

# **CEDARS INTERNATIONAL ACADEMY**

## **Campus Improvement Plan**

**2016-2017**



**NCLB Comprehensive Needs Assessment Summary of Priority of Needs & CIP  
2014-15  
TAPR & AEIS**

	2014-15	2013-14	2012-13	2011-2012	2010-2011	2009-2010	2008-09
Total # of students	392	353	308	250	221	217	182
AA	21.7%	29.5%	36%	44.8%	47.1%	50.7%	50.5%
Hispanic	71.4%	63.5%	56.2%	48%	43%	42.4%	37.4%
White	3.6%	4.8%	6.5%	4.4%	6.8%	6.9%	11%
Native Am	.3%	.8%	.6%	.8%	1.4%	0	0%
Asian/Pacific Island	1.8%	.3%	0	.8%	.9%	0	1.1%
Economically Disadvantaged	82.9%	93.5%	81.8%	82%	87.3%	93.5%	70.9%
LEP/ESL Students	32.4%	34%	33.1%	23.2%	18.1%	18%	12.1%
Special Education	6.1%	6.8%	5.8%	5.2%	7.7%	10.1%	13.7%
At Risk Students	43.6%	49.6%	47.4%	39.6%	46.2%	60.4%	34.6%
Gifted and Talented			3.6%	4.8%	3.6%	2.3%	4.4%

School

	2014-15	2013-14	2012-13	2011-2012	2010-2011	2009-2010	2008-09
Instructional Staff	85.8% vs. 64.5%	82% vs. 64.2%	77.8% vs. 64.2%	74.4% vs 64.1%	78.0% vs 64.4%	80.9% vs 64%	82.8% vs 63.9%
Average yrs of exp	6.2 vs. 11.0	6.6 vs. 11.2	5.4 vs. 11.5	7 vs. 11.6	4.9 vs 11.4	2.7 vs 11.3	2.4 vs. 11.2
Actual Teach Avg Salary	\$45,086 vs.\$50,715	\$44,866 vs. \$49,692	\$42,883 vs. \$48,821 \$5,938	\$40,718 vs. \$48,375 \$7,657	\$40,718 vs \$48,638 \$7,920	\$39,846 vs \$48,263 \$8,417	\$37,247 vs \$47,159 \$9,912
Teach Turnover rate			16.3% vs 15.3%	25.5% vs. 12.6% 12.9%	50% vs 11.9% 38.1%	20.9% vs. 11.8% 9.1%	33.3% vs. 14.7% 18.6%
Total Revenues per student			\$9,747 vs. \$9,969	\$9,598 vs. \$10,339	\$9,874 vs \$10,328	\$9,755 vs \$9,965	\$9,605 vs. \$9,739

Hispanic population- increased significantly; AA, LEP, At-Risk, Sped, and GT population- Decreased

**NOT UPDATED BELOW:**

**Student Retention: 253 as of 9-3-13 out of 287 for a total of 88% returning Last year of 83% returning; PreEnrollment: as of 8-8-13: 367 enrollment; 8-8-12 was 325**

**Parent Volunteer Hours: 2012-13: 3,984 hours 2011-2012: 449 hours; Hours 2010-2011: 520.5 hours 2009-2010 1,145 hours**

**Highly Qualified**

**As of 8-31-13 100% of teachers are HQ**

<b>Parent Survey:</b>	August 2010	August 2011	August 2012	August 2013(99)	August 2014 (104)	August 2015
School is bright, clean and inviting	91% Satisfaction	94% Satisfaction	86% Satisfaction	77% Satisfaction	86% Satisfaction	86% Satisfaction
School atmosphere is positive	93% Satisfaction	85% Satisfaction	94% Satisfaction	88% Satisfaction	90% Satisfaction	88.4% Satisfaction
I feel welcome in the school	76% Satisfaction	94% Satisfaction	94% Satisfaction	95% Satisfaction	95% Satisfaction	86% Satisfaction
The school secretary is positive	78% Satisfaction	94% Satisfaction	92% Satisfaction	86% Satisfaction	95% Satisfaction	95.3% Satisfaction
The school principal is positive	84% Satisfaction	89% Satisfaction	93% Satisfaction	96% Satisfaction	92% Satisfaction	93% Satisfaction
The school superintendent is positive	NA	94% Satisfaction	91% Satisfaction	88% Satisfaction	93% Satisfaction	95.3% Satisfaction
The school staff is positive	NA	93% Satisfaction	93% Satisfaction	93% Satisfaction	*96% Satisfaction	83.3% Satisfaction
I am proud of my school	NA	93% Satisfaction	91% Satisfaction	93% Satisfaction	90% Satisfaction	83.7% Satisfaction

<b>Parent Survey:</b>	March 2011	Feb 2012 (29)	Feb 2013 (29)	Feb 2014 (55)	Feb 2015 (52)	Feb 2016 (60)
School is bright, clean and inviting	79% Agree	73% Agree	68% Agree	51% Agree	69% Agree	67% Agree
School atmosphere is positive	90% Agree	93% Agree	85% Agree	75% Agree	85% Agree	85% Agree
The academics at our school is just about right	89% Agree	86% Agree	91% Agree	67% Agree	81% Agree	80% Agree
The discipline at our school is just about right	81% Agree	79% Agree	79% Agree	57% Agree	75% Agree	78% Agree
My children are more engaged (new curriculum)					67% Agree	
The curriculum is too easy					17% Agree	
The curriculum is too hard					13% Agree	

### August 2015 Survey

#### Why did you choose to come to Cedars?

- Children have come here since PK.
- Seemed very inviting when visited. Friendly staff. School curriculum engages students. Loved colorful art work & bulletins and classrooms showcasing student's work.
- My child has been her since Kindergarten.
- Cedars was recommended to me.
- Smaller class size.
- Because the class size is smaller.
- Porque es una buena escuela.
- Para una mejor encenansa en el futuro de mis hijas.
- Porque es una escuela pequena y la siento segura.
- A friend recommended Cedars for my 1st child and I am impressed.
- The structured environment for education.
- Learning.
- Great recommendation.
- She been here since 6th grade, we love it here.
- e escuchado exelentes comentarios acerca de la escuela.
- porque a escochado comentarios moy Buenos.
- she is a returning student.
- She is a returning student.

- Returning child. Cousin was a student here for years. Hear great things about the school.
- Decided to try charter school, wasn't getting the help needed in public school.
- Love stuff, I like the form they teach my kids.
- Referral.
- Because I have cousins that come here and heard it was a good school.
- Un miembro de la familia la asiste a esta escuela.
- ?Porque su mama le gusto aqui?
- Porque mecomentaron que era muy buena.
- The secerety (could not figure out what this word was, this is how it was written) settings. The amount of children there will be in my daughter's class for her attention needed.
- My friend told me about this school.
- I love the school.
- Mother work there.
- Wanted to try something new.
- Love the arts program and teachers.
- Small school & I liked that the younger kids interact with the older kids (I believe that is very important).

**What can we do to make sure your child has a great year?**

- Communication is key and I feel that overall there is good communication.
- Communicate with parents of student progress.
- Communication.
- Communication with parents more.
- Just keep me informed on how to help improve them.
- Be open minded and flexible with the children.
- Keep me informed of his daily activities, social skills, academics.
- Continue to strive to help him get through his education.
- Have more sports, teach high school.
- Tener buena comunicacion y proveer toda la informacion possible.
- Tener una buena comunicacion.
- More education on bullying.
- Cease the bullying. Keep the rigor.
- Continue to promote a positive atmosphere.
- Continue to encourage her.
- Positive attitude.
- Take care of my son.
- que tenga un buen aprendizaje.
- ayudar ami hija aprendiendo.
- Communication. We are very involved in her education and want to work with the school to help her.

- Take good care of them.
- Kept me up to date on how my child is doing.
- Have good communication between faculty and parents.
- Keep/continue open communication.

**What information do you still need to ensure your child's success?**

- Classroom schedule & expectations information.
- Communication between parent and teacher.
- That his teacher and I will speak about our son.
- What out of school, home programs should be encouraged.
- A great year in social skills.
- Keeping communication with parents/teachers.
- Por el momento esta bien.
- Por el momento esto y bien.
- Continue to communicate with me.
- A ora todavia no
- De los programas despues de escuela.
- Meet the teacher. Direct point of contact for my daughter.
- All information that going on at the school about my child.

**What suggestions do you have to better improve your school?**

- Parking & exiting is just so awful. It would be nice to have the speed limit lowered on access road during certain times for safety. Sidewalks should be added for student safety along access road. Pickup after school hours can be challenging to enter school and having to bang on door to get in.
- When child is failing classes to notify parent. Communicate.
- None at this time.
- Teachers and all staff stay in communication.
- Veremos en el transcurso del ano.
- Veremos en el transcurzo del ano
- Do "No More" Bullying Campaign.
- Better communication to parents.
- Bigger parking lot.
- No se porque no tengo no la conosco mi hija es la primara vez.
- Keep my mother informed on what is going on with the school and all parents, guardians, inform of what is going on with the school.

## **February 2016 Parent Satisfaction Survey**

### **What can we do to make the school better for your child (ren)?**

The school needs to be stricter about the traffic after school. A lot of parents don't follow the directions and park on double line.

School needs to put more attention on restrooms and class rooms, they smell really bad, are dirty, dust and trash everywhere.

We think that the school is great as it is.

Right now everything is ok.

The school needs to keep up the great work.

I'm so happy with the school.

In general I'm happy with the school.

As a single parent who has to work, I miss out on my baby's awards. I would like the teachers to take a picture and text it us. I'm sure other parents would like this as well.

I'm satisfied with the care and instruction my child receives.

The building looks old. The office is not organize, papers everywhere and the furniture looks old.

I feel like my child is getting a great education that is challenging.

Keep up the great work.

We need to work more as a team.

I'm so happy with the school.

The school needs to be more careful after school because of the traffic.

School needs more help.

Cafeteria staff needs to learn how to talk to the students and not just yell them. The restrooms needs to be clean.

The school needs to put speed limits and cell phones signs.

Brighter fun colors, more storage/organized in front office, school nurse needed, and more front office help/staff.

Nothing just continue be the same.

So far I'm so happy with all the services my kids are getting and my kids as well.

I don't like the way the new staff member talk to the students and parents, very rude.

School bus system.

**Student Survey February 2016 ( 152 surveys grades 2 – 8)**

1 = Not Much      2 = A Little      3 = So-So      4 = Mostly      5 = A Lot

1<sup>st</sup> percent is 2014 data, 2<sup>nd</sup> percent is 2013 data

	<b>2016</b>	<b>2015</b>
A. I think the instruction I am getting is rigorous.	48%	76%
B. There are plenty of opportunities for tutoring.	65%	29%
C. I feel welcome at the school.	60%	34%
1. Do you think students in this school treat other students politely?	46%	44%
2. Do you think students in this school treat other students fairly?	46%	34%
3. Do you think students in this school treat other students in a friendly way?	51%	50%
4. Do you think students in this school treat other students in a helpful way?	64%	70%
5. Do you think students in this school treat other students with kindness?	55%	49%
6. Do you think students in this school treat other students with respect?	51%	52%
7. Do you understand school rules?	88%	95%
8. Do you know how to behave at recess?	91%	94%
9. Do you know how to behave in the classroom?	85%	92%
10. Do you know how to behave in the bus waiting areas at school?	88%	91%
11. Do you know how to behave at lunch?	88%	94%
12. Do you know how to behave in the halls?	92%	97%
13. Do adults help make this school a friendly place to be?	76%	82%
14. Do you think adults in this school are helpful to students?	81%	97%
15. Do you think adults in this school treat students with kindness and respect?	82%	89%
16. Do you think adults in this school treat students fairly?	79%	92%
17. Do you think adults in this school are friendly to students?	80%	85%
18. Do you believe that the adults in this school care about you?	71%	83%
19. Do you feel safe in the classroom?	73%	88%
20. Do you feel safe in the halls?	80%	86%
21. Do you feel safe in the restrooms?	72%	59%
22. Do you feel safe at lunch?	87%	76%
23. Do you feel safe at recess?	70%	65%
24. <b>If you are picked up</b> Do you feel safe in the pick up areas at school?	76%	71%
25. If you do not feel safe please write in a few sentences describing where you feel unsafe and the reason(s) you do not feel safe:		

:

I don't feel safe during recess because someone can get lost or rob.

I don't feel safe because people can get over the fence.

I feel safe in school. Thank you for being caring.

I feel safe.

I feel a little safe because we have lockdowns and tornados alerts.  
I don't feel safe at school sometimes with adults because some adults are mean.  
I do not feel safe outside because we don't watch news and there is a tornado alert and we may not notice and we go outside and the tornado comes.  
I do not feel safe because someone could have a gun or a bad fight.  
I do not feel safe because there might be a crazy person and might run over us.  
I don't feel safe in the portables bathrooms sometimes because someone may lock you inside and you are not going to be able to get out.  
I don't feel safe in the bathroom because a stall might break and fall on me.  
I don't feel safe during recess because a tornado warning might come during recess.  
I don't feel safe because there is a lot of kids and I think someone might hurt other kids.  
I don't feel safe of the restrooms because someone can go under it.  
I don't feel safe in the restrooms.  
I don't feel safe during pickup time because I get scared a lot.  
I feel safe at school because I have a teacher to take care of me.  
I don't feel safe at parent pickup.  
I don't feel safe when I use the bathroom because the other students talk about me and I'm worried if they make fun of me.  
I don't feel safe during aftercare recess.  
I don't feel safe because bad people may come in to the school.  
I do not feel safe because someone can open the door and harm us and in the hall way because Mrs. Isaacks is all the way to the end of the line.  
I don't feel safe at the highway, streets, water and in a freezer.  
I do not feel safe in the halls, outside the school, without an adult, in the restrooms, and with dogs.  
I don't feel safe in the restrooms because if we have a lockdown something might happen to me.  
I don't feel safe at recess because someone can hit me so hard, gardening because of little animals, restrooms because someone can see me, PE class because we don't play things that I like, and don't feel safe at parent pickup because is to loud and I can't hear the teachers when they call my name.  
I don't feel safe during recess because you can hurt yourself and at the end of the day because someone can trip and get hurt.  
I don't feel safe in the classrooms and the restrooms.  
I don't feel safe during recess because of the rocks. Students might fall and that makes me feel sad. But I'm excited for the playground.  
I don't feel safe at parent pickup because a student can get lost or run over.  
I don't feel safe in the restrooms.  
I feel unsafe in the restrooms because other students open the door.  
I feel safe.  
I am safe.  
I feel freaked out in the restrooms because I feel like is going to explode.  
I feel okay.  
I am scared in the bathroom by myself. I think someone is going to attack me.  
I am scared in the soccer court because someone can hit me in the face.  
I do not feel safe where there are rocks, dirt and it's dark and I'm scared.  
I feel stressed. I feel like someone is going to rob me.  
Sometimes I don't feel safe and that makes me sad but when I feel safe I feel happy.



Sometimes I feel unsafe because when I'm in the restroom I feel like someone is looking at my stuff.

I don't feel safe in the portables.

I don't feel safe in the playground because I'm scared someone might come in with a gun and attack us. I feel safe in parent pickup because most of the school is outside and we are together.

I don't feel safe outside the classroom.

I don't feel safe after school because there is a lot of cars passing and might not see a student and run over them.

I feel unsafe around other students.

I don't know a lot of freedom.

I feel so safe.

I feel unsafe at recess.

I feel unsafe at recess because I was hit in the face and I got pushed to the ground.

I feel unsafe at recess because I got beat and in the classroom because people are rude.

I don't feel safe during recess because we are next to apartments and someone can attack us.

The reason I kind of feel safe is because they are kids running.

I feel unsafe during recess because sometimes students kick me in the face by the fence because they are playing soccer or football.

I feel unsafe at parent pickup because someone might take you in to their car and kidnap you.

I do not feel safe during recess because there is running, pushing and people might get hurt.

I don't feel safe in pickup area.

I do not feel safe at recess because strangers sometimes comes through the school gate and give you things that you don't know what it is.

One reason I don't feel safe on the campus is because at recess kids will hurt me.

I feel unsafe when I'm at pickup area because of the cars and I don't feel safe during recess because I can get hurt.

I don't feel safe in the restrooms because people look under the stalls and outside near the rock hill because people from the other side look at us.

I feel safe because there's always teachers in recess and I don't feel safe on Fridays because there's never a 5th grade teacher to dismiss you.

I do not feel safe because anyone can come in.

Sometimes I don't feel safe at recess because of all the rocks everywhere.

I don't feel safe in the restrooms because sometimes people open the doors when you are inside them.

I don't feel safe at lunch because no one is outside with us and someone can assault us.

I don't feel safe with the bars in the windows, at parent pickup because cars might hit, and during recess because I fall sometimes and kicked me with their heels.

I feel unsafe at parent pickup, restrooms, lunch or recess because someone can just take you away from school or kill you when you're alone.

I don't feel safe in the portable restrooms because in my class the boys push their fingers into the key hole to lock or unlock the doors they do it on purpose. They don't do it just to me, but to the other girls too. Now when I or the other girls have to use the restroom we have to ask our friends to watch the door for us.

I don't feel safe in the restrooms because the boys unlock the door and because they steel stuff. Now all the girls ask each other to watch the door to make sure the boys don't unlock it.

I feel unsafe at recess sometimes because when we play tag the person I tag makes a bad face and tries to tag me because I trick that person and that freak me out.

I don't feel safe in school because it's hard and I might not pass the STAAR test. I don't feel safe because the teachers says out loud how many question you had wrong, because even if you try you're best they still don't going to pass you and you never going to pass the STAAR test. If they explain to you and you still don't get it, you just don't get it and that's it.

**Gallup Student Poll  
Fall 2015 Scorecard**

The Gallup Student Poll is a 24 question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades 5-12. The Gallup student poll includes non-cognitive metrics with links to student success. This scorecard reflects U.S. overall data comparison results from surveys completed in U.S. public schools.

	<b>Cedars</b>	<b>U.S. Overall</b>	<b>5<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>
<b>ENGAGEMENT:</b> The involvement in and enthusiasm for school	3.98	3.90	4.27	3.68
<b>HOPE:</b> The ideas and energy students have for the future.	4.07	4.25	4.33	3.86
<b>ENTREPRENEURIAL ASPIRATION:</b> The talent and energy for building businesses that survive, thrive and employ others.	2.91	2.48	3.22	2.45
<b>CAREER/FINANCIAL LITERACY:</b> The information, attitudes and behaviors that students need to practice for healthy participation in the economy.	3.15	3.30	3.29	2.97

**Teacher Professional Development Survey (SAI): 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently, 5 = Always**

	October 2010	August 2011	August 2012	August 2013	August 2014	August 2015
Learning Communities:	2.4	3.0	4.2	4.2	4.0	4.0
Leadership:	3.0	3.5	4.2	4.3	4.3	4.1
Resources:	2.7	3.1	3.7	4.0	4.0	3.8
Data-Driven:	2.6	3.3	3.7	4.2	3.8	3.6
Learning Designs	2.7	3.2	3.7	4.0	3.8	3.6
Implementation	2.7	3.2	4.2	4.3	4.1	3.8
Outcomes:	2.5	3.0	4.2	4.2	4.2	4.0

## CEDARS INTERNATIONAL ACADEMY Site Base

Name	Position
Allison, Tiffani	Staff Rep
Brito, Ashley	PK Parent
Diaz, Mark	District Manager
Felan, Carol	6 <sup>th</sup> Grade/PTO Rep
Garcia, Gabriela	5 <sup>th</sup> parent & Board Rep
Hendricks, Kristin	Teacher
Mercado, Elizabeth	8th Grade Parent
Reyes, Linda	1st grade Parent
Rhambo, Otishia	8th Grade Parent
Rojas, Anjelica	7th Grade Parent
Sedwick, Willette	3rd grade parent
Simmons, Robert	2nd grade parent
Velasquez, Sonja	Second Grade
Washington, Zachariah	Student Council Rep
Wilson, La Terika	ACE Representative

# Cedars International Academy

**Goal 1. Program Collaboration (PER 6, 31, NCLB- M, T, U, V): Meaningful documented collaboration will occur in planning Title II, Part A; Title III Part A; SDFSC**

**Performance Objective 1:**

- Improve teacher retention through collaborative opportunities
- Collaborate to monitor student progress

**Summative Evaluation:** Retention rate of campus staff

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Increase campus morale through monthly teacher celebrations, teacher of the month, and Chief Energy Officer award (Title I SW: 1,5) (Target Group: All) (NCLB: 1,2,3,5)	Principal		Monthly	Summative - Positive energy and teacher celebrations throughout the month				
2) Provide support to teachers (Title I SW: 2,5) (Target Group: All) (NCLB: 1,2,3,5)	Principal, Assistant Principal, specialists, and aides		Throughout the year	Summative – Walkthroughs, PD feedback forms, and EOY survey, discipline and resource survey				
3) Provide time and resources for collaboration (Title I SW: 2,8) (Target	Principal and Assistant Principal		Throughout the year	Summative – Schedule				

Group: All) (NCLB: 1,2,3,5)								
4) Ensure respectful professional environment including child to child, adult to child, and adult to adult interactions (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2,3,5)	Superintendent, Principal, Assistant Principals, teachers and staff		Throughout the year	Summative - Survey				
5) Assign new teachers a mentor (Title I SW: 1,2) (Target Group: All) (NCLB: 3)	Principal		Throughout the year	Summative - Agendas				

**Goal 2. Parental Involvement (PER 22, 24, 25, 26): Outstanding Parental involvement will occur.**

**Performance Objective 1:**

- Improve communication with parents and community by encouraging more involvement and support of Cedars activities as measured by the number of parents and community members who attend school events, PTO meetings, and provide assistance for school programs.

**Summative Evaluation:** 5% increase in parent participation at school events based on volunteer hours.

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Ensure each grade provides parents with communication on a monthly basis. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Teachers and Principal		Throughout the year	Summative - Monthly newsletter distributed to parents				
2) Cedars will have 1% PTO members among faculty to illustrate the instructional staff's dedication to working with parents and community. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Principal, teachers, and PTO		Throughout the year	Summative – Board notes				
3) Conduct a STAAR night in the Fall to inform parents the rigor of the assessment. (Title I SW: 6, 9, 10) (Target	Principal, teachers and Specialists		Fall/Spring	Summative – Agenda				



Group: All) (NCLB: 1, 2, 4, 5)								
4) Conduct positive phone calls the first month of school to establish rapport with parents. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Teachers		Beginning of the year	Summative - Parent Communication Log				
5) All parents will be welcome to visit the classrooms. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Teachers		Throughout the year	Summative - Volunteer forms				
6) Host educational parent nights. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Principal, Aftercare Director, Specialist, PTO and teachers	Title 1 Part A General Funds Local Parent	Fall/Spring	Summative - Flyers and newsletters				
7) Invite parents to volunteer on campus. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Principal		Throughout the year	Summative - Sign-In sheet				
8) Conduct Meet the Teacher night for grades PK-8 (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Superintendent, Principal, and Assistant Principal		September	Summative - Sign-In sheets				
9) Host parent orientation for all grade levels to go over handbook (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Superintendent, Principal, and Assistant Principal	Title I Part A	August	Summative - Sign-In sheets				

10) Use social media, school website, teacher newsletter and Remind 101 to inform parents of school events. (Title I SW: 6, 9, 10) (Target Group: All) (NCLB: 1, 2, 4, 5)	Principal, Assistant Principal, Specialists, and teachers		Throughout the year	Summative - Volunteer hours				
11) District will develop a District improvement plan which will address parental involvement, professional development, HQ, SDFSC among others. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Counselor(s), ELL Coordinator, Food Service Coordinator, Instructional Facilitator, PE and Health Teacher, Principal, Superintendent (s), Teacher(s)		Annually	Summative -DIP				
12) District will call parent meeting in August and September to address PER22 and NCLB V and other matters requiring parental consultation (Title I SW: 1,2,6,8) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal, Superintendent	(F)Title I Part A, (O)Local Parent	Every Aug and Sept	Summative - Agendas				
13) District will continue to translate documents into appropriate languages. (Title I SW: 1,2,6) (Target Group:	Principal, Superintendent		Annually	Summative - Documents				

All) (NCLB: 1,2,3,4,5)								
14) Written information regarding the rights of parents to request info. will be distributed at the parent meetings (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Superintendent		Beginning of the year	Summative - Notification is available				
15) Professional development will occur during the first week of August In-service and will discuss parental involvement (Title I SW: 4,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal, Assistant Principal, Specialists, Superintendent		August	Summative - Agenda				
16) Notify Parents of access to students' grades (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 1,2,4,5)	Principal, Superintendent		Beginning of the year	Summative – Flyers and newsletters				
17) Ensure parents receive parent handbook at the beginning of the year	Principal, Superintendent	(F) Title I, Part A 6300	Beginning of the year	Sign-in				
18) Governance Council will review the CIP at least 50% of the meetings. Annual Parent meeting will include a review of the CIP (Title I SW: 6) (Target Group: All)	Superintendent	Title I Part A	Beginning and Throughout the year	Summative - Governance Council and Beginning of year agendas TAPR and STARR Results				

(NCLB: 1,2,3,4,5)								
19) Teacher career and college awareness to 3rd – 7th grade students to promote college readiness by having a college/career day in the Fall. (Title I SW: 2) Target Group: All (NCLB: 1, 2, 3, 5)	Counselor, Social Worker, Principal, teachers	Title I Part A	January	Summative - Feedback from community members, students, and teachers				

**Goal 3. SFDC: Policy (PERS 41): Clear guidance will be given to the district regarding policies especially those campuses identified persistently dangerous. NCLB T: Programs, strategies, and activities implemented for youth are evaluated periodically to assess progress toward reducing violence and illegal drug use.**

**Performance Objective 1:**

- Student sense of safety will increase annually by 5% resulting in student achievement increase by 5% above minimum standards.

**Summative Evaluation: Survey Results**

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Student sense of safety base line data will be taken via a survey. (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 4)	Principal		Spring of each year	Summative - Meetings				
2) In the campus improvement plan the Governance Council will work with the district in creating surveys to measure sense of well-being. (Title I SW: 1,2,6,8,9,10) (Target Group: All) (NCLB: 4)	Superintendent, Governance Council		Annually	Summative – Survey results				
3) Surveys will be utilized to be used as objective data related to the incidence of violence and illegal drug use. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Superintendent(s)		Annually	Summative – Survey results				
4) Evaluation of program will be conducted by counselor (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Counselor(s)		Spring	Summative – Evaluation occurred				

5) Counselor will meet with students on a regular basis to discuss conflict resolution and address bullying. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Counselor(s)		Throughout the year	Summative – Counselor Schedule				
6) Rules explained by teachers at their level. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)		Beginning of the year	Summative - Principal walkthroughs				
7) Health class teach bullying lesson (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Counselor(s), PE and Health Teacher, Principal		Annually	Summative –Lesson Plans				
8) Core values, vision, and mission statement will be promoted among staff, faculty and parents. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Superintendent(s)		Annually	Summative - Agendas				

## Goal 4. Create a highly Qualified Staff (PER 28, NCLB-A, B, BB)

### Performance Objective 1:

- Teacher retention will indicate a 10% increase resulting in student achievement 5% above minimum standards

**Summative Evaluation:** Teacher retention rate at the end of the year

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Provide retention stipends in March. Data: 33% Turnover 2015-2016 (Title I SW: 4,5) (Target Group: All) (NCLB: 3)	Superintendent	(F)Title II, Part A	Spring	Summative - Retention bonus				
2) Professional Development opportunities will be offered (Title I SW: 1,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal, Superintendent	(F)IDEA Part B, (F)Title I Part A, (F)Title II Part A, (F)Title III Part A, (S)General Charter Funds	Throughout the year	Summative - PD list of attendees				
3) Pay for Teachers and paras to be HQ & ESL certified if needed (Title I SW: 2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Superintendent	(F)Title II Part A Title III Part A	Throughout the year	Summative - Report				

**Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)**

**Performance Objective 1:**

- 80% of students in grades 3 – 8 will meet state standard on the 2017 STAAR assessments.
- 75% of students in grades 4 and 7 will meet state standard on the 2017 Writing STAAR assessment.
- 80% of students in grades 1 – 8 will show a growth of 25% on DMAC EOY Benchmark

**Summative Evaluation:** 2017 State Accountability Results in all areas, End of Year Assessment

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Implement the Writing Academy Curriculum and pacing guide to ensure academic success in Title I Writing. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,2,3,5)	Reading Specialist, Teachers, Principal		Throughout the year	Summative –STAAR Results Summative - Walkthroughs				
2) Increase writing across content area. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,2,3,5)	Teachers		Throughout the year	Summative - Walkthroughs				
3) Implement writing focus each month and collect a writing sample bi-monthly. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,2,3,5)	Reading Specialist, Principal, Assistant Principal, ELA Committee		Monthly	Summative – Monthly Writing Samples				
4) Provide 1 full-time Reading Specialist for implementing Tier 2 and Tier 3 targeted intervention for identified students reading below	Superintendent, Principal		Throughout the year	Summative – TPRI, DRA, Benchmark Data				



grade level as determined by Universal Screener, 2015 STAAR results, and other campus data sources (Title I SW: 1, 3, 4) Target Group: All) (NCLB: 1, 2, 3, 5)								
5) Utilize Study Island software and, Read Naturally, and Ascend Math to support an improvement in reading, math, writing, science, and social studies skills at school as well as at home. (Title I SW: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)	Teachers	Title I Part A Title II Part A	Throughout the year	Summative – Benchmark and STAAR Results				
6) Provide students with resources such as visual aides, thinking maps, manipulatives, anchor charts, and hands-on material to complement the District curriculum to increase performance for at-risk students on state and district assessments in K-8. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,4,5)	Principal, teachers, reading specialist, ESL specialist	Title I Part A	Throughout the year	Summative – Walkthroughs				
7) Purchase technology to support strategic initiatives. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,4,5) (Target Group: All)	Superintendent, Principal and Assistant Principal	(F)Title I Part A, (F)Title II Part A, (S)Chapter 41 Redistribution of funds, (S)General	Throughout the year	Summative – Budget Reports				

		Charter Funds Title III Part A						
8) Provide 2 instructional aides to assist with small groups in reading and math for identified students needing supplemental support. Rosete and Allaire (Title I SW: 1, 2, 3, 9) Target Group: All) (NCLB: 1, 2, 3, 5)	Superintendent, Principal	(F) Title I Part A	Throughout the year	Summative – Walkthroughs.				
9) Conduct scheduled data meetings with principal to determine students in need of assistance (Title I SW: 4, 8, 9, 10) Target Group: All) (NCLB: 1, 2, 3, 5)	Principal, Reading Specialist, ESL Specialist, Teachers		Throughout the year	Summative - Data meeting notes Summative –Notes from teachers				
10) Consistent progress monitoring from teachers of identified students in need. (Title I SW: 1, 2, 9) Target , Group: At-risk) (NCLB: 1, 2, 3, 5)	Teachers		Throughout the year	Summative - Progress monitoring data in DMAC				
11) Provide a PBL Coach to assist in implementing PBL to fidelity and increasing student achievement in reading, math, writing, science, and social studies. (Title I SW: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,5)	Superintendent	Title I Part A	Throughout the year	Summative – STAAR Results				
12) Provide dyslexia interventions through Wilson Program. (Title I	Reading Specialist		Throughout the year	Summative – Evidence of training				

SW: 2,4) (Target Group: All) (NCLB: 1,2,3,5)								
13) Provide intensive vocabulary development instruction for all students to include PreK-8th (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,4,5)	Specialists, Teachers, and Principal		Throughout the year	Summative- Report Cards/STAAR Reports				
14) Purchase appropriate STAAR material in order to improve student performance on STAAR to highest rating. (Title I SW: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	ESL Specialist, Reading Specialist, Principal, Special Ed Teachers, Superintendent(s)	(F)IDEA Part B, (F)Title I Part A, (F)Title II Part A, (S)General Charter Funds	Throughout the year	Summative – STAAR Results				
15) Utilize Measuring Up Assessment Bank for Aligned Common Assessments in Reading and Math. (Title I SW: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Teachers Specialists	(F) Title II Part A	Throughout the year	Summative – STAAR Results				
16) Provide summer school for students (Title I SW: 1,9,10) (Target Group: At-Risk) (NCLB: 1,2,3,4,5)	Principal, Superintendent	(F) Title I Part A	Summer	Summative - Handbook				
17) Provide after school and Saturday school tutorials (4 teachers and 8 counselors)	Principal	(F) Title I, Part A	During the year					

## Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)

### Performance Objective 2:

- Utilize Response to Intervention principles to identify and support students at-risk and strengthen classroom instruction.

**Summative Evaluation:** 80% achievement at each grade level.

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Conduct RTI meetings every nine weeks to identify students at risk and prescribe interventions. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	RTI Committee, Counselor, Principal, Reading Specialist, ESL Specialist		Every six weeks	Summative - RTI Agenda				
2) Utilize universal screenings to identify at-risk students and track progress of interventions using DMAC. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Teachers		3 times a year	Summative - Data in DMAC				
3) Use Velocity, Ascend Math, Fountas & Pinnell and iStation Curriculum as a Tier II and Tier III student reading intervention. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Reading and ESL Specialist	Title I Part A	Throughout the year	Summative - Intervention notes				
4) Use before, during, and	Teachers,	Title I Part A	Throughout	Summative - Schedules				

after school tutorials as an intervention for students identified through RTI committee. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Specialists, and Principal		the year					
5) Use RTI Workshop time as an intervention for student identified through RTI committee. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Teachers and Specialists		Throughout the year	Summative – RTI workshop notes				
6) Train teachers on RTI Process (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Principal and Assistant Principal		Fall	Summative – Agenda				
7) Use Saturday School and After School Tutorials as an intervention for students identified through RTI committee. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Principal, After Care Director	(F) Title I Part A	Throughout the year	Sign-In				
8) Provide summer enrichment program for all eligible students in aftercare. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,3,4,5)	Aftercare Director	Title I Part A	June through July	Summative- Summer Program Schedule				

**Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)**

**Performance Objective 3:**

- Implement, monitor, and evaluate an aligned curriculum and assessment program that is rigorous, data driven, and relevant.

**Summative Evaluation:** 2017 State Accountability Results in all areas, End of Year Assessment

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Provide teachers with PBL Training and coaching. (Title I SW: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,5)	Principal and PBL Coach	Title I Part A	Throughout the year	Summative - Coaching conference notes				
2) Utilize PBL coach to assist in designing rigorous, relevant, and authentic learning units for K-8 students.	PBL Coach		Throughout the year	Summative – PBL Units				
3) Create and implement an assessment calendar for the 2016 – 2017 school year.	Principal		Fall	Summative - Calendar				
4) Each grade level will disaggregate data using DMAC to identify areas of need and develop a plan to address those needs. (Title I SW: 1,2,3) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)	Teachers		Throughout the year	Summative - Data in DMAC				
5) Classroom teachers will implement small	Teachers		Throughout the year	Summative – Intervention notes				

group instruction, technology integration, and workshops that address rigor of all learners (Title I SW: 1,2,7,9,10) (Target Group: All, ECD, ESL, LEP, SPED, At-risk) (NCLB: 1,3,4,5)								
6) SHAC meetings will be held in the development of the health program (Title I SW: 2) (Target Group: All) (NCLB: 1,2,3,4,5)	SHAC Committee		Throughout the year	Summative – SHAC Agenda				
7) Conduct SAI Survey (Title I SW: 1,2,4,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal	(S) General Fund	Fall and Spring	Summative – SAI Results				
8) Students will learn and understand about healthy living.	SHAC Committee		Throughout the year	Summative – SHAC Agenda				

## Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)

### Performance Objective 4:

- Special education and LEP students will increase met percentage by 10% on 2017 STAAR test.

### Summative Evaluation: 2017 State Accountability Results

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Provide a refresher training on ESL strategies and ELPS toolkit to all classroom teachers and instructional aides (Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)	ESL Specialist	Title III Part A	Throughout the year	Summative - Walkthroughs				
2) Provide TELPAS and TOP rater training for all classroom teachers. Provide ongoing assessment of LEP's language acquisition (Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)	ESL Specialist and Counselor		Throughout the year	Summative - Certificate of completion				
3) Monitor and make decisions based on sped benchmarks. (Title I SW: 2,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers	(S)General Charter Funds	Throughout the year	Summative - STAAR Results and PBMAS reports				
4) Staff training at ESC in procedures, compliance and instruction. (Title I SW: 2,3,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers ESL Specialist	(F)Title III Part A	Throughout the year	Summative - Registrations				



<p>5) Continue to Hire consultant and other sped professional to assist SPED program. The consultant will work on compliance issues as well as: identifying strengths and weaknesses in instructional practices; STAAR assessment verification, scheduling resources to meet the student's IEP's, working with objectives and goals, ensuring compliance with special education laws, identifying, scheduling, and at times providing PD; giving suggestions for necessary materials, monitoring, recording, and accounting to the Texas Education Agency (TEA) (Title I SW: 2,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)</p>	<p>Superintendent(s)</p>	<p>(S)General Charter Funds R</p>	<p>Throughout the year</p>	<p>Summative – Consultant List</p>				
<p>5) Provide ELL summer school (Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)</p>	<p>Principal</p>	<p>(F)Title III Part A</p>	<p>June through July</p>	<p>Summative – Summer school schedule</p>				
<p>6) Provide language enrichment curriculum and activities for LEP eligible students through ESL summer school program and Saturday tutorials (ELL Tutor)</p>	<p>Principal and ESL Specialist</p>	<p>Title III Part A</p>	<p>Throughout the year</p>	<p>Summative – Student summer schedule</p>				

(Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)								
7) Differentiate instruction for identified populations: GT, 504, SPED, At-Risk, Dyslexia, Speech, LEP, and others. (Title I SW: 1, 3, 9) Target Group: At-Risk) (NCLB: 1, 2, 3, 5)	Teachers,		Throughout the year	Summative – Walkthroughs				
8) Provide intensive social and academic vocabulary instruction for development for ELL and LEP students (Title 1, SW: 1, 2, 9) (NCLB:2) (NCLB: 1, 2, 4, 5)	ESL Specialist		Throughout the year	Summative – Formative and Informative assessment data				
9) Provide intense, extended, intervention for at-risk students including STAAR failures as well as students identified subgroups such as ELL and Special Education. (Title I SW: 1,2,3,8,9) (Target Group: 3rd, 4th, 5th, 6th, 7th , 8th) (NCLB: 1,2,4,5)	Reading Specialist, ESL Specialist, Special Education Director		Throughout the year	Summative – STAAR Results Summative - Schedules				
10) Hire Special Education staff to assist in special education support (Brito) (Title I SW: 2,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Superintendent, Principal	(F) Title I, Part A	Throughout the year	Staff Roster				
11) LEP students will be served using words in		(F) Title III, Part A						

action program twice a week, in a small group setting								
12) Provide an ESL Tutor after school	ESL Specialist	(F) Title III, Part A						
13) Provide Bilingual and ESL Stipends for Dixon/Reed	Superintendent	(F) Title II, Part A						
14) Ensure the immigrant children are provided enhanced opportunities (Title I SW: 9,10) (Target Group: ESL, LEP) (NCLB: 1,2)	Counselor(s), ESL Specialist, Food Service Coordinator, Principal	(F)Title III Part A	August through July	Summative - Summer School program Flyers				

## Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)

### Performance Objective 5:

- Create and provide quality professional development

### Summative Evaluation: PD Evaluation

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) 90% of teachers will be trained in facilitating writing instruction using the Writing Academy curriculum. (Title I SW: 1,2,4,8) (Target Group: All) (NCLB: 1,2,3,5)	Principal, Assistant Principal	Title I Part A	Beginning of the year	Summative –Evidence of training				
2) Provide teachers with Training and coaching. (Title I SW: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,5)	Principal, PBL Coach, Specialist	Title I Part A	Throughout the year	Summative - Coaching conference notes				
4) Provide professional development for teachers in identified needs, including instructional strategies that increase/enhance student engagement. (Title I SW: 1,2,4,8) (Target Group: All) (NCLB: 1,2,3,5)	Principal, Superintendent, Assistant Principal	Title II Part A	Throughout the year	Summative - Schedule				
5) Train teachers and instructional aides on inclusion and how to differentiate learning for special education students. (Title I SW: 1, 2,	Special Education Director		Throughout the year	Summative – PD Agenda				

9) Target Group: SPED) (NCLB: 1, 2, 3, 5)								
6) Train teachers on use of anchor charts and ELPS to increase student achievement of ELL students. (Title I SW: 1, 2,4) Target Group: ELL) (NCLB: 1, 2, 3, 5)	ESL Specialist		Throughout the year	Summative – PD Agenda Summative - Walkthroughs				
28) Modeling of reading, writing, and problem solving strategies for ALL students, especially Special Ed, ELL, At- risk and GT (Title I SW: 1,2,3,9) (Target Group: All, LEP, SPED, GT, At-risk) (NCLB: 1,2,5)	Specialists, teachers, and Principal		Throughout the year	Summative - walkthroughs				
29) Staff training at ESC in procedures, compliance and instruction. (Title I SW: 2,3,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers	(S)General Charter Funds	Yearly	Registrations				
30) Increase leadership development by providing staff to participate in campus- decision making committee and other committees on campus (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2,3,5)	Principal		Throughout the year	Summative – Sign-In Sheet				
31) Classroom teachers and Administrators will be trained in Sheltered instruction to improve	ESL Specialist	(F) Title III, Part A						

English Language Proficiency								
32) ESL Specialist will attend training on rules, regs, and Director Training to improve ELL program	ESL Specialist	(F) Title III, Part A						

**Goal 6. Enhance Early Childhood Education Experience Goal 7 Early Childhood Intervention**

**Performance Objective:**

- Strengthen Pre-K Program

**Summative Evaluation:** EOY Survey

Formative Review

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Continue full day PK Program (district funds ½ of program). (Title I SW: 1,2,3,7,9) (Target Group: PRE K) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers	(S)General Charter Funds	Yearly	Summative - Full day PK program is offered				
2) Continue to hire full time paraprofessional assistants (Title I SW: 2,7) (Target Group: PRE K) (NCLB: 1,2,3,4,5)	Teachers	(F)Title I Part A, (S)General Charter Funds	Annually	Summative - Staff roster				

**Goal 7. Maintain an orderly environment and reduce office referrals.**

**Performance Objective:**

- We will decrease office referrals

**Summative Evaluation:** 2016 Discipline Referrals

Activity/Strategy	Person(s) Responsible	Resources	Timeline	Evidence that Demonstrates Success	Formative Review			
					Yr. 1	Yr. 2	Yr. 3	Yr. 4
1) Staff training on PBIS (Title I SW: 2,3,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers PBIS Team	(S)General Charter Funds	Yearly	Decrease in office referrals				
2) PBIS will be implemented in all grade levels. (Title I SW: 2,3,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Principal, Special Ed Consultant, Special Ed Teachers PBIS Team	(S)General Charter Funds	Yearly	Decrease in office referrals				



## **Campus Performance Objectives**

**Goal 1. Program Collaboration (PER 6, 31, NCLB- M, T, U, V): Meaningful documented collaboration will occur in planning Title II, Part A; Title III Part A; SDFSC**

**Performance Objective 1:**

- Improve teacher retention through collaborative opportunities
- Collaborate to monitor student progress

**Goal 2. Parental Involvement (PER 22, 24, 25, 26): Outstanding Parental involvement will occur.**

**Performance Objective 1:**

- Improve communication with parents and community by encouraging more involvement and support of Cedars activities as measured by the number of parents and community members who attend school events, PTO meetings, and provide assistance for school programs.

**Goal 3. SFDC: Policy (PERS 41): Clear guidance will be given to the district regarding policies especially those campuses identified persistently dangerous. NCLB T: Programs, strategies, and activities implemented for youth are evaluated periodically to assess progress toward reducing violence and illegal drug use.**

**Performance Objective 1:**

- Student sense of safety will increase annually by 5% resulting in student achievement increase by 5% above minimum standards.

**Goal 4. Create a highly Qualified Staff (PER 28, NCLB-A, B, BB)**

**Performance Objective 1:**

- Teacher retention will indicate a 10% increase resulting in student achievement 5% above minimum standards

**Goal 5. Improve Academics of campus: Campus Improvement Issues (NCLB: D, N, P)**

**Performance Objective 1:**

- 80% of students in grades 3 – 8 will meet state standard on the 2017 STAAR assessments.
- 75% of students in grades 4 and 7 will meet state standard on the 2017 Writing STAAR assessment.
- 80% of students in grades 1 – 8 will show a growth of 25% on DMAC EOY Benchmark

**Performance Objective 2:**

- Utilize Response to Intervention principles to identify and support students at-risk and strengthen classroom instruction.

**Performance Objective 3:**

- Implement, monitor, and evaluate an aligned curriculum and assessment program that is rigorous, data driven, and relevant.

**Performance Objective 4:**

- Special education and LEP students will increase met percentage by 10% on 2017 STAAR test.

**Performance Objective 5:**

- Create and provide quality professional development

**Goal 6. Enhance Early Childhood Education Experience Goal 7 Early Childhood Intervention**

**Performance Objective 1:**

- Strengthen Pre-K Program

**Goal 7. Maintain an orderly environment and reduce office referrals.**

**Performance Objective 1:**

- We will decrease office referrals