

Bay City Independent School District
John H. Cherry Elementary
2017-2018 Campus Improvement Plan



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

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

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

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

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

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

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.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>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 including but not limited to Lexia, Success Maker, Kurzweil, Dibbles, and Neihaus. Students will also participate in the Accelerated Reading program to help increase reading fluency and comprehension.</p>	1.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0	Classroom, RtI, and Special Educational teachers, instructional aides, and administrators	Program assessments, teacher assessments, student portfolios, TPRI, ITBS, Naglieri, STAAR, & local assessments			
Funding Sources: 211 - Title I - 25000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide opportunities for all Special Education students to receive instruction in the least restrictive setting, in extracurricular classes, and all school programs.</p>	2.0, 5.0, 8.0, 9.0, 10.0	Administrators, Special Educations Supervisors, Special Education Teachers, PK-5 Teachers, Intervention Teacher	End-of-year district and campus assessments, report cards, Individual Education Plans, TPRI, and state assessments.			
<p>Critical Success Factors CSF 7</p> <p>3) Targeted staff will receive training for GT strategies and/or certification, Special Education, and ESL. EC/PK Teachers will receive training specific to Early Childhood Education.</p>	2.0, 3.0, 4.0	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) All content instruction will be fully implemented through the use of TEKS Resources. Research-based programs will be utilized to help identify students in need of Tier 2 and Tier 3 interventions in mathematics and reading.</p>	1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0	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 align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Use a variety of resources to differentiate instruction thereby reaching all learning modalities, including but not limited to state adopted textbooks, Success Maker, Star Renaissance Reading and Math, and Motivation Math, Reading, Writing, and Science materials, the Daily 5, and more.</p>	1.0, 3.0, 10.0	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 6 CSF 7</p> <p>6) Provide for coordinated activities between preschool and Kindergarten teachers to visit each other's classrooms.</p>	7.0	Administrators, Teachers, and Instructional Aides.	Agendas and schedules from planned meetings.			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide for a transition activity for Pre-K students in other zones to visit their home campuses.</p>	6.0, 7.0	Administrators, Teachers, Instructional Aides, parents.	Completion of visits.			
Funding Sources: 211 - Title I - 500.00, 199 - Local - 500.00						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Teachers will attend various workshops and training in order to strengthen instructional strategies, with an emphasis toward the instruction of ELLs and SPED students, as well as increasing cultural awareness.</p>	1.0, 3.0, 4.0	Campus Administrators, Teachers, and Curriculum Director.	Certificates of completion of workshops			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</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>	4.0, 8.0	Campus Administrators, and Teachers.				












<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>10) Meaningful benchmark exams and curriculum-based assessments will be created and utilized in order to collect useful data and to plan for future instruction.</p>	8.0, 9.0	Team Leaders, grades 3-5 Teachers, Campus Administrators				
<p>Critical Success Factors CSF 1</p> <p>11) Teachers will continue to develop lessons around student engagement, using various instructional strategies and techniques (ex: lead4ward Playlist), and these will be documented in lesson plans.</p>	2.0, 4.0					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Saturday Academies will be offered during the spring semester as additional STAAR tutoring for targeted students in grades 3-5.</p>	9.0					
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Staff members will continue to become proficient with all aspects of the TEKS Resource System so that this curriculum will be used with fidelity. Staff members will also increase understanding and usage of DMAC, Frogstreet, Success Maker, and Star Enterprises, as well as other instructional technologies for student engagement through staff development opportunities, peer tutoring, and demonstrations to staff.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0	Classroom, and Special Educational teachers, instructional Aides, and administrators	Program assessments, teacher assessments, student portfolios, TPRI, ITBS, Naglieri			
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 PK-5. This will require the purchase of interactive projectors for all Kindergarten classrooms and for support classrooms not already equipped.</p>	1.0	Principal, Assistant Principal	Administrative walkthroughs and observations will demonstrate an increase in teacher and student use of technologies.			
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will continue to learn how to implement various forms of technology to increase student engagement.</p>	4.0, 9.0					
 = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Students will participate in 45 minutes of physical education classes 4 days per week in grades K-5, and 30 minutes daily in PK. Nutritional instruction will be provided in addition to the physical education. Students in grades 3, 4, and 5 will participate in the health initiative using Fitnessgram to determine their level of physical fitness. Recess will be included in the daily schedule and 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.</p>	1.0, 3.0, 4.0, 8.0, 10.0	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 which is 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All staff will continue to implement Capturing Kids Hearts as our approved school-wide management program to respond to student discipline. Staff will continue to receive training in research-based classroom management strategies from PBIS as necessary to help improve instruction, promote a positive classroom environment, set boundaries, and provide a safe and encouraging learning environment.</p>	2.0, 4.0, 6.0, 8.0, 9.0, 10.0	Administrators, Counselor, Teachers, Aides	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 may be referred to counseling, campus administration, or to the RtI 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 for special education and possibly to the PASS Program. Counselor will attend training on social/emotional needs of young children.</p>	2.0, 3.0, 6.0, 8.0, 9.0	Administrators, 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. All staff will also be trained in handling allegations of bullying.</p>	<p>1.0, 2.0, 3.0, 4.0, 6.0, 10.0</p>	<p>Administrators, Teachers, Counselor, Parents, & Students</p>	<p>Decrease in the number of discipline referrals made for bullying.</p>			
<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 exterior perimeter of the campus, 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>	<p>1.0, 2.0, 10.0</p>	<p>Administrators, all staff, BCISDPD</p>	<p>Decrease in parent/community concerns about school safety Increase well-being of all who work in the school environment.</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>5) A discipline committee will analyze discipline data periodically throughout the year to disaggregate and determine the effects discipline consequences have on academics and behavior of students.</p>	<p>1.0, 2.0, 4.0, 10.0</p>	<p>Administrators, teachers, instructional aides, BCISDPD, parents</p>	<p>Decrease in discipline referrals, fewer consequences that remove students from class, increased student achievement</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>6) The counselor will be equipped with technologies that will assist her in teaching appropriate social skills and coping strategies.</p>	<p>2.0</p>	<p>Counselor, Principal</p>	<p>Students will be able to access a variety of programs to learn self-help and coping skills.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 6</p> <p>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 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.</p>	1.0, 4.0	Administrators, Process Champions (team of educators assigned to analyze implementation of CKH)				
Funding Sources: 211 - Title I - 47000.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Teachers struggling with classroom management will be provided additional strategies, including but not limited to mentoring from a retired teacher/principal, and various staff development opportunities.</p>	3.0, 4.0	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						
<p>Critical Success Factors CSF 6</p> <p>3) PK teachers will develop strategies to support the social-emotional needs of students. This will help students to manage their emotions, resolve conflict nonviolently, and make responsible decisions.</p>	4.0, 7.0	Principal				
= 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) A committee of teachers and administrators 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 any vacancies.	5.0, 6.0, 8.0	Administrators, Advisory Committee.	Number of recruited and hired teachers with different ethnic backgrounds.			
<p>Critical Success Factors CSF 1</p> 2) SCE Funding will be used to support salaries for certified tutors and purchases for additional resources to help struggling students.		Campus Principal				
<p>Critical Success Factors CSF 4 CSF 6</p> 3) Campus policies and procedures will be compiled in a campus notebook for review and orientation of new staff.						
= 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 7</p> <p>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.</p>	1.0, 2.0, 3.0, 7.0, 9.0, 10.0	Assistant Superintendent, Administrators	100% of staff is certified.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<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 guidelines for implementing Truancy Prevention Measures with parents of students who exhibit excessive unexcused absences.</p>	1.0, 2.0, 6.0	Administrators, Teachers, PEIMS Clerk	Students' attendance increased.			
Funding Sources: 199 - Local - 100.00						
<p>Critical Success Factors CSF 4 CSF 6</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						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) In the spring semester, office staff will call home for all absent students prior to 9:30 a.m.</p>						
 = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<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 or refusal to comply with these policies will face appropriate disciplinary action.</p>	1.0, 2.0, 5.0	Administrators, Assistant Superintendent	Staff absences decreased.			
Funding Sources: 199 - Local - 2000.00						
 = 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 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) All staff will maintain communication with parents each six weeks and whenever necessary to monitor student progress.	1.0, 2.0, 6.0	Teachers, Counselor, Nurse, Administrators	Student report cards, assessments, Parent/Teacher Conference Logs, Phone Logs, Home Visit Logs, Sign In Sheets, V-Soft			
<p>Critical Success Factors CSF 5 CSF 6</p> 2) Information will be disseminated to parents at regular intervals through a variety of media--school calendars, newsletters, emails, school website, marquee, social media, and school messenger.	1.0, 6.0, 9.0	Administrators, Teachers, Counselor, Parent Involvement Liaison, Public Relations Coordinator	Parent response to information, attendance at school activities, sign in sheets, V-Soft badges			
<p>Critical Success Factors CSF 5 CSF 6</p> 3) PTA will continue to provide parents opportunities for involvement at various events throughout the school year.	6.0	Principal, PTA Board, Teachers who serve as members of PTA				
<p>Critical Success Factors CSF 5 CSF 6</p> 4) Parents and community members will be invited to serve on appropriate campus committees.	6.0					
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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) "We Both Read" books will continue to 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. Additional books will be purchased to support this continued initiative.</p>	1.0, 6.0	Principal, Counselor, Classroom Teachers				
<p>Critical Success Factors CSF 5</p> <p>2) PK Staff will plan and implement a "PK Parent Night" in the fall semester. At this event, parents will learn how to provide academic and emotional support at home, and will also review the PK Guidelines.</p>						
<p>3) Ready Rosie will be implemented in all PK/PPCD classrooms as a means of providing parents with additional support at home. Teachers will send out information to parents through the Ready Rosie program at least once per two weeks.</p>						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) The campus will host an Open House event in the spring semester to focus on academic expectations for STAAR in grades 3-5.</p>	6.0, 9.0					
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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 training in order to strengthen instructional strategies, with an emphasis toward the instruction of ELLs and SPED students, as well as increasing cultural awareness.
1	1	10	Meaningful benchmark exams and curriculum-based assessments will be created and utilized in order to collect useful data and to plan for future instruction.

State Compensatory

Budget for John H. Cherry Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
197-11-6112.00-101-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
197-11-6119.00-101-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,962.00
197-11-6119.87-101-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
197-11-6129.00-101-8-30	6129 Salaries or Wages for Support Personnel	\$120,603.00
197-11-6129.87-101-8-30	6129 Salaries or Wages for Support Personnel	\$0.00
197-11-6129.92-101-8-30	6129 Salaries or Wages for Support Personnel	\$0.00
197-11-6129.93-101-8-30	6129 Salaries or Wages for Support Personnel	\$18,656.00
197-11-6129.94-101-8-30	6129 Salaries or Wages for Support Personnel	\$0.00
6100 Subtotal:		\$161,221.00

Personnel for John H. Cherry Elementary:

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

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Merideth Dodd	Principal
Parent	Raihan Khondker	STP
Business Representative	Scott Savage	Farmer
Community Representative	Pat Matthes	retired social worker
Parent	Frances Trevino	CDC teacher
Non-classroom Professional	Ashley Hagg	Counselor
Classroom Teacher	Mandi Ressman	Teacher
Paraprofessional	Tracy Jefferson	Paraprofessional
Parent	Amber Miller	STP employee

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	2	1	Funds will be used for staff development, training, and consultants		\$5,000.00
2	2	1			\$47,000.00
2	2	2		211-13-6411.00-101-7-30	\$1,000.00
Sub-Total					\$84,500.00
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
2	1	1	Instructional materials, for teaching behavioral skill		\$1,000.00
4	1	1			\$100.00
4	1	2			\$2,000.00
4	2	1			\$2,000.00
5	1	4			\$100.00
Sub-Total					\$5,700.00
Grand Total					\$91,296.00