Percentile
56	63		49	47

<b>2022-2023 Fall MAP Reading - 3rd Grade</b>	<b>2022-2023 Spring MAP Reading - 3rd Grade</b>		<b>2022-2023 Fall MAP Math - 3rd Grade</b>	<b>2022-2023 Spring MAP Math - 3rd Grade</b>
Percentile	Percentile		Percentile	Percentile
52	54		55	59

<b>2022-2023 Fall MAP Reading - 4th Grade</b>	<b>2022-2023 Spring MAP Reading - 4th Grade</b>		<b>2022-2023 Fall MAP Math - 4th Grade</b>	<b>2022-2023 Spring MAP Math - 4th Grade</b>
Percentile	Percentile		Percentile	Percentile
52	52		52	50

<b>2022-2023 Fall MAP Reading - 5th Grade</b>	<b>2022-2023 Spring MAP Reading - 5th Grade</b>		<b>2022-2023 Fall MAP Reading - 5th Grade</b>	<b>2022-2023 Spring MAP Math - 5th Grade</b>
Percentile	Percentile		Percentile	Percentile
47	43		42	43

An analysis of the comparison of 2022 - 2023 Fall to Spring MAP data for 1st Grade to 5th Grade (reading and math) reveals the following:

- First Grade (All Subjects and Administrations) above the 50%ile.
- Second Grade (Reading) above the 50%ile.
- Third Grade (All Subjects and Administrations) above the 50%ile.
- Fourth Grade (All Subjects and Administrations) above the 50%ile.

The following table is a comparison of BSE's 2020 - 2023 Wave 3 data for the Texas Kindergarten Entry Assessment (TX-KEA):

Measure	2020 - 2021 Wave 3 On-Track	2021 - 2022 Wave 3 On-Track	2022 - 2023 Wave 3 On-Track
Vocabulary: Overall Measure	76%	86%	90%
Spelling: Overall Measure	57%	76%	69%
Letter Sounds: Overall Measure	70%	74%	75%
Blending: Overall Measure	67%	60%	71%
Decoding: Overall Measure	57%	74%	71%
Listening Comprehension: Overall Measure	76%	74%	68%
Math: Overall Measure	71%	74%	69%
Science: Overall Measure	71%	98%	98%
Social Emotional Competence	81%	92%	85%

An analysis of the comparison of 2022 - 2023 Wave 3 Texas Kindergarten shows:

- Areas of strength (85% or above) - Vocabulary, Science and Social Emotional Competence.
- Areas of growth Blending and Vocabulary

### Student Learning Strengths

Student Academic Achievement Strengths:

- Third, fourth and fifth grade showed growth from previous year.
- Kindergarten foundation skills showed an increase.

Student Academic Achievement Needs:

- Special education group scores in all areas show a significant difference in Third and Fifth Grade
- Increase Tier 1 instruction by providing staff with professional development opportunities.
- Utilize the TEKS Resource System's scope and sequence, instructional focus documents provided by district instructional coaches and monitor curriculum based assessments.

# School Processes & Programs

## School Processes & Programs Summary

The campus at Bayshore Elementary has an administration team composed of the principal, assistant principal, and counselor. Primary teachers are self-contained, while 3rd-5th are departmentalized. Our paraprofessionals support morning, lunch and afternoon duties. Grade levels have a common planning time for planning and the discussion of student data. Campus PLCs provide an avenue to foster communication between staff members. PLC topics include student data discussions, curriculum and instructional strategies, and supports teachers' professional learning. When new students arrive on campus information is tracked to identify immediate needs. Grade level chairs serve as the lead people on each grade level who pull the data together, meet weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data reports and TEKS Resource System.

The Multi-Tiered Systems of Supports (MTSS) addresses the needs of struggling students. MTSS is embedded in the master calendar at the beginning of each year, in 6 week increments. A campus tutoring schedule is created based on MTSS needs.

The district's curriculum TEKS Resource System, is available to all teachers. TEKS Resource System is implemented by teachers with the support of the district's elementary instructional coaches. Teachers are aware of district priority standards that are spiraled throughout the school year.

We have three interventionists on our campus. One interventionist is trained in dyslexia intervention and focuses on reading with our 3rd -5th grade students. Our other interventionist focuses on math with our second through fifth grade students; however, she also pulls students in need of extra practice in reading. Our third interventionist focus on primary reading (K-2) and LLI intervention.

## School Processes & Programs Strengths

### School Processes and Program Needs:

- Academic vocabulary needs to be consistent across grade levels. Increased vertical team meetings will promote instructional consistency across the campus.
- Increase Tier 1 instructional rigor within reading, math and science needs to be increased.

### School Processes and Program Strengths:

- A mentoring program is provided for at-risk students in grades 2 - 5.
- Students in grades 3 -5 have the opportunity to join book clubs to foster a love of reading.
- Students in need are invited to tutorial opportunities.

# Perceptions

## Perceptions Summary

Bayshore Elementary encompasses a diverse community of households and incomes. We have a mobility rate of 17%. When new students arrive an administrator or counselor greets the student and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Bayshore places a priority on parent involvement and strengthening community while working with a core group of parents in PTO. Events are offered throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include, but are not limited to, Literacy Night, Supper with Santa, Bingo Night, STEM Night, and Art/GT Creativity Night and Scholar of the Month. Our community encourages us to continue providing activities and involving their participation.

## Perceptions Strengths

Perceptions Needs:

- Increase membership and parental involvement in our Parent and Teacher Organization (PTO).
- Increased social media presence on Twitter and Facebook by promoting campus celebrations and student recognition.

Perceptions Strengths:

- Bayshore Elementary offers a wide variety of activities to include parents throughout the year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

# Goals

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 1:** Strengthen and align the core curriculum and instruction to ensure growth and successful learning for all students.

**High Priority**

**Evaluation Data Sources:** TX-KEA

MAP Fluency

EDC

BAS Reading Level





1-5 MAP

2-5 Common Benchmark Assessments

3-5 STAAR

TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize vertically aligned resources, including but not limited to, TEKS Resource System, Lead4ward Resources, Envision Math, HMH Reading, Every Day Counts (K-1), Rigby Readers, Study Island, Xtra Math, Countdown to STAAR (3-5 Math Reading, Writing, and Science), Fast Focus, Think Up, Gauntlet, Stemscoopes, technology applications (Math Accelerators, BrainPop, Reading Eggs, Generation Genius). Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Computer Software - 211 Title I, Part A - \$1,500</p>	Formative			Summative
	Nov	Jan	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional materials, including but not limited to, manipulatives, books and technology devices, specifically designed to meet the varied needs of all students including those identified as Emergent Bilingual (EB), SpEd, and GT, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modes so that all student can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd, and GT, will have an increase in achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide instructional support and professional development on utilizing various types of data, such as but not limited to, BAS, MAP, TX-KEA, CBA, Interim Assessments to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to make better informed decisions about core instruction with a better understanding of the data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				







**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 2:** Increase the performance of all students and student groups on all 2023- 2024 STAAR assessments in grades 3-5 to 50% of students will Meet expectations in Reading, Math and Science.

**Evaluation Data Sources:** 2024 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct PLCs with focus on student data discussion in order to identify, intervene, and monitor specific students who show academic need.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Interventionist Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2, and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in Grades 3 -5 before, during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving tiered instruction and enrichment will receive instruction to fill identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2023 - 2024 STAAR Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 282 ARP ESSER III - \$66,775.92, Certified Tutors - 211 Title I, Part A - \$18,000 , Dyslexia Interventionist - 211 Title I, Part A - \$35,658.97</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide EB students with educational materials to increase language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at higher rates on TELPAS, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Educational Materials - 263 Title III, LEP - \$756</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 3:** Increase the performance of all student and student subgroups in grades 1st - 5th on MAP Reading and Math by 10%

**High Priority**

**Evaluation Data Sources:** BAS results (BOY and EOY), Running Records, PLC data review





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP (1st Grade Math Only).</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Interventionist Counselor</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP (1st Grade Math only).</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Special Education teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 4:** Increase performance of all student on BAS, MAP Reading Fluency and TX-KEA in grades K-2 to a goal of 80% are performing at or above grade level according to district criteria.

**Evaluation Data Sources:** 2023 - 2024 MAP Data  
 TX-KEA  
 MAP Fluency  
 BAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build students' phonemic awareness through explicit phonics instruction.  <b>Strategy's Expected Result/Impact:</b> Increase phonemic awareness in grade K - 2.  <b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers            Reading Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b>            Provide specific Tier 1, Tier 2, and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd Grade during the school day and after-school  <b>Strategy's Expected Result/Impact:</b> Student receiving tiered instruction and enrichment will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY BAS.  <b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal            Interventionists   <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> Primary Certified Tutor - 211 Title I, Part A - \$9,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide instructional support for teachers specifically in areas of implementing guided reading, addressing targeted reading strategies and administering and utilizing the results of the Benchmark Assessment System (BAS) to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of quality, individualized instructional support in the areas of implementing guided reading, addressing targeted reading strategies and administering and utilizing the results from the Benchmark Assessment System (BAS) students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional support on utilizing the HMH adoption in an effort to provide aligned reading and writing instruction from Kindergarten to 2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning our reading and writing instruction in the primary grades, students will meet or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.





**Performance Objective 5:** Increase percentage of students performing at the expected fitness zone standard.

**Evaluation Data Sources:** FitnessGram

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 6:** Increase our students in our High Focus groups to Meets by 10%.

**Evaluation Data Sources:** 2024 STAAR Test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize instructional materials, including but not limited to, manipulatives, books and technology devices, specifically designed to meet the varied needs of all students including those identified as Emergent Bilingual (EB), SpEd, Economically Disadvantaged and At-Risk, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modes so that all student can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd, and GT, will have an increase in achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2, and Tier 3 instruction for targeted student groups, including but not limited to Emergent Bilingual (EB), SpEd, Economically Disadvantaged and At-Risk, through small group intervention/tutoring/enrichment for students in Grades 3 -5 before, during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving tiered instruction and enrichment will receive instruction to fill identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2023 - 2024 STAAR Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 7:** Increase the performance of all students identified as Hispanic and Two or More Races on all 2023- 2024 STAAR assessments in grades 3-5 by 15% of students in Reading, Math and Science.

**Evaluation Data Sources:** 2024 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct PLCs with focus on student data discussion in order to identify, intervene, and monitor specific students who show academic need.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Interventionist Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2, and Tier 3 instruction for targeted student groups, including but not limited to Hispanic and Two or More Races, through small group intervention/tutoring/enrichment for students in Grades 3 -5 before, during and/or after school.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>





**Strategy's Expected Result/Impact:** Students receiving tiered instruction and enrichment will receive instruction to fill identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2023 - 2024 STAAR Assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselor  
Interventionists

**TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
**- ESF Levers:**  
Lever 5: Effective Instruction





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 No Progress       Accomplished       Continue/Modify       Discontinue

**Goal 2:** Provide a safe, secure and disciplined learning environment.

**Performance Objective 1:** Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

**Evaluation Data Sources:** Campus Crisis Drill Debriefings  
 Safety Walk throughs (SRO/Administrative)  
 Staff, Student, Parent EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol), and Navigate 360, including training as well as periodic updates.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained and all staff/students will remain safe while in the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year. (For example, Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting emergency drills our staff and students will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Provide a safe, secure and disciplined learning environment.

**Performance Objective 2:** Decrease incidents of bullying and office discipline referrals by 25%, while increasing student self esteem and school and community pride.

**Evaluation Data Sources:** Eschool Discipline Report  
Student EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing appropriate lessons and interventions, there will be a decrease in bullying and peer conflict as well as improvement in peer interactions and social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions such as Student of the Month, Positive Behavior Referrals, Bobcat Cards, and Goal Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of positive behavior supports and student recognition, we will decrease negative behaviors and create a culture of positivity among all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessional Staff Counselor Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Student Recognition - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Schedule daily and/or weekly check-ins with students who are experiencing behavioral, emotional or social difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting systematic and purposeful check-ins with students who are struggling with behavioral issues, we will build relationships and establish open and honest lines of communication with a desired effect of improving students' social/emotional health.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implementing Positive and Productive classroom strategies throughout campus.</p> <p><b>Strategy's Expected Result/Impact:</b> With targeted strategies to address behavior our incidences of office referrals will reduce.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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:** Attract, develop and retain excellent staff.

**Performance Objective 1:** Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.





**Evaluation Data Sources:** Staff Retention Rate  
Staff EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (For example, Verbal Affirmations, Personal Notes, Tokens of appreciation, Monthly celebrations)</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating the success of our staff, we will boost morale schoolwide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus Celebrations - 211 Title I, Part A - \$913.03</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), through PLCs, vertical team meetings and staff meeting to address our needs and promote a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Attract, develop and retain excellent staff.

**Performance Objective 2:** Provide opportunities for professional development for teachers and paraprofessionals on effective strategies to address varying student needs.

**Evaluation Data Sources:** Sign-in Sheets  
 Discipline documentation  
 STAAR scores





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development in best practices for working in an inclusive environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and understand the best instructional strategies to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Resource Teacher            FOCUS Teachers            District Specialists</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development in best practices in addressing student social and emotional learning and behavioral supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and understand the best instructional strategies to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Resource Teacher            FOCUS Teachers            District Specialists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Promote family engagement and active involvement of the community in the education of our students.

**Performance Objective 1:** 80% of all parents will attend each parent engagement activity.

**Evaluation Data Sources:** Documentation of events  
 Documentation of attendance  
 Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide family involvement nights to include, but limited to:            Meet the Teacher            Title I Meeting            Literacy Night            Veterans' Day Program            College and Career Night            STEM Night            Art and GT Night            Physical Fitness Night (Get off the Couch)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance at school events.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Snacks and Drinks - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve parental attendance at PTO events, such as fundraisers, spirit nights, teacher appreciation, Trunk or Treat and Supper with Santa.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel more connected and welcome in our school  <b>Staff Responsible for Monitoring:</b> Principal            Counselor</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide at least two opportunities throughout the school year for school-wide parent/teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 4:** Promote family engagement and active involvement of the community in the education of our students.

**Performance Objective 2:** Promote Bayshore Elementary through the use of social media platforms, newsletters, parent letters and website.

**Evaluation Data Sources:** School Messenger Reports

Website visit count

Parent EOY survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote consistent use of a variety of communication platforms to inform parents, such as but not limited to:                      Monthly Newsletter                      School Remind                      School Messenger                      Campus Website                      Campus Marquee                      Mass Emails (Principal)                      Reminder Notes                      Twitter                      Facebook                      Instagram</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with parents will be increased.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers                      Counselor                      Principal's Secretary</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development for staff on effective electronic communication. (For example, Facebook, Twitter, Instagram, and web pages)</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with parents will be increased.</p>	Formative			Summative
	Nov	Jan	Apr	June

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Teachers


Counselor


Principal's Secretary

**ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 5:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 1:** Increase student engagement and success through the consistent integration of technology applications on a daily basis.

**Evaluation Data Sources:** Technology Device Inventory  
 Classroom Observations  
 Student Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide technology applications professional development for teachers with techniques to track student progress and provide student centered learning through the use of technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to track student progress. Students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal            Instructional Technology Support</p>	Formative			Summative
	Nov	Jan	Apr	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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Eadie	Interventionist	Title I	.3950

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Computer Software		\$1,500.00
1	2	2	Certified Tutors		\$18,000.00
1	2	2	Dyslexia Interventionist		\$35,658.97
1	4	2	Primary Certified Tutor		\$9,000.00
2	2	2	Student Recognition		\$1,000.00
3	1	1	Campus Celebrations		\$913.03
4	1	1	Snacks and Drinks		\$1,000.00
<b>Sub-Total</b>					<b>\$67,072.00</b>
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Educational Materials		\$756.00
<b>Sub-Total</b>					<b>\$756.00</b>
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Interventionist		\$66,775.92
<b>Sub-Total</b>					<b>\$66,775.92</b>