

Bay City Independent School District
John H. Cherry Elementary
2022-2023 Campus Improvement Plan



WHERE THE BLACKCAT LEGACY BEGINS

Mission Statement

Our Mission

CREATE a safe and nurturing environment that promotes a love of learning.

CHALLENGE each student to achieve his or her full potential.

BUILD positive and supportive home to school relationships.

Nuestra misión

CREAR un entorno seguro y enriquecedor que promueva el amor por el aprendizaje.

DESAFÍE a cada estudiante a alcanzar su máximo potencial.

CONSTRUIR relaciones positivas y de apoyo entre el hogar y la escuela.

Vision

Our Vision

The Cherry Team will build a foundation that fosters creativity and develops a love and curiosity for learning.

Nuestra visión

El equipo Cherry construirá una base que fomente la creatividad y desarrolle el amor y la curiosidad por aprender.

Value Statement

Our Expectations

Be Safe. Be Respectful. Be Responsible.

Our Motto

-Where the Blackcat Legacy Begins-

Nuestras Expectativas

Cuidate. Se respetuoso. Sé responsable.

Nuestro lema

-Donde comienza el legado de Blackcat-

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Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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



Goals






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

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

HB3 Goal

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Fueling Brains Nights Strategy's Expected Result/Impact: Introduce parents to Fueling Brains methodology and ways they can work on math and reading skills at home with household items Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor and Instructional Coach Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 - Title I - \$400	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Family picnic during week of the Young Child Strategy's Expected Result/Impact: Provide awareness of the academic, social, and emotional needs of young children. Staff Responsible for Monitoring: Assistant Principal, Instructional Coach, Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$400	Formative		
	Nov	Mar	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: We will hold educational and informational bilingual and parent engagement nights each semester. Strategy's Expected Result/Impact: Families will be informed and active in the education of their child. Staff Responsible for Monitoring: Principal, Assistant principal, ILT Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			
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Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Themed Family Nights (family reading night, shoe-tying club, etc.) Strategy's Expected Result/Impact: Allow families an opportunity to engage with teachers and staff and promote positive relationships. Staff Responsible for Monitoring: Principal, Counselor, CIS Coordinator, team leaders Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$625	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will acquire and utilize appropriate technology to facilitate consistent communication through digital media such as Social Media Postings, School Newsletters, School Messenger apps, and electronic Flyers. Strategy's Expected Result/Impact: Increase awareness of school activities and events Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor and Secretary Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$175	Formative		
	Nov	Mar	June
			



Strategy 3 Details	Formative Reviews		
Strategy 3: We will hold individual teacher-parent meetings to discuss parent compact, classroom expectations and progress. Strategy's Expected Result/Impact: foster positive relationships, create concrete school to home connections. Staff Responsible for Monitoring: Principal, Counselor, Instructional Coach Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			
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Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.






Performance Objective 1: We will continue to implement the CHAMPS behavior management system, PBIS, our 3 "Be-" expectations, and MTSS Strategies that are used consistently in every school classroom to establish a positive classroom environment.

High Priority

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

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






Strategy 3 Details	Formative Reviews		
Strategy 3: Create calm-down boxes that teachers can use to teach children how to regulate their emotions, calm their feelings, and explain their emotions. Strategy's Expected Result/Impact: Students who know how to regulate their emotions will be able to access curriculum and improve academic achievement. Staff Responsible for Monitoring: Interventionist, G/T teacher, Kindergarten teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 211 - Title I - \$2,500	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Curate social-emotional picture book libraries for pre-kindergarten teams of teachers to use in mini lessons when students are not following expectations as examples of exemplar behaviors. Strategy's Expected Result/Impact: Students will use social stories and picture books to understand how actions and behaviors effect classmates and students. Staff Responsible for Monitoring: Instructional coach, principal, pre-kindergarten teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 211 - Title I - \$850	Formative		
	Nov	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers and administrators will attend professional development to acquire new skills and strategies to broaden their ability to affect change in student achievement, school/classroom culture, and behavior to provide needs for students and teachers social/emotional and academic growth.	Formative		
	Nov	Mar	June






<p>Strategy's Expected Result/Impact: When students and teachers are supported by teachers and administrators with the most current skills, students and teachers will thrive social/emotionally, and academically.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal, Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 255 - Title II</p>			
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Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 2: We will have an overall reduction in disciplinary infractions.

Evaluation Data Sources: Local discipline data, local discipline binder

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Tier 2 MTSS interventions with fidelity. Strategy's Expected Result/Impact: Teachers will reduce the number of referrals due to proactive Tier 2 strategies. Staff Responsible for Monitoring: MTSS team, Principal, Assistant Principal, Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide education and training on anti-bullying, cyber-bullying, and suicide prevention to establish and provide a positive culture throughout the campus. Strategy's Expected Result/Impact: Decrease bullying reports and threat assessments Staff Responsible for Monitoring: Campus administrators and campus counselor Title I: 2.6	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create engaging lessons with appropriate materials to support social, emotional, mental, and physical health. Strategy's Expected Result/Impact: Engaging activities will create structure that works to divert behavior issues before they start Staff Responsible for Monitoring: MTSS team, Principal, Assistant Principal, Counselor, PE teacher Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			







Strategy 4 Details	Formative Reviews		
Strategy 4: We will put systems in place and provide training to ensure proper documentation and discipline data accuracy. Strategy's Expected Result/Impact: accuracy of data to track Staff Responsible for Monitoring: Principal, Assistant principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

HB3 Goal

Evaluation Data Sources: BOY 2022-23 to EOY 2022-23 Fueling Brains Progressive Assessment data

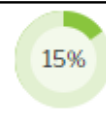
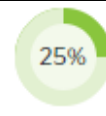
Strategy 1 Details	Formative Reviews		
Strategy 1: Provide real-world experiences including field trips, school visits, and activities that align with and enhance the learning TEKS and guidelines taught in classrooms and exploration rooms. Strategy's Expected Result/Impact: Students will connect learning in the classroom to uses of knowledge in the real world. Staff Responsible for Monitoring: Grade level team leads, Instructional Coach, Fueling Brains staff, CIS coordinator Title I: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I - \$5,000	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use practical resources and Fueling Brains curriculum to create immersive practical life centers that focus skills with executive functions. Strategy's Expected Result/Impact: Students will hone executive function skills through application of activities taught in Fueling Brains themes. Staff Responsible for Monitoring: Instructional coach, pre-kindergarten teacher pods, Fueling Brains Program Director TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I - \$5,000	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


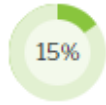




Goal 3: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

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

HB3 Goal

Evaluation Data Sources: Class and Group Summary mClass reports

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will attend professional development to learn strategies and best practices to support students in reading development. Strategy's Expected Result/Impact: Students who are stronger readers will perform higher on mClass assessments. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title I - \$2,000	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will engage in a research-based project and use higher level thinking strategies to create a model that represents their research. Strategy's Expected Result/Impact: Students will begin to understand the research process and employ tools for online research, primary sources, and use of informational text. Staff Responsible for Monitoring: Instructional coach and classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan developed with committee members including business, community, parents, campus and district level representatives.

2.2: Regular monitoring and revision

CIP was reviewed October 26th at campus level with SBDM committee input.

2.3: Available to parents and community in an understandable format and language

CIP to be posted on campus and district websites after board approval.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleI Crate for the following documentation.

5. Targeted Assistance Schools Only

Campus Funding Summary

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