

Bay City Independent School District
John H. Cherry Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science



Board Approval Date: September 19, 2016

Mission Statement

The Cherry Team is committed to the successful learning of every child in a manner which is respectful, professional, and safe, empowering each one to become a positive contributor to society.

Vision

We are Preparing Today's Children to be Tomorrow's Leaders

Comprehensive Needs Assessment

Demographics

Demographics Summary

The school is in need of more Hispanic teachers to serve as positive role models for Hispanic students. We need to continue to increase the academic performance of African American, SpEd, and Economically Disadvantaged students. We need to continue to work on keeping the attendance rate above 97%.

Demographics Strengths

- Average teacher student ratio
- Low teacher mobility
- Variety of services for at-risk students

Demographics Needs

- Need to increase percentage of Hispanic employees
- Need to improve student attendance
- Need to close achievement gap between sub-populations of students

Student Achievement

Student Achievement Summary

The staff will develop instructional procedures to improve the performance of African American, ELL, and SpEd students. They will also incorporate positive reinforcements and/or incentives to improve reading, comprehension skills and vocabulary. A special emphasis will be placed on increasing usage of the AR Reading program, and on improving student attendance campus-wide.

Student Achievement Strengths

- After-school tutoring, math and reading interventions, Lexia, Success Maker, Kurzweil, Study Island, Think Through Math, STAR Renaissance math and reading programs
- Aligned and diverse curriculum
- Early intervention of at-risk students through RtI program

Student Achievement Needs

- Improve performance of African American students on standardized tests
- Develop reading programs outside of school
- Develop vocabulary and grammar for all students by modeling complete sentences in speech and writing
- Continue to develop writing skills with District Writing Initiative by encouraging writing through all content areas and across all grade levels
- Identify student needs early, and address those needs through early intervention
- Utilize more research-based and effective instructional strategies in the classroom
- Increase engagement of lessons
- Utilize forms and procedures from Stetson and Associates to more effectively plan for needs of special education students

School Culture and Climate

School Culture and Climate Summary

The parent survey indicates that parents are concerned with the following issues

- class disruptions not being addressed
- lack of uniform discipline across the campus
- teachers are "too harsh" with students
- issue with bullying

The staff survey indicates that staff members are concerned with the following issues:

- a variety of facility concerns (ceiling leaks, broken fountains, and lack of lights outside)
- ineffective systems for successful classroom management and discipline
- a lack of consistency and fairness with student discipline

School Culture and Climate Strengths

- Staff feel comfortable expressing their thoughts with their team, and with expressing new ideas and suggestions to administrators
- Staff are excited about new campus leadership
- Most parents are pleased with Cherry
- Parents and staff note an increase in the friendliness and efficiency of the front office staff

School Culture and Climate Needs

- Eliminate the perception of unfairness and inconsistency
- Encourage positive attitudes toward all stake holders
- Increase communication between teachers and parents

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The school has been successful in the recruitment of highly-qualified staff who have remained with the campus for three or more years. The campus will strive to become financially solvent by not replacing positions that can be absorbed by those still employed.

Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers are highly-qualified and certified for their positions

Staff Quality, Recruitment, and Retention Needs

- Need to retain highly qualified bilingual and special ed staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has aligned curriculums for grades PK through 12 with the TEKS Resources and Frog Street Press. However, there is always a need for additional resources in math, science, social studies, gifted and talented, and special education.

Curriculum, Instruction, and Assessment Strengths

- Curriculums are aligned to the state standards
- Good curriculum and support for beginning teachers
- Curriculum is online and easily accesible from home

Curriculum, Instruction, and Assessment Needs

- More resources are needed for differentiation and practice
- Need to develop science and writing benchmarks for younger grade levels

Family and Community Involvement

Family and Community Involvement Summary

The campus has a variety of programs throughout the year to encourage parent participation through volunteering, mentoring, or serving on various committees. There is an active PTA comprised of parents, teachers, and community members. We also have a very involved group of volunteers.

Family and Community Involvement Strengths

- Awards programs
- Plays and musicals
- Seasonal programs
- Classroom activities
- Online access to students grades, attendance, & district curriculum
- PeachJar software used to send electronic flyers
- Facebook page updated frequently with campus information
- Remind app used in a number of classrooms and in the office for daily reminders
- Ready Rosie used to notify PK parents and offer parenting tips

Family and Community Involvement Needs

- Need to recruit more parents and teachers to the PTA (goal of 100% teacher membership)
- Need to recruit community members to serve as mentors and role models for at-risk students

Technology

Technology Summary

Campus does not have a large variety of technologies available to the teachers or students.

Technology Strengths

- All teacher units were replaced in the 2015-2016 school year.
- Small computer lab was added in the 2015-2016 school year for RtI and Lexia programs.
- Grades 1-5 received interactive projectors in the 2015-2016 school year.

Technology Needs

- Need to increase accessibility of computers and other technologies to students
- Need to increase availability of technology to students in PK and KG (interactive projectors and classroom computers)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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










Goals

Goal 1: Cherry Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 1: Increase the performance of all students to meet the passing standards for STAAR in all subjects. Special emphasis will be placed on ELL, Special Ed, and Economically disadvantaged and African American students in writing. Emphasis will also be placed on increasing the number of students who meet the criteria for Academic Achievement in ELA and Mathematics. In addition an emphasis will be placed on improving our services to Pre-K students by following the Pre-K Guidelines issued by TEA.

Evaluation Data Source(s) 1: Weekly, six weeks, and benchmark assessments, End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, and state assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Provide accelerated reading instruction for all students by way of whole group, small group and individual instruction using highly qualified tutors and research based programs - CSCOPE, Waterford, Lexia, CEI, Success Maker, Kurzweil, Dibbles, or Neihaus. All students will participate in the Accelerated Reading program to help increase reading fluency and comprehension.	1, 4, 5, 6, 7, 9, 10	Classroom, Title I, and Special Educational teachers, instructional Aides, and administrators	Program assessments, teacher assessments, student portfolios, Midyear and End-of-year TPRI, ITBS, Naglieri, STAAR, & local promotion criteria				
	Funding Sources: 211 - Title I - 25000.00						
2) Provide opportunities for all Special Education students to receive instruction in the least restrictive setting, in extracurricular classes, and all school programs.	2, 5, 8, 9, 10	Administrators, Special Educations Supervisors, Special Education Teachers, PK-3 Teachers, Title I Teacher, Intervention Teacher	End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, and state assessments.				
3) Staff will receive training for GT strategies and/or certification, Special Education, and ESL. EC/PK Teachers will be trained in the Early Childhood program recommended by TEA.	2, 3, 4	Administrators, Curriculum Director, Special Education Director	End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, and state assessments.				
	Funding Sources: 255 - Title IIA - 1096.00						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Mathematics instruction will be fully implemented through CSCOPE and any appropriate resources to support math instruction. Research-based programs will be utilized to help identify students in need of Tier 2 and Tier 3 interventions in mathematics.</p>	1, 3, 4, 5, 6, 7, 9, 10	Administrators, Curriculum Director, and Team Leaders	End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, state assessments and AYP Reports.				
<p>5) Use a variety of resources to differentiate instruction thereby reaching all learning modalities -- State adopted textbooks, Waterford Math & Science program, Sharon Wells, Grace Stasney, Success Maker, Istation, Think Through Math, Star Enterprise Reading and Math and Motivation Math, Reading, and Science materials.</p>	1, 3, 10	Administrators, Curriculum Director, Team Leaders	End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, state assessments and AYP Reports.				
Funding Sources: 211 - Title I - 6000.00							
<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide for coordinated activities between preschool and Kindergarten teachers to visit each other's classrooms.</p>	7	Administrators, Teachers, Instructional Aides and Headstart staff.	Agendas and schedules from planned meetings.				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5</p> <p>7) Provide for a transition activity for Pre-K students in other zones to visit their home campuses.</p>	6, 7	Administrators, Teachers, Instructional Aides, parents.	Completion of visits.				
Funding Sources: 211 - Title I - 500.00, 199 - Local - 500.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Teachers will attend various workshops and trainings in order to strengthen instructional strategies geared toward ELLs and SPED students.</p>	1, 3, 4						
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Teachers will be provided opportunities to plan with one another within their grade levels and across the elementary campuses in order to ensure an aligned curriculum is being utilized district-wide. In these Planning Days, teachers will use a variety of data sources in order to plan for student success through differentiated instructional strategies.</p>	4, 8						

<p>Critical Success Factors CSF 1 CSF 2</p> <p>10) Fourth Grade students will attend a Writing Academy camp to address needs identified by benchmark exams, and to prepare more efficiently for the STAAR Writing assessment.</p>	1, 9	Principal and 4th Grade Teachers	Students will be able to successfully develop and add variety to expository papers.				
Funding Sources: 211 - Title I - 2200.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>11) Meaningful benchmark exams will be created and utilized in order to collect useful data and plan for future instruction.</p>	8, 9	Team Leaders, grades 3-5 Campus Principal					
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>12) Early childhood teachers will attend workshops and trainings specifically targeting the instructional needs of PK-KG students.</p>	3, 4						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>13) PK teachers will receive training regarding fine motor development as it relates to handwriting skills.</p>	4, 7	Campus Principal	Half of PK teachers will successfully complete the training "Fine Motor Skills: Write Out of the Box" at ESC Region 3. These teachers will share the training with the other half of the team within one week of the training.				
Funding Sources: 199 - Local - 375.00							
<p>Critical Success Factors CSF 1</p> <p>14) A guided reading library will be purchased to support reading on students' individual levels in grades K-3.</p>							
Funding Sources: 211 - Title I - 15076.95							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>15) Teachers will receive training in culturally responsive practices in order to close the achievement gaps between African American students and other students.</p>		Principal	Teachers will attend the professional development, and will immediately implement strategies in their classrooms, therefore, helping to close the achievement gap.				
Funding Sources: 211 - Title I - 260.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							






Goal 1: Cherry Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 2: Technology will be increased to differentiate, accelerate, and extend learning. A variety of new technologies will be purchased with the intent of increasing student engagement and performance.

Evaluation Data Source(s) 2: Administrative walkthroughs and observations indicating effective use of technology.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) According to the CNA, all staff will continue to become proficient with all aspects of CSCOPE, DMAC, Eduphoria, School Messenger, Frogstreet, Success Maker, Peims Data Plus, Kurzwell, Star Enterprises, Istation, Think Through Math, TxEIS for grade books, attendance, registration, PEIMS, & scheduling, through staff development opportunities, peer tutoring, and demonstrations to staff.</p>	1, 2, 3, 4, 5, 6, 7, 9, 10	Classroom, Title I, and Special Educational teachers, instructional Aides, and administrators	Program assessments, teacher assessments, student portfolios, Midyear and End-of-year TPRI, ITBS, Naglieri, TAKS, & local promotion criteria				
Funding Sources: 211 - Title I - 5000.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Teachers will incorporate interactive technologies in their classroom instruction, including use of interactive white boards in grades 1-5.</p>	1	Principal, Assistant Principal	Administrative walkthroughs and observations will demonstrate an increase in teacher and student use of technologies.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) PK teachers will receive training in technology applications appropriate for their students.</p>	4, 7	Principal	Half of PK teachers will attend the training "Technology in the PK Classroom" at ESC Region 3. Teachers will then share the information learned with the other half of the PK team within one week of the training. Various technology applications will also be shared at the PK Parent Night.				
<p>Critical Success Factors CSF 4</p> <p>4) Replace outdated classroom computers with newer versions so students have immediate access to Accelerated Reader, as well as to a variety of intervention and enrichment programs.</p>	9	Principal	Every classroom will have access to working student computers.				
Funding Sources: 211 - Title I - 10919.48							









 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Cherry Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 3: All campus activities will include health and physical activities recommended by the District School Health Advisory Council.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Students will participate in 45 minutes of physical education classes daily. Nutritional instruction will be provided for 15 minutes of the class twice per week. Students in grades 3, 4, and 5 will participate in the health initiative using Fitnessgram yearly to determine their level of physical fitness. Recess will be used to encourage development of free play and social skills. Students will also participate in Jump Rope for Heart and field day activities as additional health initiatives to increase student awareness and fitness.	1, 3, 4, 8, 10	Administrators, Teachers, and Support Staff.	Physical education grades Fitnessgram assessments Administrator walk through observations/evaluations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 2: Cherry Elementary will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 1: All students will be instructed in character education, refusal skills, and appropriate behavior strategies that will promote a safe learning environment and consistent with responsible behavior suitable for all society.

Evaluation Data Source(s) 1: Review of PEIMS discipline report indicating a decrease in campus disciplinary infractions.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p>Critical Success Factors CSF 6</p> <p>1) School-wide rules will be developed, maintained, and revised as necessary for all common areas and in all classrooms to ensure that students develop appropriate behavior. Teachers will continue to implement Teach-Tos and common area rules. The staff will continue to receive training in research-based classroom management strategies from PBIS to help improve instruction, promote a positive classroom environment, set boundaries, and provide a powerful, caring discipline system.</p>	2, 4, 6, 8, 9, 10	Administrators, Counselor, Behavior Specialist, Teachers	Discipline referrals, PEIMS Records, number of referrals for alternative placement				
Funding Sources: 199 - Local - 1000.00							
<p>Critical Success Factors CSF 6</p> <p>2) All classes will incorporate social skills activities through classroom guidance sessions with the campus counselor. Students with repeat violations will be referred to counseling and the Student Success Committee for additional strategies including a Behavior Intervention Plan and placement in an alternative setting (only as necessary). Students with emotional deficiencies and more severe behaviors will be referred to the PASS Program. Counselor will attend training on social/emotional needs of young children.</p>	2, 3, 6, 8, 9	Administrators, Behavior Specialist, Intervention Teacher, and Counselor	Discipline referrals, PEIMS Reports, PBMAS Reports				

<p align="center">Critical Success Factors CSF 6</p> <p>3) The campus will use a variety of activities to follow the district guidelines on bullying. The "Talk About It" online program will be used to provide students with a safe avenue for reporting bullying activities or other areas of concern. Counselor will attend training on Bullying Prevention strategies, and will implement these in classroom guidance lessons.</p>	1, 2, 3, 4, 6, 10	Administrators, Teachers, Counselor, Parents, & Students	Decrease in the number of discipline referrals made for bullying.				
<p align="center">Critical Success Factors CSF 6</p> <p>4) The campus will continue to utilize security measures to reinforce the safety of all students and staff in the form of locked entrances with admittance by buzzer, cameras in key locations around the perimeter of the campus, as well as cameras placed in the main hallways, a systematic check-in process for all visitors using VSoft, and a uniformed, licensed police officer to help provide a positive atmosphere for all stake holders.</p>	1, 2, 10	Administrators, all staff, BCISDPD	Decrease in parent/community concerns about school safety Increase well-being of all who work in the school environment.				
<p align="center">Critical Success Factors CSF 6</p> <p>5) A discipline committee will analyze discipline research each 6 weeks to disaggregate and determine the effects discipline consequences have on academics and behavior of students.</p>	1, 2, 4, 10	Administrators, teachers, instructional aides, BCISDPD, parents	Decrease in discipline referrals, fewer consequences that remove students from class, increased student achievement				












 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Cherry Elementary will provide a safe and disciplined environment which is conducive to learning.

Performance Objective 2: All staff will be instructed in strategies for maintaining a positive classroom environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
Critical Success Factors CSF 6 1) All staff will be trained in the Capturing Kids Hearts program, which will stress the importance of staff members building and maintaining relationships with the students in order to increase student attendance and motivation, and to decrease behavior problems. Campus will follow up with consultants from CKH throughout the year.	1, 4	Administrators, Process Champions (team of educators assigned to analyze implementation of CKH)					
	Funding Sources: 211 - Title I - 47000.00						
Critical Success Factors CSF 4 CSF 6 2) Teachers struggling with classroom management will be recommended to attend a summer workshop with Region 4, "The Successful Classroom."		Principal	Teachers will successfully complete the professional development, and the strategies learned will be implemented within their classrooms, which will lead to a positive classroom culture.				
	Funding Sources: 211 - Title I - 1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Cherry Elementary will continue to place an emphasis on providing students with highly qualified teachers, paraprofessionals, and administrators, and varied ethnic role models in all of these areas.

Performance Objective 1: The campus will actively recruit highly qualified teachers who are representative of all ethnicities with the help of the campus advisory committee.

Evaluation Data Source(s) 1: Number of recruited and hired teachers with different ethnic backgrounds.

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) The campus advisory committee will be apprised of the legal aspects of hiring. They will also study the campus needs and will actively seek personnel who are certified for the vacancy.	5, 6, 8	Administrators, Advisory Committee.	Number of recruited and hired teachers with different ethnic backgrounds.				
2) Title I funding will be used to supplement the salaries for highly qualified staff.	1, 3, 4, 5, 7, 10	District Administrators Campus Administrator	100% of the staff is highly qualified				
Funding Sources: 211 - Title I - 100000.00							
3) SCE Funding will be used to support salaries for certified tutors and purchases for additional resources to help struggling students.							
4) Campus policies and procedures will be compiled in a campus notebook for review and orientation of new staff as stated in the CNA-Campus Needs Assessment.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Cherry Elementary will continue to place an emphasis on providing students with highly qualified teachers, paraprofessionals, and administrators, and varied ethnic role models in all of these areas.

Performance Objective 2: 100% of the staff will be required to maintain their highly qualified status through yearly staff development activities with an emphasis on increasing technological skills to enhance and extend learning.

Evaluation Data Source(s) 2: Teachers will turn in staff development certificates indicating attendance in professional development activities.

Summative Evaluation 2:













Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) All employees will be provided a variety of staff development opportunities to ensure that they maintain SBEC certification and to enhance instructional skills. Staff development activities will be planned yearly for staff through a variety of formats; workshops, webinars, consultants, online, as well as from campus based peers.	1, 2, 3, 7, 9, 10	Assistant Superintendent, Administrators	100% of staff is certified.				
	Funding Sources: 199 - Local - 4500.00, 211 - Title I - 5140.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Cherry Elementary will increase the average daily attendance of students and staff.

Performance Objective 1: Students and staff will increase the student daily average attendance to 98%.

Evaluation Data Source(s) 1: Attendance records and reports through PEIMS Data Plus.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p>Critical Success Factors CSF 4</p> <p>1) Teachers will monitor student attendance. Parents will be contacted by teachers after two consecutive absences, and a campus administrator after three consecutive absences. Students with excessive tardies will be required to serve morning or afternoon detention in an effort to complete their missed assignments. Campus principal will follow state guidelines for reporting and filing charges against parents with excessive unexcused absences.</p>	1, 2, 6	Administrators, Teachers, PEIMS Clerk	Students' attendance increased.				
Funding Sources: 199 - Local - 100.00							
<p>Critical Success Factors CSF 4</p> <p>2) Incentives will be offered to increase attendance in the classroom, by administrators, and at awards programs. Incentives may include Pancakes with the Principal, Pie the Principal, picnic lunches, bicycles, recognition of perfect attendance on announcements and bulletin boards, etc.</p>							
Funding Sources: 199 - Local - 2000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Cherry Elementary will increase the average daily attendance of students and staff.

Performance Objective 2: Staff attendance will increase to 98% through the use of campus based incentives.

Evaluation Data Source(s) 2: Review of staff attendance reports indicating 98% attendance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Incentives will be offered to increase staff attendance. Incentives may include Amazon gift cards, breaks from the classroom, recognition of "Teacher of the Month," recognition of teachers with perfect attendance on morning announcements, and jeans passes. Teachers will be expected to comply with district and campus policies and procedures for time off, and those with excessive tardies will face appropriate disciplinary action.</p>	1, 2, 5	Administrators, Assistant Superintendent	Staff absences decreased.				
Funding Sources: 199 - Local - 2000.00							

Goal 5: Cherry Elementary will provide opportunities for parents and community members to participate in the educational process of students.

Performance Objective 1: The faculty will develop and provide opportunities that ensure communication and involvement for parents, targeted parents, community members, and all stakeholders in student achievement

Evaluation Data Source(s) 1: Review of parent conference logs and campus activity sign in sheets.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) All staff will maintain communication with parents each six weeks and whenever necessary to monitor student progress.	1, 2, 6	Teachers, Counselor, Nurse, Administrators	Student report cards, assessments, Parent/Teacher Conference Logs, Phone Logs, Home Visit Logs, Sign In Sheets, V-Soft				
2) Information will be disseminated to parents at regular intervals through a variety of media--school calendars, newsletters, emails, school website, marquee, and school messenger.	1, 6, 9	Administrators, Teachers, Public Relations Coordinator	Parent response to information, attendance at school activities, sign in sheets, V-Soft badges				
Critical Success Factors CSF 5 CSF 6 3) PTA will continue to provide parents opportunities for involvement at various events throughout the school year.	6	Principal, PTA Board, Teachers who serve as members of PTA					
Critical Success Factors CSF 5 CSF 6 4) Parents and community members will be invited to serve on appropriate campus committees, such as the Discipline Committee, the Campus Communications Committee, and the Cherry Leadership Team.	6	Funding Sources: 199 - Local - 100.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Cherry Elementary will provide opportunities for parents and community members to participate in the educational process of students.

Performance Objective 2: New strategies and programs will be implemented to increase parent involvement in students' academics, with an emphasis on reading at home.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) "We Both Read" books will be sent home with students to encourage parents and children to read together at home. These books will supplement classroom libraries in the PK, K, and 1 classrooms.</p>	1, 6	Principal, Counselor, Classroom Teachers		✓	✓	✓	
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	7	Provide for a transition activity for Pre-K students in other zones to visit their home campuses.
1	1	8	Teachers will attend various workshops and trainings in order to strengthen instructional strategies geared toward ELLs and SPED students.
1	1	11	Meaningful benchmark exams will be created and utilized in order to collect useful data and plan for future instruction.
1	1	12	Early childhood teachers will attend workshops and trainings specifically targeting the instructional needs of PK-KG students.
1	1	15	Teachers will receive training in culturally responsive practices in order to close the achievement gaps between African American students and other students.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	8	Teachers will attend various workshops and trainings in order to strengthen instructional strategies geared toward ELLs and SPED students.

State Compensatory

Budget for John H. Cherry Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
197-11-6112.00-101-6-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
197-11-6119.00-101-6-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,252.00
197-11-6129.00-101-6-30	6129 Salaries or Wages for Support Personnel	\$164,166.00
197-11-6129.93-101-5-30	6129 Salaries or Wages for Support Personnel	\$19,363.00
6100 Subtotal:		\$197,781.00

Personnel for John H. Cherry Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Intervention	0.2
	Instructional Aide	PreKindergarten	1
	Instructional Aide	5th Grade	1
	Instructional Aide	Intervention	1
	Instructional Aide	1st Grade	1
	Instructional Aide	PreKindergarten	1
	Instructional Aide	4th Grade	1
	Instructional Aide	2nd Grade	1
	Instructional Aide	3rd Grade	1

Title I

Schoolwide Program Plan

The plans for the campus were reviewed to determine which plans were successful and which were not. This review was compared to the campus needs assessment, the needs were prioritized and the Title I School-wide Plan was revised.

The demographic data indicates that the instructional practices for one sub group is still not effective. Enrollment and attendance rates have been declining in all sub groups for the last three years. One group that has quadrupled in size since 2005 are the English Language Learners/LEP students. In addition, staff development must be provided for teachers to assist in using formal and informal assessment to drive instruction and help with differentiation.

Classroom observations have revealed a need for continued training and support for all instructional staff in usage of the new curriculum, ways to differentiate instruction and instructional delivery, strategies for intergrating two or more subjects in a single lesson to ensure that the TEKS for all core subjects are taught, and assistance in the use of assessments to pinpoint student needs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The campus developed a needs assessment based on the results of a variety of accumulated data. The data were used to formulate the current goals for the campus improvement plan, indicated the priority needs, and help set the school wide programs for the year. Guided by the district goals and mission, the campus needs shows trends with gaps for African American students, LEP students and Special Educations students. Also identified were curriculum gaps and declining enrollment.

2: Schoolwide Reform Strategies

The campus will search for a research based program that has been used with African American and LEP students to the support the existing campus programs. Special Education students, per their IEPs, will be exposed to academic instruction of all core subjects along with their peers to better prepare them for the state and other assessments. Strategies and tools from Stetson and Associates will be used to place students in appropriate classes, to develop a co-teaching model amongst general and special education teachers, and to plan lessons with the necessary accomodations. The campus will implement more campus based targeted staff development sessions to strengthen teacher usage of curriculum and technology, and a variety of interactive technologies will be purchased in order to increase student engagement in the classroom.

3: Instruction by highly qualified professional teachers

All staff will be required to attend one staff development training in an area of need each year. All new teachers will be provided training in SIOP and ELPS to address the large number of students denying Bilingual instruction. Several teachers will be sent to an ESL test prep course, and will then take the ESL

certification assessment.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The campus will improve through the use of walk-through observations, full classroom observations, surveys of teacher needs, as well as implementation of mini targeted development activities to address areas of need. Consultants will be solicited to address more comprehensive staff development needs.

5: Strategies to attract highly qualified teachers

Site Based Committees will be involved in job fairs (as available) and interviews to select highly qualified teachers.

6: Strategies to increase parental involvement

In addition to the existing activities, the campus will include parent activities that address parenting skills and learning strategies for students.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The principal and teachers will continue to serve on the advisory board of the William Smith Tri-County Headstart Program and will host campus visits for pre-schoolers who will be transitioning to the campus. The staff will use the region center and guidelines from TEA on the best practices for the instruction of Pre-K students.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Team Leaders and other lead teachers will be involved in the decisions to acquire assessments for the instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The campus has a process that involves a referral to the Student Success Committee. The committee along with classroom teachers and other staff monitor students who struggle and makes recommendations for assistance. Assistance may be from the intervention teachers, tutors, researched based computer programs, and/or referral to more intensive programs like 504, Special Education, or Dyslexia screening.

10: Coordination and integration of federal, state and local services and programs

The campus has funds from federal, state and local entities.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Merideth Dodd	Principal
Administrator	Suzette Williams	Assistant Principal
Business Representative	Sayrah Craft	Owner, Tangles Salon
Business Representative	Bill Newton	Owner, Wild Bill's
Classroom Teacher	Bridget English	PK Teacher
Community Representative	Scott Savage	Community Member
Non-classroom Professional	Ashley Hagg	Counselor
Paraprofessional	Sonya Jones	Registrar
Parent	Marci Williams	Parent

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$25,000.00
1	1	5	License renewal for computer programs		\$6,000.00
1	1	7	Staff development, instructional materials		\$500.00
1	1	10		211-11-6299.00-101-6-39	\$2,200.00
1	1	14	\$15,076.95	211-11-6397.00-101-7-30	\$15,076.95
1	1	15		211-13-6411.00-101-7-30	\$260.00
1	2	1	Funds will be used for staff development, training, and consultants		\$5,000.00
1	2	4		211-11-6397.00-101-7-30	\$10,919.48
2	2	1			\$47,000.00
2	2	2		211-13-6411.00-101-7-30	\$1,000.00
3	1	2			\$100,000.00
3	2	1			\$5,140.00
Sub-Total					\$218,096.43
255 - Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,096.00
Sub-Total					\$1,096.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$500.00
1	1	13	\$75 per teacher	199-13-6411.00-101-7-11	\$375.00
2	1	1	Instructional materials, for teaching behavioral skill		\$1,000.00
3	2	1			\$4,500.00
4	1	1			\$100.00

4	1	2			\$2,000.00
4	2	1			\$2,000.00
5	1	4			\$100.00
Sub-Total					\$10,575.00
Grand Total					\$229,767.43