

Bay City Independent School District

John H. Cherry Elementary

2023-2024 Goals/Performance Objectives/Strategies



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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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 offer opportunities for parents to be involved in different settings.

HB3 Goal

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





Strategy 1 Details	Formative Reviews		
Strategy 1: We will hold parent events and classes that focus on aspects of early childhood learning and involve the parents in the process of how they may contribute to their child's success at home. Strategy's Expected Result/Impact: Increased capacity of parents to participate in their child's learning, Increased understanding of social and environmental issues that impact the development of their child. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor and Instructional Coach, Parent Liaison, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide opportunities for parents to be involved during the school day through volunteer opportunities, classroom visits, and activities and events that relate to or build upon the academic success of our students. Strategy's Expected Result/Impact: Build positive relationships with stakeholders as well as provide opportunities to have insight into the classroom and school daily activities. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Parent Liaison, Teachers Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: We will hold parent individual parent conferences with each parent within the first 9 weeks of school to discuss student achievement, parent compact, classroom expectations and progress. Strategy's Expected Result/Impact: Foster positive relationships, create concrete school to home connections, and keep families informed and active in the education of their child. Staff Responsible for Monitoring: Teachers 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
Strategy 4 Details	Formative Reviews		
Strategy 4: We will continue to add opportunities for parents to be involved in the education of their child through take-home learning projects and backpacks. Strategy's Expected Result/Impact: Increased use of library resources, to include those that will involve parents in the activities of pre-reading and reading with their child regardless of a language barrier. Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian, Parent Liaison Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
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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 establish a comprehensive system to communicate with parents.





Evaluation Data Sources: Smores, Skyalert Communication System (School Messenger), Class Newsletters, Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use district approved sources of communication to build relationships with stakeholders and to inform families of updates, news, incentives, celebrations, events, and assemblies. Strategy's Expected Result/Impact: Increased participation and support for students and their families Staff Responsible for Monitoring: Admin and staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will acquire and utilize appropriate technology to facilitate consistent communication with stakeholders. Strategy's Expected Result/Impact: Increase access to awareness of school activities and events Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Parent Liaison	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 3: We will increase business and community partnerships.

Evaluation Data Sources: Volunteer records, Support of local initiatives such as Breast Cancer Awareness, Toys for Tots, Food drives.





Strategy 1 Details	Formative Reviews		
Strategy 1: We will invite business and community members to come to on campus and participate in/extend the learning taking place. Example: mentoring/reading groups, presentations, demonstrations/simulations, specialized lessons by service groups, first responders, banks, career day volunteers, etc. Strategy's Expected Result/Impact: Increased awareness of community, improved understanding of related topics addressed Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Parent Liaison Title I: 2.5	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will increase mutually beneficial partnerships in order to provide purposeful projects throughout the year. Strategy's Expected Result/Impact: Students will gain an appreciation for others and an understanding of reciprocal action. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, IC, Teachers	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 utilize district behavior expectations to meet the needs of all students.

Evaluation Data Sources: Behavior RtI Meetings Documentation, Discipline Referrals, CHAMPS signage

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide materials and training as needed to display CHAMPS signage and "Be" expectations, and use a common Time out signal for consistency of expectations throughout the campus. Strategy's Expected Result/Impact: Visuals will provide a reminder of expectations in areas for teacher to use for reinforcement and students to use as reminders Staff Responsible for Monitoring: Counselor, Parent Liaison, MTSS team, Behavior Team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will utilize Pawsitive Referrals, affirmations with all students and staff, and implement a PBIS reward system to use to incentivize positive actions and increase a community environment. Strategy's Expected Result/Impact: Students will be enthusiastic about reward tracking, incentives, and behavior will improve Staff Responsible for Monitoring: Assistant principal, principal, Instructional coach, Counselor, PBIS Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: PBIS Rewards App - 211 - Title I - \$3,500	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: We will 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: Instructional Coach, Teachers TEA Priorities: Improve low-performing schools Funding Sources: Materials for sensory stations - 211 - Title I - \$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 Instructional Materials and Assessments	Formative		
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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: We will Implement Classroom Management Plans and Tier 2 MTSS interventions with fidelity. Strategy's Expected Result/Impact: Teachers will reduce the number of referrals due to following their Classroom Management Plans and proactively implementing 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		
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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 3: We will continue to monitor and update facility concerns and safety measures on the campus.

Evaluation Data Sources: Region 3 Audit, Daily Checks by Campus PD Officer

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue to make sure doors remain securely locked by conducting routine door checks. Strategy's Expected Result/Impact: Establish a safe and secure school environment. Staff Responsible for Monitoring: Administrators, teachers, staff, and Campus Officer	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will conduct routine maintenance walks to ensure that the campus property remains in a safe state of condition for students and staff. Strategy's Expected Result/Impact: Potential harmful or dangerous situations will be avoided due to early detection through monitoring and reporting. Staff Responsible for Monitoring: Principal, Assistant Principal, Custodial	Formative		
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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 At or Above Benchmark on mCLASS reading and math assessments by a minimum of 20%, and increase on track achievement on CLI Engage for Pre-K by at least 20% from beginning of year to end of year.

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY 23-24 data, comparative data with 22-23 components

Strategy 1 Details	Formative Reviews		
Strategy 1: We will offer all staff relevant professional development to acquire new skills and strategies to broaden their ability to affect change in student achievement, school/classroom culture, social and emotional needs, mental health, and behavior to provide for increased social/emotional and academic growth. Strategy's Expected Result/Impact: Meeting the needs of students and increasing student performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Team Leads Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use Local and Title Funding to add instructional items to the classrooms as well as Specials classes to improve cross-curricular connections and impact student outcomes. Strategy's Expected Result/Impact: Increased opportunities for students to learn with relevant and updated materials. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Mar	June





Strategy 3 Details	Formative Reviews		
Strategy 3: We will continue to increase technology and programs in the classrooms and across the campus as updates are needed to benefit the students and staff. Strategy's Expected Result/Impact: Increased student performance in Reading and Math, Noted acceleration through Lexia Core as applicable Staff Responsible for Monitoring: Administrators, IT ESF Levers: Lever 5: Effective Instruction Funding Sources: Technology needs - 211 - Title I - \$15,000	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: We will implement small group instruction resources that target the needs of individual students including letter recognition, letter sounds, and word reading, phonics, fluency, and math concepts. 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, tutorial teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: small group materials - 211 - Title I	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: We will provide extended opportunities for students to participate in after school activities to promote learning and parental support for student achievement. Strategy's Expected Result/Impact: Increased targeted time with parent involvement will increase understanding and achievement. Staff Responsible for Monitoring: Administration, Instructional Coach, Parent Liaison Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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Goal 3: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

Performance Objective 2: We will 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.

Evaluation Data Sources: Evidence of Field trips in Fall and Spring

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use Title Funds to strategically plan lesson-aligned Field Trips to help support the TEKS the students are learning. Strategy's Expected Result/Impact: Increase opportunities for students to relate to and help increase academics and relation to real-world experiences. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Field Trip funds - 211 - Title I - \$3,500	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Wew will provide practical resources and research-based learning 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 research-based learning themes. Staff Responsible for Monitoring: Administrators, Instructional coach, pre-kindergarten teacher leads, Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Mar	June

Strategy 3 Details		Formative Reviews		
Strategy 3: 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 Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
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