

Bay City Independent School District
John H. Cherry Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Our Team is committed to building a foundation for the development of the whole child.

Vision

Value Statement

We will create a safe and nurturing environment that promotes a love of learning.

We will challenge each student to achieve his or her full potential.

We will build positive and supportive home to school relationships.

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Priority Problem Statements

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

John H. Cherry Elementary
Generated by Plan4Learning.com

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices











Goals

Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 1: We will implement academic theme nights for math, reading, and Fueling Brains that provide resources and educational opportunities for families to extend classroom learning at home.

Evaluation Data Sources: Agendas, sign-in sheets, and artifacts from the event.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fueling Brains Nights</p> <p>Strategy's Expected Result/Impact: Introduce parents to Fueling Brains methodology and ways they can work on math and reading skills at home with household items</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 - Title I - \$400</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Family picnic during week of the Young Child</p> <p>Strategy's Expected Result/Impact: Provide awareness of the academic, social, and emotional needs of young children.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coach, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: - 211 - Title I - \$400</p>	Formative		
	Nov	Mar	June
			
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Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 2: We will organize and facilitate low-risk opportunities for families and staff to engage with one another.

Evaluation Data Sources: Agendas, sign-in sheets, and artifacts from the event, newsletters.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Themed Family Nights (family reading night, shoe-tying club, etc.)</p> <p>Strategy's Expected Result/Impact: Allow families an opportunity to engage with teachers and staff and promote positive relationships.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CIS Coordinator, team leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I - \$625</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School Newsletters and Flyers</p> <p>Strategy's Expected Result/Impact: Increase awareness of school activities and events</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I - \$175</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.














Performance Objective 1: We will continue to implement the CHAMPS behavior management system and MTSS Strategies that are used consistently in every school classroom to establish a positive classroom environment.

Targeted or ESF High Priority

Evaluation Data Sources: Reduction of disproportionality rate for subgroups targeted, growth in Fueling Brains executive function scores on Fueling Brains Progressive Assessments (BOY to EOY).

Summative Evaluation: Significant progress made toward meeting Objective

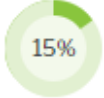









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide school equipment and incentives for CHAMPS implementation of students</p> <p>Strategy's Expected Result/Impact: Students will be enthusiastic about rewards and behavior will improve</p> <p>Staff Responsible for Monitoring: Counselor, CIS, MTSS team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I - \$1,500</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Display signage with CHAMPS/MAC expectations in all areas of campus and create take along activities for use at restroom breaks and hallway transitions.</p> <p>Strategy's Expected Result/Impact: Visuals will provide a reminder of expectations in areas for teacher to use for reinforcement.</p> <p>Staff Responsible for Monitoring: Assistant principal, principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$850</p>	Formative		
	Nov	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create calm-down boxes that teachers can use to teach children how to regulate their emotions, calm their feelings, and explain their emotions.</p> <p>Strategy's Expected Result/Impact: Students who know how to regulate their emotions will be able to access curriculum and improve academic achievement.</p> <p>Staff Responsible for Monitoring: Interventionist, G/T teacher, Kindergarten teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 211 - Title I - \$2,500</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Curate social-emotional picture book libraries for pre-kindergarten teams of teachers to use in mini lessons when students are not following expectations as examples of exemplar behaviors.</p> <p>Strategy's Expected Result/Impact: Students will use social stories and picture books to understand how actions and behaviors effect classmates and students.</p> <p>Staff Responsible for Monitoring: Instructional coach, principal, pre-kindergarten teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 211 - Title I - \$850</p>	Formative		
	Nov	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers and administrators will attend professional development to acquire new skills and strategies to broaden their ability to affect change in school/classroom culture to provide needs for students and teachers social/emotional and academic growth.</p> <p>Strategy's Expected Result/Impact: When students and teachers are supported by teachers and administrators with the most current skills, students and teachers will thrive social/emotionally, and academically.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal, Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 255 - Title II</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 2: We will reduce disproportionality and total number of office referrals by 5%

Summative Evaluation: Some progress made toward meeting Objective




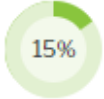






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Tier 2 MTSS interventions with fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will reduce the number of referrals due to proactive Tier 2 strategies.</p> <p>Staff Responsible for Monitoring: MTSS team, Principal, Assistant Principal, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Mar	June
	 15%	 50%	 75%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide education and training on anti-bullying, cyber-bullying, and suicide prevention to establish and provide a positive culture throughout the campus.</p> <p>Strategy's Expected Result/Impact: Decrease bullying reports and threat assessments</p> <p>Staff Responsible for Monitoring: Campus administrators and campus counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Mar	June
	 20%	 65%	 95%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

Performance Objective 1: We will increase the number of students who achieve Progressing/Mastery of the Fueling Brains progressive assessment by 50% through use of practical life and inquiry-based lessons.

Evaluation Data Sources: EOY 2021 to EOY 2022 Fueling Brains Progressive Assessment data

Summative Evaluation: Met Objective


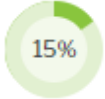







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide real-world experiences including field trips, school visits, and activities that align with and enhance the learning TEKS and guidelines taught in classrooms and exploration rooms.</p> <p>Strategy's Expected Result/Impact: Students will connect learning in the classroom to uses of knowledge in the real world.</p> <p>Staff Responsible for Monitoring: Grade level team leads, Instructional Coach, Fueling Brains staff, CIS coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$5,000</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Scholastic themes and Fueling Brains curriculum to create immersive practical life centers that focus skills with executive functions.</p> <p>Strategy's Expected Result/Impact: Students will hone executive function skills through application of activities taught in Scholastic themes.</p> <p>Staff Responsible for Monitoring: Instructional coach, pre-kindergarten teacher pods, Fueling Brains Program Director</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$5,000</p>	Formative		
	Nov	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: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

Performance Objective 2: We will increase the number of students who achieve At or Above Benchmark on mClass assessment by 20% through use of inquiry based lessons.

Evaluation Data Sources: Class and Group Summary mClass reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will target mClass instruction and intervention strategies based on BOY assessments. Strategy's Expected Result/Impact: Raise our current At/Above rate of approximately 40% to 60% of students in each class. Staff Responsible for Monitoring: Interventionist, Instructional Coach, Counselor, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement small group instruction resources that target the needs of individual students including letter recognition, letter sounds, and word reading, phonics, and fluency. Strategy's Expected Result/Impact: Students who have a grasp of these skills will perform better on mClass assessments and progress monitoring sessions. Staff Responsible for Monitoring: Principal, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I - \$4,500</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will attend professional development to learn strategies and best practices to support students in reading development. Strategy's Expected Result/Impact: Students who are stronger readers will perform higher on mClass assessments. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title I - \$2,000</p>	Formative		
	Nov	Mar	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will engage in a research-based project and use higher level thinking strategies to create a model that represents their research.</p> <p>Strategy's Expected Result/Impact: Students will begin to understand the research process and employ tools for online research, primary sources, and use of informational text.</p> <p>Staff Responsible for Monitoring: Instructional coach and classroom teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June
	 0%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Family picnic during week of the Young Child

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$400.00
1	1	2			\$400.00
1	2	1			\$625.00
1	2	2			\$175.00
2	1	1			\$1,500.00
2	1	2			\$850.00
2	1	3			\$2,500.00
2	1	4			\$850.00
3	1	1			\$5,000.00
3	1	2			\$5,000.00
3	2	2			\$4,500.00
3	2	3			\$2,000.00
Sub-Total					\$23,800.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
Sub-Total					\$0.00