

**Bay City Independent School District**  
**John H. Cherry Elementary**  
**2018-2019 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**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Curriculum, Instruction, and Assessment .....	8
Parent and Community Engagement .....	9
School Context and Organization .....	10
Technology .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students. ....	15
Goal 2: Cherry Elementary will provide a safe and disciplined environment which is conducive to learning. ....	24
State Compensatory .....	25
Personnel for John H. Cherry Elementary: .....	25
Title I Personnel .....	27
2018-2019 Campus Site-Based Committee .....	28
Campus Funding Summary .....	29

# Comprehensive Needs Assessment

Revised/Approved: May 25, 2018

## Demographics

### Demographics Summary

While we have an experienced staff, the staff demographics do not match the student demographics. The campus is in need of more Hispanic and African American teachers to serve as positive role models for our diverse students. Our minority students continue to experience less success than white students, with our lowest performing groups including Economically Disadvantaged, Hispanic, and African American students. We must also continue to work on keeping the attendance rate above 97%.

### Demographics Strengths

At Cherry Elementary, there are several teachers with a good many years of experience in education. The average years of experience of teachers at Cherry is 13.5, which is greater than the average for the district, 11.4, and also the state, 10.9.

While they performed poorly in Reading and Math, the three lowest-performing student groups across campus (Economically Disadvantaged, Hispanic, and African American) performed well in 5th grade Science.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** English Learners continue to perform lower than other sub-populations. **Root Cause:** Lack of training in ESL strategies and too few teachers certified for ESL.

# Student Achievement

## Student Achievement Summary

STAAR:

Students showed gains in the following areas from 2016 to 2017: 3rd grade reading; 5th grade reading and science. Students showed declines in the following areas from 2016 to 2017: 3rd grade math; 4th grade reading, math, and writing; 5th grade math.

Students showed gains in the following areas from 2017 to 2018: 4th grade reading, math, and writing; 5th grade reading. Students showed declines in the following areas from 2017 to 2018: 3rd grade reading and math; 5th grade math and science. Even though we had declines in 5th grade (in comparison to 2017 5th grade scores), the students showed tremendous growth from 4th grade to 5th grade.

Other Data:

Students showed significant growth on TPRI in grades K, 1, and 2 from BOY to EOY.

## Student Achievement Strengths

We are closing the gap between our campus performance and the overall state performance in both reading and math. With regard to School Progress, Cherry Elementary performed comparative to the state average in all subjects, and even outscored the state numbers for progress in math.

Cherry offers after-school tutoring, math and reading interventions, Lexia, and Success Maker, and we provide early interventions for at-risk students through our RtI program. We utilize STAR Renaissance for math and reading progress monitoring throughout the year, as well as benchmarks to ensure students make adequate growth. We anticipate implementing CBAs as well with the 2018-19 academic year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students are performing poorly on state assessments. **Root Cause:** Teachers do not have enough planning time together, and are relying too much on supplemental resources versus TEKS Resource System and vetted resources.

# School Culture and Climate

## School Culture and Climate Summary

Parents have expressed concerns with bullying and the campus discipline plan (31.8% of parents are concerned with bullying, according to the most recent parent survey). Staff survey also identified several areas of concern. As a National Showcase School for Capturing Kids' Hearts, our staff believe in the importance of fostering positive relationships with students and colleagues in order to create a safe and orderly school environment that is nurturing to a diverse set of learners. All new staff are trained in Capturing Kids' Hearts annually, and the processes are implemented in all grade levels PK-5.

## School Culture and Climate Strengths

Capturing Kids' Hearts is used campus-wide at Cherry Elementary. The use of Social Contracts has contributed to students feeling safe and being treated fairly across the campus. Parent communication and involvement is also a strength.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** There is a negative perception that there is much bullying taking place on campus. **Root Cause:** Teachers and parents do not fully understand the definitions and types of bullying, nor do they understand the reporting and investigation process for allegations of bullying.

# 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. However, we still struggle when hiring new staff to find highly-qualified and fully certified teachers, especially in the areas of ESL and bilingual. 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

Teachers are highly qualified and are provided annual staff development appropriate to their teaching assignments and based on student needs. The staff at Cherry Elementary are invested in the safety and success of all students. The average years of experience of teachers at Cherry is 13.5, which is greater than the average for the district, 11.4, and also the state, 10.9.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There are not enough certified teachers available for specific language programs. **Root Cause:** The district has not been successful in recruiting and retaining enough certified teachers in these areas.

# 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

The curriculums are aligned to the state standards, and are easily accessible to staff from home through the TEKS Resource System online. It is a strong curriculum that provides support for beginning teachers.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers do not all consistently use the TRS. **Root Cause:** Teachers feel that they do not have enough planning time, or a strong enough knowledge of how to use the TRS.



# Parent and Community Engagement

## Parent and Community Engagement 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.

## Parent and Community Engagement Strengths

Cherry Elementary involves parents through the following activities and events: awards programs, plays and musicals, seasonal programs, classroom activities like reading to students or assisting with parties. The district provides an online Parent Portal for parents to access students' grades, attendance, & district curriculum. We use PeachJar to send electronic flyers, home as well as communicate to a large following on social media. The Remind app is used in a number of classrooms and in the office for daily reminders, and Ready Rosie is used to offer parenting tips to parents of PK students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** PTA involvement has decreased in the 2017-18 academic year, with the majority of the active members being staff. **Root Cause:** Communication to parents is not consistent, and community members are not provided information about opportunities to be involved.

# School Context and Organization

## School Context and Organization Summary

While a notebook has been used to help organize campus policies and procedures, it is not robust enough to satisfy teachers' needs, and will need to be strengthened in the 2018-19 school year. Each August, all campus policies and procedures are reviewed, but those staff members hired mid-year often miss this information, so procedures need to be implemented to ensure that all staff adhere to and share the same expectations.

## School Context and Organization Strengths

The campus has had a staff notebook for several years with basic information about various programs on campus, a staff list, and various campus policies. The district is shifting to using Google, which will provide an online format for the Cherry campus notebook. This will provide staff with the most up-to-date pieces of campus information.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Staff do not feel informed about campus procedures or know who to ask for different information. **Root Cause:** Staff notebooks do not have enough information about campus structure, policies, ad procedures, nor an organizational chart of staff members.

# Technology

## Technology Summary

Technologies have been increased throughout the campus over the past three years. We strive to continue increasing technologies to make them readily available to students within the classrooms.

## Technology Strengths

Every classroom is outfitted with an interactive projector, and a Chromebook cart has been added to the library. Campus administrators are committed to updating and increasing available technologies.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology is not consistently incorporated into lessons. **Root Cause:** Some technology is outdated, and there is a lack of training for new technologies.

# 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
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data




# Goals



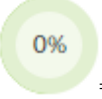

## Goal 1: Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 1:** Cherry Elementary will continue to place emphasis on providing students with high quality teaching staff and varied ethnic role models by recruiting and maintaining teachers to meet appropriate certifications and 100% highly qualified standard.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 3</p> <p>1) All administrators will be appropriately trained and certified in the Texas Teacher Evaluation and Support System.</p>		Principal	Administrators will be better able to effectively evaluate teachers and provide appropriate feedback and support, resulting in improvements to the instructional program.			
<b>Funding Sources:</b> 211 - Title I - 850.00						
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 3</p> <p>2) Principal and Instructional Coach will attend "Coaching Teachers to Excellence" at Region 3 in December 2018.</p>		Principal	Principal and IC will be better equipped to identify teachers' needs, provide specific feedback about teacher performance, and develop individualized plans focused on teacher growth.			
<b>Funding Sources:</b> 211 - Title I - 175.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Paraprofessionals will receive training on instructional and behavioral strategies (Be Pre-Para'ed through ESC3, \$10 each), and all paras will be highly qualified (certification course through ESC4, \$230 each).</p>		Principal	Paraprofessionals will meet HQ requirements and be equipped to support teachers' instructional needs.			
<b>Funding Sources:</b> 211 - Title I - 730.00						

<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>4) Campus Instructional Coach will attend various training opportunities to develop leadership skills and improve student achievement.</p> <p>New ELAR TEKS in September, through ESC4 (\$100)</p> <p>"Using PLCs to Improve Student Achievement" through ESC4 (\$135)</p> <p>Lead4ward Accountability 2018 through ESC3 (\$175)</p>		Principal	Instructional coach will be able to support teachers' instructional needs by providing effective feedback and leading intentional discussions about student achievement during weekly PLC meetings.			
<p><b>Funding Sources:</b> 211 - Title I - 410.00</p>						
<p style="text-align: center;">  = Accomplished      = No Progress      = Discontinue </p>						



**Goal 1:** Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 2:** Student achievement will show an increase in percentage of students at the Meets and Mastery levels in all STAAR-tested areas (3rd, 4th, and 5th grades).

Reading: 40% meets; 24% masters



Math: 38% meets; 19% masters









Science: 41% meets; 21% masters

Writing: 27% meets; 13% masters

**Evaluation Data Source(s) 2:** STAAR reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will attend weekly PLC meetings focused on analyzing student data as it relates to instructional practices.</p>		Instructional Coach, AP, Principal	Teachers will have increased time to analyze data, discuss effective and innovative instructional practices, and plan for student needs.			
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) Total Motivation books will be purchased from Mentoring Minds, and utilized in grades 3-5.</p>	2.4, 2.5	Principal	Students will increase exposure to questions, passages, and problems which require critical thinking, preparing them for the STAAR.			
<b>Funding Sources:</b> 211 - Title I - 10518.00						

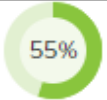

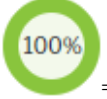


<p><b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers will attend Lead4ward "Rockin' Review" PD sessions appropriate to their content.</p> <p>5th grade science - Rocking Review - February 12, \$150.</p> <p>3rd, 4th, 5th grade math, \$150 (3 teachers = \$450 total)</p> <p>4th grade writing - February 7, \$150</p> <p>3rd, 4th, 5th reading - February 12, \$150 (4 teachers = \$600 total)</p>	2.4	Principal, Instructional Coach	Teachers in STAAR-tested areas will plan for a focus on specific TEKS clusters, and learn to empower students in their own learning.			
<p><b>Funding Sources:</b> 211 - Title I - 1350.00</p>						
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1</p> <p>4) 5th grade science teacher will attend Science Blitz workshop through Region 3 on March 28, 2019 to learn hands-on strategies including test-taking skills, varied vocabulary instruction, and how to make content engaging (no registration fees).</p>		Principal, Instructional Coach	Teacher will implement hands-on strategies to increase student engagement.			
<p><b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) New math teachers will attend the series through ESC3, "The 101 of Teaching Math," "The 102 of Teaching Math," and "The 103 of Teaching Math" throughout the fall semester (no registration fees).</p>		Instructional Coach, Principal	Teachers will implement effective instructional strategies in mathematics.			
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) All K-5 classrooms will be updated with a set of Chromebooks.</p>		Principal, Technology Director	Students will have immediate access to technology-based instructional programs and assessment tools within the classroom.			
<p> = Accomplished     = No Progress     = Discontinue</p>						

**Goal 1:** Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 3:** Attendance rate will increase to 96% for the year.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**



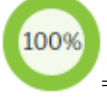
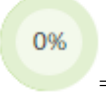

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Campus will work with district's truancy prevention specialist to meet with parents and develop truancy action plans, then prepare for court as necessary.</p>		Principal	Students with habitual truancy issues will be addressed in a timely manner, resulting in their improved attendance.			
<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Incentives will be offered for all students achieving perfect attendance during each grading period, as well as for the semester and the year.</p>		Principal	Student attendance will increase.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 1:** Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 4:** Cherry Elementary will continue to offer opportunities to engage parents, community members, and other stakeholders as partners in school to promote academic success of all students.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Parents will be invited to attend the Parent Involvement Conference at Region 3 in November.</p>		Counselor	A variety of parents will represent Cherry and Bay City ISD at the annual parent involvement conference, then share ideas for increasing parent involvement and improving opportunities for students at Cherry.			
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Parent Night will be held in the fall semester. Emphasis will be placed on student achievement, expectations for each grade level, attendance, and behavior, as well as methods for parents to help at home.</p>	3.1, 3.2	Principal	Parents will implement strategies at home to help support the instructional program.			
 = Accomplished  = No Progress  = Discontinue						





**Goal 1:** Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 5:** Students in grades PK-2 will increase skills in reading and math.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p>		Instructional Coach, Principal	Students will develop a strong foundation in reading.			
<p>1) New K-2 ELAR teachers will attend training at Region 3: "ELAR: The 101 of Teaching"</p> <p><b>Funding Sources:</b> 211 - Title I - 0.00</p>						

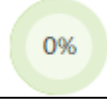



<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) PK and KG Teachers will receive training to increase student academic and emotional skills, with an emphasis in math and literacy, as well as social-emotional support.</p> <p>June 5th workshop at Region 3, "Fabulous Fine Motor Development" (\$20 each, 5 teachers).</p> <p>June 12th workshop at Region 3, "Handwriting without Tears, PK" (\$100 each, 1 teacher).</p> <p>July 16th workshop, "Kindergarten Inclusion Conference" at Region 4 (\$35 each, 1 teacher).</p> <p>July 16-17 workshop at Region 3, "All Hands on Deck: 2019 Early Childhood Conference" (\$35 each, 2 teachers).</p> <p>July 17-18 workshop at Region 4, "Early Childhood Inclusion Conference" (\$70 each, 6 teachers).</p> <p>July 23-25 workshop at Region 4, "Region 4 Autism Symposium" (\$200 each, 4 teachers).</p>		Instructional Coach, Principal	Students will develop a strong foundation in reading and math, as well as appropriate social and coping skills from a young age.			
<p><b>Funding Sources:</b> 211 - Title I - 1525.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 1:** Cherry Elementary will ensure student achievement by providing quality teaching and rigorous learning in all academic and social-emotional areas, increasing student attendance, and providing enrichment opportunities for all students.

**Performance Objective 6:** Campus technologies will continue to be updated to allow for the most modern instructional activities and practices.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**





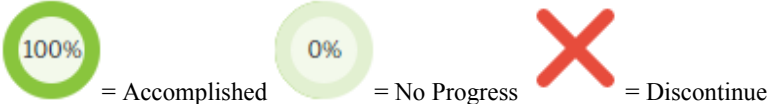
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Music teacher will be provided a new laptop computer (replacing outdated laptop) to allow for transporting music to cafetorium for performances.						
	<b>Funding Sources:</b> 211 - Title I - 1200.00					
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 1:** Incidents of student discipline will decrease by 10%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) All staff will be trained in Capturing Kids' Hearts.</p>		Principal	Staff will implement CKH strategies in their daily interactions with students, improving school climate and decreasing major disciplinary incidents.			
<b>Funding Sources:</b> 211 - Title I - 2750.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Second Step curriculum will be implemented in all PK-5 classrooms by the campus counselor.</p>		Principal, Counselor	Students will develop appropriate social skills from a young age.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Campus Behavior Team will develop and implement a campus-wide positive reward system.</p>		Principal, Counselor, Behavior Team				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) Select staff will attend the training through Region 4 in April, "Where the Wild Things Are: Songs and Strategies to Support Young Children with Challenging Behaviors" (\$35 each, 8 staff members, \$280 total).</p>	2.6	Principal, Instructional Coach	PBIS strategies will help teachers provide social and emotional support to young learners in order to build supportive relationships, thereby increasing instructional time and decreasing incidents of discipline.			
<b>Funding Sources:</b> 211 - Title I - 280.00						
						



# State Compensatory

## Personnel for John H. Cherry Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherry	Teacher	Intervention	.29
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	4th/5th Grade	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Instructional Aide	Kindergarten/1st Grade	1
Cherry	Instructional Aide	3rd Grade	1
Cherry	Instructional Aide	Intervention	1
Cherry	Instructional Aide	Prekindergarten	1
Cherry	Teacher	Prekindergarten	.5
Cherry	Teacher	Prekindergarten	.5
Cherry	Teacher	Prekindergarten	.5
Cherry	Teacher	Prekindergarten	.5
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	2nd Grade	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherry	Instructional Aide	PPCD	1

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Merideth Dodd	Principal
Classroom Teacher	Kaleigh Estlinbaum	Kindergarten Teacher
Classroom Teacher	Mandi Ressman	3rd Grade Teacher
Classroom Teacher	Jeniffer Chancey	1st Grade Teacher
Classroom Teacher	Diane Eckhoff	Kindergarten Teacher
Paraprofessional	Tracy Jefferson	4th-5th Paraprofessional
Business Representative	Garrett Dodd	Director, Matagorda Regional Hospital
Parent	Edna Montes	Parent
Parent	Romelia Martinez	Parent
Parent	Brittnie Waddy	Parent
Community Representative	Doug Matthes	Community Member
Community Representative	Scott Savage	Community Member

# Campus Funding Summary

<b>211 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	staff development	211.13.6411.00.101.9.30	\$850.00
1	1	2	staff development	211.13.6411.00.101.9.30	\$175.00
1	1	3	staff development	211.13.6411.00.101.9.30	\$730.00
1	1	4	professional development	211.13.6411.00.101.9.30	\$410.00
1	2	2	general supplies	211.11.6399.00.101.9.30	\$10,518.00
1	2	3	staff development	211.13.6411.00.101.9.30	\$1,350.00
1	2	6	capital outlay	211.11.6397.00.101.9.30	\$36,789.00
1	5	1	professional development	211.13.6411.00.101.9.30	\$0.00
1	5	2	professional development	211.13.6411.00.101.9.30	\$1,525.00
1	6	1	Technology	211-11-6397-00-101-9-30	\$1,200.00
2	1	1	contracted services	211.13.6299.00.101.9.30	\$2,750.00
2	1	4	Staff Development	211-13-6411-00-101-9-30	\$280.00
<b>Sub-Total</b>					\$56,577.00
<b>Budgeted Fund Source Amount</b>					\$168,916.00
<b>+/- Difference</b>					\$112,339.00
<b>197 - State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$12,000.00
<b>+/- Difference</b>					\$12,000.00
<b>Grand Total</b>					\$56,577.00