

CEDARS INTERNATIONAL ACADEMY

Campus Improvement Plan

2017-2018



**NCLB Comprehensive Needs Assessment Summary of Priority of Needs & CIP
2015-16
TAPR & AEIS**

	2015-16	2014-15	2013-14	2012-13	2011-2012	2010-2011	2009-2010	2008-09
Total # of students	390	392	353	308	250	221	217	182
AA	17.9%	21.7%	29.5%	36%	44.8%	47.1%	50.7%	50.5%
Hispanic	74.4%	71.4%	63.5%	56.2%	48%	43%	42.4%	37.4%
White	3.3%	3.6%	4.8%	6.5%	4.4%	6.8%	6.9%	11%
Native Am	0.3%	.3%	.8%	.6%	.8%	1.4%	0	0%
Asian/Pacific Island	2.1%	1.8%	.3%	0	.8%	.9%	0	1.1%
Economically Disadvantaged	90.3%	82.9%	93.5%	81.8%	82%	87.3%	93.5%	70.9%
LEP/ESL Students	44.6%	32.4%	34%	33.1%	23.2%	18.1%	18%	12.1%
Special Education	5.4%	6.1%	6.8%	5.8%	5.2%	7.7%	10.1%	13.7%
At Risk Students	53.6%	43.6%	49.6%	47.4%	39.6%	46.2%	60.4%	34.6%
Gifted and Talented	0.5%			3.6%	4.8%	3.6%	2.3%	4.4%

School

	2015-16	2014-15	2013-14	2012-13	2011-2012	2010-2011	2009-2010	2008-09
Instructional Staff	75.5% VS. 64.5%	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	7.4 VS. 10.9	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	\$45,079 vs. \$51,891	\$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

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

SEE BELOW:

Student Retention: 509 Total – 387 HS; 8-12 – 122; 253 as of 9-3-13 out of 287 for a total of 88% returning Last year of 83% returning;

Pre-Enrollment: 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 2014-15 3583 volunteer hours 2015-16 4614 volunteer hours

Highly Qualified

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

Parent Survey:	August 2010	August 2011	August 2012	August 2013(99)	August 2014 (104)	August 2015	August 2016 (60)
School is bright, clean and inviting	91% Satisfaction	94% Satisfaction	86% Satisfaction	77% Satisfaction	86% Satisfaction	86% Satisfaction	91% Satisfaction
School atmosphere is positive	93% Satisfaction	85% Satisfaction	94% Satisfaction	88% Satisfaction	90% Satisfaction	88.4% Satisfaction	100% Satisfaction
I feel welcome in the school	76% Satisfaction	94% Satisfaction	94% Satisfaction	95% Satisfaction	95% Satisfaction	86% Satisfaction	100% Satisfaction
The school secretary is positive	78% Satisfaction	94% Satisfaction	92% Satisfaction	86% Satisfaction	95% Satisfaction	95.3% Satisfaction	100% Satisfaction
The school principal is positive	84% Satisfaction	89% Satisfaction	93% Satisfaction	96% Satisfaction	92% Satisfaction	93% Satisfaction	100% Satisfaction
The school superintendent is positive	NA	94% Satisfaction	91% Satisfaction	88% Satisfaction	93% Satisfaction	95.3% Satisfaction	100% Satisfaction
The school staff is positive	NA	93% Satisfaction	93% Satisfaction	93% Satisfaction	*96% Satisfaction	83.3% Satisfaction	100% Satisfaction
I am proud of my school	NA	93% Satisfaction	91% Satisfaction	93% Satisfaction	90% Satisfaction	83.7% Satisfaction	100% Satisfaction

Parent Survey:	March 2011	Feb 2012 (29)	Feb 2013 (29)	Feb 2014 (55)	Feb 2015 (52)	Feb 2016 (60)	Feb 2017 (60)
School is bright, clean and inviting	79% Agree	73% Agree	68% Agree	51% Agree	69% Agree	67% Agree	67% Agree
School atmosphere is positive	90% Agree	93% Agree	85% Agree	75% Agree	85% 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	78% Agree
The discipline at our school is just about right	81% Agree	79% Agree	79% Agree	57% Agree	75% Agree	78% Agree	80% Agree
My children are more engaged (new curriculum)					67% Agree		72% Agree
The curriculum is too easy					17% Agree		90% Agree
The curriculum is too hard					13% Agree		

Parent Survey Comments Aug 2016

Why did you choose to come to Cedars?

Close to home.

Tengo muy buenas recomendaciones de que el Sistema educativo es muy bueno.

I wanted my kids to be in a school with better standards for students, especially disciplinary standards.

Smaller class sizes.

He escuchado muy buenas referencias sobre esta escuela.

Because I am looking for a positive learning environment for my children and someone mentioned Cedars was a good school.

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

Teach, Teach, Teach, Teach. Teach phonics.

Seguir afoyando a los alumnos a conseguir una carrera.

Keep in contact with me.

Have great communication with parents.

By teachers and staff providing a positive and safe environment.

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

Meet teachers and students.

none

none

Information about special education program. Our son has ADHD and I'm not sure how well he'll do in a classroom.

I think it just a matter of me learning how everything works here and by allowing me to be involved in my children's education.

What suggestions do you have to better improve your school?

Provide survey again in a couple of months. Interested in soccer.

None

I don't know yet!

n/a

Student survey results February 2016

Percentage of surveys returned that rated a 4 or 5 (4 = Mostly 5 = A Lot)

- A 48%** I think the instruction I am getting is rigorous.
- B 65%** There are plenty of opportunities for tutoring
- C 60%** I feel welcome at the school.
- 1 46%** Do you think students in this school treat other students politely?
- 2 46%** Do you think students in this school treat other students fairly?
- 3 51%** Do you think students in this school treat other students in a friendly way?
- 4 64%** Do you think students in this school treat other students in a helpful way?
- 5 55%** Do you think students in this school treat other students with kindness?
- 6 51%** Do you think students in this school treat other students with respect?
- 7 88%** Do you understand school rules?
- 8 91%** Do you know how to behave at recess?
- 9 85%** Do you know how to behave in the classroom?
- 10 88%** Do you know how to behave when school lets out?

- 11 88% Do you know how to behave at lunch?
- 12 92% Do you know how to behave in the halls?
- 13 76% Do adults help make this school a friendly place to be?
- 14 81% Do you think adults in this school are helpful to students?
- 15 82% Do you think adults in this school treat students with kindness and respect?
- 16 79% Do you think adults in this school treat students fairly?
- 17 80% Do you think adults in this school are friendly to students?
- 18 71% Do you believe that the adults in this school care about you?
- 19 73% Do you feel safe in the classroom?
- 20 80% Do you feel safe in the halls?
- 21 72% Do you feel safe in the restrooms?
- 22 87% Do you feel safe at lunch?
- 23 70% Do you feel safe at recess?
- 24 76% Do you feel safe at recess?

Total Student Surveys 152

Parent survey results - percentage of parents that rated as "Agree"

Grade	PK	K	1	2	3	4	5	6	7	8	Multi	NoGrade	
Question													
1	86%	80%	100%	50%	100%	50%	55%	67%	0%	0%	63%	25%	
2	100%	100%	100%	50%	100%	83%	82%	33%	0%	0%	100%	50%	
3	86%	80%	100%	50%	50%	100%	64%	67%	0%	0%	88%	50%	
4	93%	80%	100%	75%	100%	67%	82%	67%	0%	0%	88%	25%	
5	79%	80%	100%	0%	100%	67%	64%	100%	0%	0%	88%	50%	
6		100%	100%	100%	100%	100%	83%	82%	100%	0%	0%	100%	50%

Parent survey results - percentage of parents that rated as "Neutral"

Grade	PK	K	1	2	3	4	5	6	7	8	Multi	NoGrade	
Question													
1	7%	20%	0%	50%	0%	50%	36%	33%	0%	0%	25%	50%	
2	0%	0%	0%	50%	0%	0%	18%	66%	0%	0%	0%	50%	
3	14%	20%	0%	50%	50%	0%	36%	33%	0%	0%	13%	50%	
4	7%	20%	0%	25%	0%	33%	18%	33%	0%	0%	13%	75%	
5	21%	20%	0%	100%	0%	17%	36%	0%	0%	0%	13%	25%	
6		0%	78%	0%	0%	0%	17%	18%	0%	0%	0%	0%	50%

Parent survey results - percentage of parents that rated as "Disagree"

Grade	PK	K	1	2	3	4	5	6	7	8	Multi	NoGrade
Question												

Question

1	7%	0%	0%	0%	0%	0%	9%	0%	0%	0%	13%	25%	
2	0%	0%	0%	0%	0%	17%	0%	0%	0%	0%	0%	0%	
3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	
4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	
5		0%	0%	0%	0%	0%	43%	0%	0%	0%	0%	9%	0%
6		0%	0%	0%	0%	0%	29%	0%	0%	0%	0%	27%	0%

Total across all grades (for all surveys) that Agree

Question #s

- 1 67%**
- 2 85%**
- 3 78%**
- 4 80%**
- 5 72%**
- 6 90%**

Total Parent Surveys 60

**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.

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

**Gallup Student Poll
Fall 2016 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.

	Cedars	U.S. Overall	5th Grade	6th Grade	7th Grade	8th Grade
ENGAGEMENT: The involvement in and enthusiasm for school	4.03	3.88	4.37	4.08	4.07	3.40
HOPE: The ideas and energy students have for the future.	4.19	4.24	4.40	4.38	4.27	3.64
ENTREPRENEURIAL ASPIRATION: The talent and energy for building businesses that survive, thrive and employ others.	2.70	2.42	2.51	3.12	2.88	2.17
CAREER/FINANCIAL LITERACY: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.	3.00	3.31	3.21	3.20	3.19	2.28

Teacher Professional Development Survey (SAI): 1 = Never, 2 = Seldom, 2= 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
Bowen, Donna	Staff Rep
	PK Parent
Diaz, Mark	District Manager
Rhambo, Otishia	6 th Grade
Garcia, Gabriela	5 th parent & Board Rep
Capers, Chris	Teacher
Mercado, Elizabeth	8th Grade Parent
Reyes, Linda	1st grade Parent
	8th Grade Parent
Sanchez, Elizabeth	7th Grade Parent
	3rd grade parent
	2nd grade parent
Velasquez, Sonja	Second Grade
	Student Council Rep

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 Group: All) (NCLB: 1,2,3,5)	Principal and Assistant Principal		Throughout the year	Summative – Schedule				

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 Title III Part A	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	Superintendent, Principal, and Assistant Principal	Title I Part A	August	Summative - Sign-In sheets				

Group: All) (NCLB: 1, 2, 4, 5)								
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	Principal, Superintendent		Annually	Summative - Documents				

languages. (Title I SW: 1,2,6) (Target Group: 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	Superintendent	Title I Part A	Beginning and Throughout the year	Summative - Governance Council and Beginning of year agendas TAPR and STARR Results				

CIP (Title I SW: 6) (Target Group: All) (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	Title I Part A	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 Title III 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 Title II Part A Title III 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.
- Engage in the TAIS Continuous improvement process

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, ELPS toolkit, and Sheltered Instruction to all classroom teachers and instructional aides (Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)	ESL Specialist	Title I Part A 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	Principal, Special Ed Consultant,	(F)Title III Part A	Throughout the year	Summative - Registrations				

and instruction. (Title I SW: 2,3,9) (Target Group: SPED) (NCLB: 1,2,3,4,5)	Special Ed Teachers ESL Specialist							
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)	Superintendent(s)	(S)General Charter Funds R	Throughout the year	Summative – Consultant List				
5) Provide ELL summer school (Title I SW: 2,3,9) (Target Group: ESL, LEP) (NCLB: 1,2,3)	Principal	(F)Title III Part A	June through July	Summative – Summer school schedule				
6) Provide language enrichment curriculum and activities for LEP eligible students through	Principal and ESL Specialist	Title III Part A	Throughout the year	Summative – Student summer schedule				

ESL summer school program and Saturday tutorials (ELL Tutor) (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	Title I Part A Title II Part A Title III Part A	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)	Superintendent, Principal	(F) Title I, Part A	Throughout the year	Staff Roster				

(NCLB: 1,2,3,4,5)								
11) LEP students will be served using words in action program twice a week, in a small group setting		(F) Title III, Part A						
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				
15) Engage in the TAIS Continuous improvement process	ESL Specialist							

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	Title I Part A	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	Title I Part A Title III Part A	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				
3) Utilize CIRCLE to monitor PK progress 3 times a year	Teachers							

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