

School of Excellence in Education

Dr. David C. Walker Elementary

# Campus Improvement Plan 2015 - 2016

District ID: 015806103

Date of Board Approval:

Date of Campus Revision: June 14, 2015

November 14, 2015

January 2, 2016

## **Mission Statement**

The School of Excellence in Education educates, motivates, and nurtures all learners by using evolving methods and technology.

## **Vision**

Innovate. Adapt. Excel. - Dreams Happen!

## **School Culture and Climate Summary**

We will not make excuses; we will do whatever it takes to increase student achievement in order to close performance gaps for **all** Walker students.

We are Dr. David C. Walker - *“Excellence is our Standard, and Quality is our Goal.”*

## **Core Values**

**Responsibility, Endurance, Service, Passion, Engagement, Community, Trust**

## **CREED**

### **My Generation**

**This is my generation.  
I was born for such a time as this.  
My future is secure and my presence makes sense.  
I have purpose and potential;  
My steps are in order,  
I am destined to succeed.  
I do not need popularity;  
I am not impressed by superiority.  
My position is already secure!  
I am limited by my own actions.  
I produce excellence by my own attitude.  
This is my generation; it was waiting for me to arrive.  
I am here and I will not be the same.**

### **District Goals**

- **Increase enrollment by a net of 10% per campus for the next (3) years.**
- **By focusing on relationships starting in 2014-2015, the District will increase student engagement to 100%**
- **Beginning 2014-2015 the District will build unity, by effectively communicating and implementing clearly defined policies and procedures**
- **Beginning 2014-2015 the District will hire and retain 100% Highly Qualified and effective personnel**

## District Board of Trustees

Patrick Britton	Board President
Yasan Gooding, Ph.D.	Board Vice President
La Vergie Washington	Board Secretary

## Campus Improvement Team (CIT)/ Campus Leadership Team (CLT)

Cristen N. Darden	Principal
Odessa Gardner	IC (Instructional Coach) Grades PK - 3
Tamiko Askew	IC (Instructional Coach) Grades 4 - 6
Rhonda Brown	1 <sup>st</sup> Grade Teacher
Leslye Yates	5 <sup>th</sup> /6 <sup>th</sup> Grade ELAR Teacher
Traci Lippincott	At-Risk Coordinator/RTI Coordinator
Unita Owens	Special Education
Gonzalo Martinez	ESL Teacher
Diane Furlong	Reading Interventionist/504 Dyslexia
Abla Yaish	RTI Math Teacher
Teresa Johnson	District Representative
Marie Ferdinand - Harris	Parent
Shon Dorsey	Davis Scott YMCA Executive Director
Christen Branch	Oak Manor After School Program Coordinator

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Process

An analysis of the 2012-2015 campus STAAR/TPRI data, TAPR reports, District PEIMS reports, Federal Accountability Data for AYP, campus discipline referrals, student attendance data, referral percentages for students in Special Education, campus parent participation records, and teacher retention data provided the information for the 2012-2015 needs assessment.

## Summary of Prior Year's Program Evaluation

Provide a narrative SUMMARY of the following data analysis. Items in BOLD are required by TEC or NCLB.

Data Analysis	Sources	Summary of Student Achievement Findings (3-year period)						
<b>STARR Data</b> District/Campus/ Grade Level STAAR Standards Ethnic Groups ECO DIS LEP Gender At Risk	AEIS/TAPR Report STAAR Data State Acct. Report AYP Report TPRI Report (phonemic awareness, phonics and fluency) PEIMS Report Program Data Longitudinal/ Cohort Data Trend Data Professional Development Schedule	School Year	Grade	Math	Reading	TELPAS		
		<i>2012-2013 (State) All</i>						
		<b>STAAR/ STAAR M</b>	6 <sup>th</sup>	66% / 100%	78% / 100%	NA		
		<b>STAAR/ STAAR M</b>	5 <sup>th</sup>	67% / 100%	84% / 100%	NA		
		<b>STAAR/ STAAR M</b>	4 <sup>th</sup>	54% / NA	69% / NA	3.4		
		<b>STAAR/ STAAR M</b>	3 <sup>rd</sup>	48% / 100%	68% / 100%	NA		
		TPRI	2 <sup>nd</sup>	BOY - 45%	EOY - 81%	NA		
		TPRI	1 <sup>st</sup>	BOY - 58%	EOY - 72%	2.1		
		TPRI	Kinder	BOY - 42%	EOY - 79%	1.5		
		<i>2013-2014 (State) All</i>						
		<b>STAAR/ STAAR M</b>	6 <sup>th</sup>	53% / 100%	67% / 100%	3.2		
		<b>STAAR/ STAAR M</b>	5 <sup>th</sup>	90% / NA	90% / NA	3.7		
		<b>STAAR/ STAAR M</b>	4 <sup>th</sup>	54% / NA	65% / NA	2.8		
		<b>STAAR/ STAAR M</b>	3 <sup>rd</sup>	23% / 100%	48% / 50%	NA		
		TPRI	2 <sup>nd</sup>	BOY - 45%	EOY - 55%	2.2		
		TPRI	1 <sup>st</sup>	BOY - 54%	EOY - 46%	2.0		
		TPRI	Kinder	BOY - 35%	EOY - 65%	1.5		
		<i>2014-2015 (State) All</i>						
		<b>STAAR/ STAAR Alt</b>	6 <sup>th</sup>	No Standards Established	90% / 100%			
		<b>STAAR/ STAAR Alt</b>	5 <sup>th</sup>	No Standards Established	80% / N/A			

		<i>STAAR/ STAAR Alt</i>	<i>4<sup>th</sup></i>	<i>No Standards Established</i>	<b>44%</b> / N/A		
		<i>STAAR/ STAAR Alt</i>	<i>3<sup>rd</sup></i>	<i>No Standards Established</i>	<b>70%</b> / N/A		
		<i>TPRI</i>	<i>2<sup>nd</sup></i>	BOY - <b>45%</b>	EOY - <b>55%</b>		
		<i>TPRI</i>	<i>1<sup>st</sup></i>	BOY - <b>54%</b>	EOY - <b>46%</b>		
		<i>TPRI</i>	<i>Kinder</i>	BOY - <b>35%</b>	EOY - <b>65%</b>		
Other Assessments STAAR Alt STAAR TELPAS TPRI OWL (Opening the World of Learning – PK Only) CBAs (Campus Based Assessments – 6 wks.) District Benchmark Data Academic Records of Migrant Students Early Childhood Inventories	AEIS/TAPR Report AYP Report TELPAS Data SPED Assessment Data TPRI Data ( <b>phonemic awareness, phonics and fluency</b> ) Local Benchmark Data	<b>School Year</b>	<b>Met (mark “yes”)</b>	<b>Not Met (mark “no” and explain in what area)</b>			
		2012 - 2013 - AYP	Yes				
		2013 – 2014 - AYP	Waiver	Waiver			
		2014 – 2015 - AYP	Yes	Reading			
		<p><b>Demographics Summary (Students &amp; Staff - Quality, Recruitment &amp; Retention)</b>  Dr. David C. Walker Elementary serves Pre-K through 6th grade students within the Alamo City Christian Fellowship Church. The school is named after the pastor of the church, located on the northwest quadrant of San Antonio and generally acquires students from the northeast quadrant of Bexar county.</p> <p>In its seventh year of existence Walker’s enrollment has fluctuated between 250 - 300 students. Approximately 49% are African American, 46% are Hispanic, and 1% are Anglo American. The majority of the students are Economically Disadvantaged at 87% and 62% of the students are considered “At Risk” according to state and federal criteria. Our average attendance rate is 96.7%. The student body includes 12% English as Second Language learners whose first language is Mai Mai, Spanish and/or French. The average class size is between 15 to 24 students, depending on the grade level.</p> <p>Teacher turnover was high in the 2014-2015 school year due to the SEE District requiring all faculty and staff to reapply for their positions, similar to a reconstitution style process. Nevertheless, through this process Walker Elementary was able to secure certified and/or highly qualified candidates that would support the campus meeting the Title I Part-A requirements regarding acquiring HQ teaching staff. 95% of the staff is certified and/or HQ, a lot closer to 100% mark; whereas, in the 2014 - 2015 school year Walker was at 85%.</p> <p><b>Demographics Strengths (Students &amp; Staff - Quality, Recruitment &amp; Retention)</b>  In the 2015 – 2016 school year, Dr. David C. Walker Elementary merged with its feeder campus, Dr. David M. Copeland Elementary. Because of the merge, Walker Elementary currently serves grades PK - 6th. The merge allows the campus to be aligned with many of the requirements under the ‘newly adopted’ Texas Charter School Framework, specifically having at least 50% of the student population in STAAR testing grades.  Due to the needs of the campus (high at-risk population, high eco. dis. Population, and an increase in our SPED population), several new positions were added: <b>SPED teacher, RTI/At-Risk Coordinator, RTI Math teacher for Grades 3 – 6 only; emphasis was to secure candidates with a strong math backgrounds; departmentalized 5<sup>th</sup> &amp; 6<sup>th</sup> grade (math, science, ELAR, and SS teacher.)</b> SEE also implemented a ‘new’ teacher evaluation system, the T-TESS (Texas - Teacher Evaluation Support System), that focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. We want our teachers to grow as professionals and grow within the SEE system.  The SEE District has implemented incentive/stipend pay for all teachers in STAAR testing grade levels - 3<sup>rd</sup> – 6<sup>th</sup> for the 2015 – 2016 school year, along with the returning incentives/stipend pay-outs: ESL, SPED, and Bilingual.</p> <p><b>Demographics Needs (Students &amp; Staff - Quality, Recruitment &amp; Retention)</b>  Dr. David C. Walker Elementary is a school of choice; therefore, SEE is always looking for ways to recruit, train (targeted professional development and differentiated student instruction), and retain staff and students. Enrollment is 25% lower than</p>					

the 2014 - 2015 school year, so to meet the District goal of achieving a 10% increase of staff and students each year, Walker has focused many of its recruitment and retention efforts towards our HB5 initiatives: Fine Arts, Community & Parental Involvement, 21<sup>st</sup> Century Skills, 2<sup>nd</sup> Language acquisition, etc.

Walker has not secured teachers in the following positions: 4<sup>th</sup> grade Math/Science teacher and technology teacher. Human capital management **must** be restructured by: **articulating an explicit vision for teaching and learning, setting clear targets for recruitment, communicating an attractive “value proposition”** - equitable compensation with embedded incentive pay, and **engaging in vigorous outreach** - partnering with colleges/universities, alternative certification programs (i.e. Texas Teachers, ACT, etc.), and national organizations (i.e. Teach for America, The New Teacher Project, New Leaders for New Schools, etc.) that have a strong track record of providing quality to urban schools. We need “tailored recruitment strategies.” They require more up-front thought and planning, but often yield a much higher return on investment.

**Curriculum, Instruction, and Assessment Strengths:**

The campus and entire district utilize the same **curriculum resources**: TEKS Resource System supported by GoMath, Science Fusion/STEM Scopes, Social Studies Weekly, Reading A- Z and the Balanced Literacy framework - aims to guide students toward proficient and lifelong reading. There are five different components of **balanced literacy**: the read aloud, guided reading, shared reading, independent reading, and Word study; the OWL (Opening a World of Learning) is the curriculum used for the Pre-K students. The consistency across classrooms, grade levels and campuses is critical for overall student achievement. The TEKS Resource System is supported by the Education Service Center - Region 20, which is an extension of the Texas Education Service Center. The Texas Essential Knowledge and Skills (TEKS) are the subject area skills that are supplied by the state for all Texas schools to utilize in guiding instruction and learning. In addition, the School of Excellence in Education charter district utilizes the state achievement examination, the State of Texas Assessments of Academic Readiness (STAAR). The use of these state and federal standards are curricular strengths that impact SEE’s overall instructional framework, and allows our students to compete with each other, other students in the state of Texas and other students in our nation.

**Assessments** are structured in a three-prong process: teacher, campus and district. The teachers are required to provide teacher-created assessments three times per 6-weeks at a minimum. All assessments are based on their RTI - Tier I individualized, differentiated instructional needs. All teachers use the Eduphoria data system to create their exams, which allows them immediate feedback to discuss student strengths and areas of improvement. The campus is responsible for creating 6-week CBA’s (campus-based assessments); the assessments are aligned with the district-released scope and sequence to measure student knowledge as we progress through the year. The district will either administer one or two STAAR-released exams to measure student progress over all material required at the specific grade level... for testing grades only (Grades 3 – 6).

**Curriculum, Instruction, and Assessment Needs:**

To ensure an increase in student engagement, the SEE District and Walker Elementary campus will focus more on progress monitoring. The campus will have regular scheduled meetings with the campus leadership team (CLT) to discuss all students who make and/or fall below a grade of (75) in any content area every 3<sup>rd</sup> and 6<sup>th</sup> week of the 6-week grading period. The discussions will address the current support provided (i.e. ESL, SPED, RTI Math teacher, Reading Interventionist, & RTI/At-Risk Coordinator), with specific adjustments for those persons to ensure academic progress.

Mathematics is an area that wasn’t rated in the 2014 - 2015 accountability rating system, so to ensure teachers have a strong content knowledge/pedagogical skill set, SEE & Walker Elementary have partnered with an external consultant (mathematics specialist) to provide regularly, on-site, individualized professional development for grades 2<sup>nd</sup> - 6<sup>th</sup>. Walker will also purchase I-Station Math for grades K – 6, along with Reasoning Mind STAAR Readiness for grades 3<sup>rd</sup> – 6<sup>th</sup> only.

School Culture & Climate Strengths  
School Culture & Climate Needs

Family & Community Involvement Strengths  
Family & Community Involvement Needs

		<p><b>During the 2012-2013 the promotion, retention and placement levels follow</b></p> <table border="1"> <tr> <td>Placed</td> <td>2</td> <td>4</td> <td>14</td> </tr> <tr> <td>Promoted</td> <td>93</td> <td>86</td> <td>87</td> </tr> <tr> <td>Retained</td> <td>4</td> <td>10</td> <td>4</td> </tr> </table> <p><b>During the 2013-2014 the promotion, retention and placement levels follow</b></p> <table border="1"> <tr> <td>Placed</td> <td>10</td> <td>6</td> <td>9</td> </tr> <tr> <td>Promoted</td> <td>80</td> <td>90</td> <td>67</td> </tr> <tr> <td>Retained</td> <td>11</td> <td>7</td> <td>6</td> </tr> </table> <p><b>During the 2014-2015 the promotion, retention and placement levels follow</b></p> <table border="1"> <tr> <td>Placed</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Promoted</td> <td>41</td> <td>45</td> <td>35</td> </tr> <tr> <td>Retained</td> <td>11</td> <td>7</td> <td>6</td> </tr> </table>	Placed	2	4	14	Promoted	93	86	87	Retained	4	10	4	Placed	10	6	9	Promoted	80	90	67	Retained	11	7	6	Placed	6	6	6	Promoted	41	45	35	Retained	11	7	6
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<b>Attendance Rate</b> District/Campus Grade Level Ethnicity/Gender Mobility Rates	Attendance Records Truancy Reports AEIS/TAPR Reports AYP Report	<b>Attendance Rate &amp; School Year</b>				
			<b>Pre-K thru 3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
		2012-2013	95.5%	97.1%	97.1%	97.1%
		2013 - 2014		96.2%	97.4%	97.2%
		2014 - 2015				

<b>Completion Rate / Dropout Rate / Retention Rate</b> Grade Level Ethnic Group Economically Disadvantaged Special Education LEP Gender Number of Years in School Performance At Risk	AEIS/TAPR Report State Accountability Report AYP Report PEIMS Reports PBMAS Report	<b>2012-2013</b> attendance for all students campus-wide was 95.5% 2013-2014 <b>NA</b> 2014-2015 <b>NA</b>
		<p>Walker has implemented an incentive program (Golden Apple Award) to increase attendance. Daily attendance is recorded onto a spreadsheet and then evaluated with the registrar on Friday to determine what types of incentives to use for the following week. After 3 absences parents are notified through correspondence. Registrar calls parents daily when students are absent to inquire why the student did not attend and records the data.</p> <p>Walker retained the majority of their students that attended in 2010-2011, of those students who left reasons consisted of family relocation and transportation. Some students moved on to the next level of academia with our sister school Walker Intermediate. Copeland has initiated several incentive programs to maintain/increase attendance. The Golden Apple Award will continue. Free Dress for a week for the classroom with the highest attendance rate for the 6weeks, 6 week awards for perfect attendance, CW Bucks and VIP room.</p>

<b>Program Effectiveness</b> Special Education	AEIS Report PBMAS Report	<b>Program Data 2013-2014</b>	
		<b>PROGRAMS</b>	<b>DATA DETAILS</b>
		SPED	



<p>ESL/Bilingual Title I State Compensatory Education Career and Technical Education Migrant Homeless 504/Dyslexia Parental Involvement Number of Students in a class Discipline/Classroom Management Safe and Drug Free Schools Discipline Referrals end of school year</p>	<p>NGS Data for Migrant Students Enrollment Classes Multi-Hazard Emergency Operations Plan Security Audit Staff Meeting Minutes PTO Minutes Tutorial / Remediation Data Communications to Parents Teacher Conference Records Telephone Logs Special Ed Referrals LEP Referrals SBDM Minutes Discipline Records PEIMS 425 Reports Counselor Reports Telephone Logs Other: Discussed implementing a campus -wide points system initially started in 3 grade now used by 2nd grade - program showing success in both gradelevels.</p>	<table border="1"> <tr><td>ESL/BIL</td><td></td></tr> <tr><td>TITLE I</td><td></td></tr> <tr><td>STATE COMP (Secondary only)</td><td></td></tr> <tr><td>Migrant</td><td>• ESC, Region 20 provider</td></tr> <tr><td>At Risk</td><td></td></tr> <tr><td>Technology</td><td></td></tr> <tr><td>504/Dyslexia</td><td></td></tr> <tr><td>Parent Involvement</td><td>Establishing a PTO, Parent Nights, Encouraging Volunteers.</td></tr> <tr><td>Classroom Ratio</td><td>16 to 1</td></tr> <tr><td>Other</td><td></td></tr> <tr><td></td><td></td></tr> </table>	ESL/BIL		TITLE I		STATE COMP (Secondary only)		Migrant	• ESC, Region 20 provider	At Risk		Technology		504/Dyslexia		Parent Involvement	Establishing a PTO, Parent Nights, Encouraging Volunteers.	Classroom Ratio	16 to 1	Other				<p>Copeland Elementary was able to create a more tailored tutorial plan consisting of Mentoring Minds Curriculum to address the educational gaps for all students Pre-K-3rd. Tutoring will take place during the day and afterschool on Tuesdays and Thursdays. The teachers looked at the preliminary test data (ITBS, Benchmarks, TPRI, teacher observations) for each student, in an effort to target areas of need through tutorials.</p> <p>Technology is integrated into every class lesson with the use of table top computers, smartboards and software curriculum (Cambridge V-Math, Study Eggs, Lexia, Study Island Reading System). There is a classroom set of mini laptops (COWS) available for students to use in the classroom for tutorials, small group application and research.</p> <p>Parent involvement is one of the areas that we continue to strive for consistency. Parent support is essential to the success of the student in the classroom along with the instruction of the teacher. We are addressing these concerns through PTO, Special Events, Parental Surveys, Professional Development and Parent Nights. The Campus Leadership Team continues to strive for ways to celebrate and keep the parents connected and informed as partners in their child's educational experience. We are establishing a parent room, along with volunteer incentives and a strong PTO. Through a partnership with Texas A&amp;M-Prairie View a series of Parent workshops will be offered.</p> <p>Teachers are required to maintain a parent log which is submitted to the administration every two weeks. LEP Referrals have been very minimal due to early detection using the home language survey and pre-assessments prior to students entering our school system. Through the use of RTI (Response to Intervention) Spec Ed referrals have been streamlined and the process allows for more consistency in student identification and achievement. A teacher Resource Guide will be implemented to assist teachers and admin with specific data and resources.</p>
ESL/BIL																									
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<p><b>Staff Development Needs</b> Involvement of Teachers in decisions regarding Staff Development</p>	<p>Teacher Evaluation -Data District Staff - Development Records</p>	<p>Workshops for Copeland Elementary School Brain Based Research Classroom Management Bloom's Taxonomy of Learning Three Tiers of the RTI Process Using the Reading Process Across Curriculum Assessment Beyond Paper and Pencil</p>																							

<p>Title I Title II (Teacher &amp; Principal) Title II (Technology) Title III (English Language Acquisition) Title IV (Safe &amp; Drug Free) Teacher Evaluations Teacher Certification/High Needs/HQ Areas Identified by TAKS Disaggregation Program Needs 504/Dyslexia Special Education</p>	<p>Teaming/Staffing Minutes and Reports</p>	<p>Teaching Across the curriculum – Using Social Studies to teach high order thinking skills. Rigor and Relevancy: How are we using rigor and relevancy to drive our curriculum? Using Literature to Teach Writing (Grade 3<sup>rd</sup> ) Editing and Revision Strategies (Grade 3<sup>rd</sup>) Using Graphic Organizers to Increase Students’ Comprehension Metacognitive Strategies: How to teach students to monitor or take control of their learning (STARR Vocabulary). Using Research Reading Comprehension Strategies across curriculum STARR/TPRI Testing : Making Math Concrete Strategies on How to Teach ESL Students Motivational Strategies: Students that “Can Do” but “Won’t Do”. Fluency Strategies Across Curriculum Student Rapport Reading and Math Strategies for the Dyslexic Student STAAR/TPRI Testing, C Scope curriculum, reading strategies, higher order thinking skills, increasing rigor across the curriculum, writing across all content areas, RTI, other areas as needed. 5 STAAR Education</p>
<p><b>Additional Areas</b> Planning Budgeting Enrollment Projections Facilities Curriculum Staffing Patterns School Organizations Discipline/Classroom Management Safe and Drug Free Schools Discipline Referrals School Violence Incidence data Tobacco, alcohol, and other drug-use data (possible)</p>	<p>Community Demographics Staff Retention &amp; Turnover Data Safety &amp; Fire Inspection Reports Maintenance Records Discipline Records PEIMS 425 Reports Counselor Reports Telephone Logs</p>	<p><b>Additional Areas:</b> Enrollment for the 2015-16 school year is projected to be lower than 2013-14 school year. Recruiting efforts have been somewhat effective and included developing Parent Summits and distributing brochures, mailing post cards to families in the areas from which we acquiring students and on the military housing facility that serves all military families in the greater San Antonio area. Building better signage at the front of the building. Recruiting efforts are on-going through-out the School year and include school fairs and expositions to provide information about the school to the community. The campus seeks to improve its diversity and has targeted military families at the nearby multi-branch medical facility that serves all branches of the military for this region of the USA A wide variety of school organization are offered on the campus to include: art club, dance team, robotics, hip hop dance club, , reading club, year book, and UIL clubs such as music memory, ready writing, storytelling, etc.  Walker Elementary has experienced an increase in office referrals in comparison to prior school years. The increase in discipline referrals can be attributed to the removal of corporal punishment, and not having a ISS. A counselor has been assigned two days out of the week to address student concerns and build a character education program. <b>(Data will be provided at the end of the first semester based on the input of referrals in TESIS and parent meetings held by teacher and admin)</b>  Teachers continued to incorporate different pieces of PBIS Vision Management/Boystown in the classroom as a form of behavioral management. The use of Refocus Area, Buddy Room and positive rein enforcement appear to work in giving a student the opportunity to readjust and reflect on current behavior, before the situation escalates requiring administrative intervention. Participation in National Awareness activities such as Red Ribbon Week, Anti-Bullying, Pennies for Pasta, MDA and food drives assisting our students to recognize the importance of giving back to the community and molding them to be the true leaders of tomorrow. 5 STAR and Texas A&amp;M will be providing resources to implement an more effective discipline plan. A Good Citizen Contract and a Behavior Contract have been established to encourage students to do well. 5 STAR will assist in reinforcing District wide initiatives (Vision Management), and SEE will get their support throughout the year for these efforts.</p>

<b>Surveys</b> Staff surveys Parent surveys Other surveys	Staff surveys Parent surveys Other surveys	All types of surveys (paper, PTO, survey group, focus groups) were utilized during the school year for needs assessment purposes. Changes were made to school programs and processes as a result of data obtained from these surveys. Surveys will be done twice a year (Fall and Spring semesters).

## Key to Program Budget Codes and Title I School wide Components

Program Abbreviations		Abbreviations for Title I School Wide Components	
Abbreviation/Code	Program	Abbreviation	Component
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA/ 255	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE/ PIC 23	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL/420	Local Funds	AMI	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services

## School Culture and Climate: Highly Qualified and Effective Personnel

<b>Goal(s)</b>	<b>Recruit, develop and retain highly qualified, effective personnel</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Comply with all No Child Left Behind requirements and all federal and state regulations.</li> <li>2. Promote and ensure a culture of appreciation, learning, support and understanding for all employees, students, and parents.</li> <li>3. Promote healthy and safe working conditions for all employees.</li> </ol>						
<b>Summative Evaluation</b>	<ol style="list-style-type: none"> <li>1. By May 2015, 100% of Walker's teachers and classroom assistants will maintain "Highly Qualified" status and participate in on-going staff training.</li> <li>2. Provide training on handling critical situations, Spec Ed procedures and RTI process through ongoing professional development.</li> </ol>						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School Wide Components</b>
Work closely with HR to ensure that all new faculty and staff meet the criteria for NCLB prior to hiring.	District and Campus Administration	NCLB Guideline; TEA NCLB Web Site; Local funds; T IA, TII A	5/2016	Every new staff member meets NCLB requirements	Every new staff member meets NCLB requirements	6/2016	3,5
Meet HQ requirement at 100% for all teachers, paraprofessionals, and other professional/support staff. Have certification as required by the SBEC.	District Administration HR	NCLB Guideline; TEA NCLB Web Site, T IA, TII A	5/2016	100% Highly Qualified	Credibility of organization is enhanced and stakeholder's satisfaction is increased.	6/2016	3,5
Provide mentors for new teachers in order to build capacity and reduce turnover.	Campus Principal; Instruction; SPED/Gen Ed Teachers and other support staff	Campus Region 20	5/2016	Mentor/Mentee Roster, Mentor Training Agenda and sign-in, and Mentor logs and documentation	Teacher retention rate increases	6/2016	4,5
Implement organizational systems founded on best practices, aimed at enhancing instructional delivery and streamlining processes and procedures.	Campus Administration; SPED/Gen Ed Teachers and other support staff	TEKS Resource System, AVID, Annual Strategic Planning/TQM	6/2016	Systems founded on best practices are fully incorporated into the organization.	Teachers operate at higher levels of instructional and professional performance.	6/2016	2,4,8
Dana Center/District walk throughs and formative appraisals for teachers, master teachers (CICs), and support staff (ESL, SPED, etc.) aimed at enhancing overall organizational	Campus Administration; Teachers and Instructional Support Staff	Dana Center Walk through instrument, CSCOPE, walk through, and Appraisal Instr.	6/2016	walkthroughs will be completed for each teacher per week. Data gathered will be	Students are engaged in higher levels of learning and rigor as evidenced in walk through analysis.	6/2016	1,2

processes and procedures and build personal professional growth				used to enhance in Instr. program			
Highly qualified forms will be completed and verified every year in August upon return to Walker for the new school year.	Principals	General Fund, Grant Funds as allowable	Ongoing	HR Records, Highly Qualified Report, Highly Qualified Continuous Improvement Plan, ICR (Initial Compliance Review) for Federal Programs	Personnel Files will be complete	August, 2015, December 2015, May 2016	2,5,10
Promote and encourage teachers and staff who are supportive of students and that work effectively as team members	Principals, CIC	Local Funds	Ongoing	Teacher and Staff Evaluations	Increased satisfaction among parents, students, staff, Surveys	November 2015, May 2016	2, 5
Promote harmony and a cordial work environment; maintain respectful and effective relationships with others. Programs will include ( Staff Raffles, treats, luncheons, Staff member of the Month, "Caught you doing something Great" Principal's Parking Space, Additional time for personal Lunch.	Campus Administration, Staff	Local Funds	Ongoing	Teacher and Staff Evaluations	Increased satisfaction among parents, students, staff, Surveys	November 2015, May 2016	2,5

## Facilities: Safe, Secure and Nurturing Learning Environment

<b>Goal</b>	<b>Provide and implement a well-defined plan to promote a safe, secure, respectful and drug free environment for students, staff and the Schools of Excellence in Education community.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. By May 2014, Copeland discipline referrals will be reduced by 10%</li> <li>2. Copeland's campus safety and student well-being will increase by 10% based upon campus surveys and site based decisions.</li> </ol>						
<b>Summative Evaluation</b>	Reduction in student referrals and increasing parental contact. All students will meet all state standards for Health Education and Physical Fitness and demonstrate improvement on Fitness program.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-Wide Components</b>
Implement District Wide Initiatives that will enhance school climate and increase student health/wellness, Discipline Plan, Coordinated School Health Program, SHAC, and parent communication. Activities will include Zumba 2x a week, nutrition classes offered by A&M Prairie View and body challenge.	Physical Education Teachers, Campus Nurse, Child Nutritionist, SHAC, & Campus Leadership	T IA, Local Funds	5/2015	Improved student behavior, reduction in office referrals.	Campus and District Surveys will indicate enhancement in campus climate and learning environment	5/2015	2,6
Red Ribbon Week – Anti Drug Prevention and Training	Instructional Staff Campus Administration	T IA	10/2015	Improved student behavior, reduction in office referrals	Enhanced Campus Climate and overall learning environment	10/2015	2
A Crisis Management Team consisting of staff members will implement the Comprehensive Crisis Management Plan and train remaining faculty/staff. Acquire a receptionist to monitor front area	Crisis Management Team, Campus Principal, and Faculty/Staff	Local Funds	5/2015	Successfully Practice Crisis Drills (Fire Drills Once a Month) and evacuation plans	Enhanced Campus Climate and overall learning environment	5/2015	2,4
Require all Copeland Staff & Faculty members to wear district issued identification badge 100% of the time	Campus Admin SPED/Gen Ed Teachers and other support staff	Local Funds	5/2015	Improved student behavior, reduction in office referrals	Enhanced Campus Climate and overall learning environment	5/2015	2
Initiate the development of a Character Education Program with the assistance of the Steering Committee and School Counselor which includes anti-bullying and	Campus Admin, Teacher Sponsor	Local Funds Teacher Sponsor Fundraiser Account	5/2015	Improved student behavior, reduction in office referrals	Enhanced Campus Climate and overall learning environment	5/2015	2,4,5

<p>positive behavior support (PBI) as well as Motivational Speakers to get teachers and students excited about school and about being an educator The campus will continue to utilize the PBIS Diana Day Vision/Boystown Management Program and other discipline management strategies as agreed upon by the campus. Provide incentives for students with outstanding behavior and other areas of achievement. The campus will practice and provide required fire drills, emergency evacuation procedures: Invite community service providers (police officers, fire Dept, ambulance drivers etc) to speak to the students about safety issues and handling emergencies.  Ensure safety and well-being of at-risk students and students with special needs (suicide prevention, depression) Partner Up with Prarie View Texas A&amp;M to begin Pilot Bullying/Wellness and 4H Program  Provide Mentors for all at-risk students: designate Thursdays as Mentor/Mentee lunch day to ensure mentors meet with their mentees.  Review bus behavior procedures and consequences with</p>	Administration/Teachers	Local Funds	6/2015	Reduced number of discipline referrals	Increase in academic performance	Ongoing	
	New row: Principal, Teachers, Attendance Clerk, Incentive Committee	New row: Local Funds, fundraisers	6/2015	New row: Reduced number of discipline referrals	New row: Increase in academic performance	New row: Ongoing	
	New row: Principal, Staff and students	New row: Local funds	6/2015	New row: Fire Drill Logs	New row: Safer learning environment	New row: June 2015	New row: 10
	New row: Teachers, Social Worker, Mentors, Principal, Parent	New row: Local funds	6/2015	New row: Logs of student contact	New row: Healthier students	New row: Ongoing	New row: 10
	New row: Teachers, Social Worker, Mentors, Principal, Parents	Local funds		New row: Mentor Logs	New row: Increased student achievement, higher results on student surveys Improved bus behavior	New row: Annually	New row: 9
	Principal	Local funds		Reduced # of bus referrals	Improved behavior	Annally	9
	Parents, Parent Liaison, Principal, Teachers, Counselors	"		Reduced discipline referrals	Safer, healthier students	Annally	9
	Teachers, Counselors, Mentors, Principal, Parents	"		Reduced #'s of depression etc.		"	"
					Increased STARR		
			Local, federal funds		Reduced discipline referrals		10



Students. Providing Bus monitors daily.	Principals, CIC, Social Worker	"		Reduced discipline	"	"	9
Increase parental involvement regarding student discipline issues	School Staff	"			Better survey results	"	9,10
Ensure safety and well-being of at-risk students and students with special needs (suicide prevention, depression)	"	"		Well balanced students as reflected on surveys		"	9,10
Incorporate State Violence Prevention strategies in discipline procedures	"	"		Sign in sheets agendas, certificates	Improved discipline	"	"
Provide Mentors for all at-risk students: designate Thursdays as Mentor/Mentee lunch day to ensure mentors meet with their mentees.	Principal, CIC, Teachers, Consultants	"		Agendas, sign in sheets	Increased # of students remaining in district	"	"
Incorporate the 8 Core Values in instruction: Responsibility, Service, Endurance Passion, engagement, community trust	Principals, CICs, Teachers	"		"	Increased on parent/student surveys	"	6
Provide Staff Development in classroom management and discipline management skills.	"	"		PO's, items purchased	Improvement on surveys	"	"
The campus will assist 3rd grade students with transition from Copeland Elementary. Pre-K will have a graduation ceremony to mark the transition to kinder. Provide opportunities for student participation in academic and extracurricular functions such as: UIL	Principal, Secretary, Maintenance staff	"				"	"

<p>Competitions, Yearbook and Journalism Club, etc.  The campus will provide necessary maintenance (walls were created to separate classrooms, a reception area was created in the front to ensure better safety, intercom system was placed in the preschool) ensure that classrooms, hallways, and other school facilities are clean, orderly, function efficiently, safe and attractive, such as replacing pencil sharpeners, adding electrical outlets when needed, painting, adding additional bulletin boards for displaying student work and increasing communication, and adding signage to the facility.</p>							
<p>Recruit a Crisis Management Team that will implement the Comprehensive Crisis Management Plan and train faculty/staff. Provide Anti-bullying program with the assistance of the District Behavioral Specialist and District Counselor, Presidential initiative for fitness "Let's Move", "Jump Rope for Heart", Can/Toy drive to assist families of prisoners.</p>							

# Parent and Community Involvement: Consistent Involvement of Parents, Students, and Community Members

<b>Goal</b>	<b>Increase parent and community involvement and effective two way communication between students, faculty, staff, and administration</b>						
<b>Performance Objectives</b>	<b>Consistently increase the number of parents, students, and community members who participate in events focused on student achievement, school enhancement, and increasing partnerships. Involve parents and community in developing strategies to increase the academic standing of our students including the development of the Campus and District Parent Involvement Policies.</b>						
<b>Summative Evaluation</b>	Parent, Student, and Staff Survey administered during the first semester and again during the second semester. Strong participation in Academic Parent Informational Nights (In all content areas). The Site Based Committee will conduct surveys, and interviews with staff, students, parents and community leaders to collect data on the success of events or activities held to better involve parents and community members. Provide invitations to special events such as UIL, Spelling competitions, or school/district programs and PTO.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School Wide Components</b>
District/Campus/Parent Town Hall Meetings/Creation of Parent Room	Principal, Community Liaison, and cafeteria manager	Local Funds	May 2015	Parent Sign Ins, Agendas, Presentation Materials	Increase and continuous parent attendance	Oct 2014, Feb 2015	6
Monthly PTO Meetings aimed at showcasing student extra-curricular presentations and performances	Campus Admin., instructional staff, and elective/CTE teachers, parent liaisons.	PTO fund account	June 2015	Parent Sign Ins, Agendas, Presentation Materials	Increase and continuous parent attendance	Sept 2014-May 2015	6
Parent/Student Academic Nights with Hands-On Activities will occur three times a year, Maintain Parent Room throughout the year. Creation of a Parent Academy	Campus Admin., instructional staff, and support staff.	T IA	June 2015	Parent Sign Ins, Agendas, Presentation Materials	Increase and continuous parent attendance	Jan-May 2015	6
Academic Awards every 6wks Banquet/Ceremony aimed at recognizing students and acknowledging parents for their efforts. The campus will assist 3rd grade students with transition from Copeland Elementary. Pre-K will have a program to mark the transition to kinder.	Campus Administration SPED/Gen Ed Teachers and other support staff	Local Funds	June 2015	Parent Sign Ins, Agendas, Presentation Materials	Increase student attendance and school/parent partnerships.	Each Six Weeks Grading Period	6
Parent Informational Update Meetings Twice a Year highlighting academic and extracurricular	Campus Admin SPED/Gen Ed Teachers and	Title I	October 31, 2014 and May 30, 2015	Parent Sign Ins, Agendas,	Increase student attendance and	Each Six Weeks Grading Period	6

programs at our campus (must include a separate Title I Annual Meeting (Sept/Oct) Providing a welcoming environment by simply providing refreshments.	other support staff			Presentation Materials	school/parent partnerships.		
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## Technology: Consistent Improvement in Technological Implementation and Performance

<b>Goal</b>	<b>Implement and support technological and human infrastructure that maximize the purposeful use of technology to achieve academic, personal and organizational excellence.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Ensure that general, ELL, and special education students demonstrate relevant information, communications and technology competencies necessary for digital-age literacy.</li> <li>2. Infuse appropriate instructional technologies throughout the curriculum to engage all students, differentiate instruction, and strengthen learning and achievement.</li> <li>3. Provide appropriate staff development opportunities that meet the needs of diverse learners in order to promote continuous growth of technology competencies expected for successful job performance.</li> </ol>						
<b>Summative Evaluation</b>	Infuse appropriate instructional technologies throughout the curriculum to engage students, differentiate instructions, and strengthen learning and achievement.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School Wide Components</b>
Purchase Academic Software (Study Island, Mentoring Minds, Math & Science STEMscopes , Lexia , Early Literacy, Istation, Region20 premium instructional Software.	Principal CIC Technology Department	Title 1 funds	June 2014	Lab up and running Student sign-in logs	Increase the academic performance of all students in all subjects areas	Aug 2015	1,2
Purchase Computers/Computer Tablets necessary for increasing students' use of electronic textbooks and other on-line educational resources, virtual fieldtrips in the classroom. Google Apps (Free)	Principal CIC Technology Department	Title 1 Funds	June 2015	Lab up and running Student sign-in logs	Increase the academic performance of all students in all subjects areas	Jan-May 2015	2,9
Continue to purchase and utilize Laptops and I- pads for instructional staff and administration to include video conferencing	Principal CIC Technology Department	Grants	Mar 2015	Equipment running and incorporated in teacher lessons	Increase the academic performance of all students in all subjects areas	Jan-May 2015	2,4
Purchase Eno Boards/Smart Boards, Promethean Voters, and Enfocus projectors to enhance instructional delivery and increase student engagement	Principal Technology Department	Grants	Mar 2015	Equipment running and incorporated in teacher lessons	Increase the academic performance of all students in all subjects areas	Jan-May 2015	1,2,9

Secure handheld wireless hardware devices needed to install classroom textbooks, eBooks, digital tutoring, and classroom virtual libraries. To allow for additional resources to not only assist our general pop but our At-risk population. .	Principals, Technology Department	Grants	June 2015	Devices incorporated in lessons and student use.	Increase the academic performance of all students in all subjects areas	Spring 2015	1,2,9
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## Academics: High Student Performance and Achievement

<b>Goal</b>	<b>Provide strategies to meet the academic needs of all students especially students not mastering core academic concepts or skills and who are identified as at-risk.</b>						
<b>Performance Objectives</b>	Increase student engagement and performance in meaningful and rigorous learning opportunities that are differentiated to address the various needs and learning styles of all learners insuring that all students met state standards in each core content area. By May 2014, 90% of all students tested within each student group, including Special Education students, will pass all portions of the state assessment. This campus will meet AYP in every area measured.						
<b>Summative Evaluation</b>	2013 STAAR/TPRI/EMA/ITBS Assessment Data All students will make significant improvement in all content areas through progress monitoring in the academic year. Struggling/At risk students will receive RTI, and other services to include small group intervention, Special Services testing, extended day for tutoring. Progress reports are sent home every 3wks. Parents are required to conference with teachers prior to report card for the 1st and 5th six weeks. Afterschool tutorials are available. Parent communication logs must be turned in regularly to principal to ensure consistent communication between school and parents/guardians.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I Schoolwide Components</b>
Lead4Ward Data-Driven Instruction (Math, Science, Social Studies, ELAR) STAAR Index Breakdown of grade level cohorts	Principals, CIC Interventionists	Common Planning Periods, Stipends, Professional Development Days	June 2015	Observations, Lesson plans, mini-benchmarks (starting in September)	Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Nov 2014, Dec 2014, May 2015	2,4,8,9
GoMath/ Balanced Literacy Framework Implementation with ongoing mini-benchmark assessments administered every two weeks within the six week grading period	Principals, CIC Interventionists,	Common Planning Periods, Stipends, Professional Development Days	June 2015	Observations, Lesson plans, mini-benchmarks (starting in September)	Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	2,8,9
Provide timely, effective intervention strategies and monitor all sub-populations especially the economically disadvantaged, I-Read, field experiences	Principals, CIC Interventionists	Common Planning Periods, Stipends, Professional Development Days	June 2015	Observations, Lesson plans, mini-benchmarks (starting in September).	Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	2,4,8,9
Analyze mini-assessment data in Eduphoria vertically and horizontally through team meetings administered every two weeks to provide guidance	Principals, CIC Interventionists	Common Planning Periods, Stipends, Professional Development Days	Ongoing	Observations, Lesson plans, mini-benchmarks (starting in September)	Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	2,8,9

for classroom instruction, tutorials, and re-teaching opportunities							
Follow up training and data analysis, ie Eduphoria, STAAR, TPRI Positive Behavioral Support and Character Education	Principals, CIC Interventionists	Common Planning Periods, Stipends, Professional Development Days	Ongoing	Observations, Lesson plans, mini-benchmarks (starting in September)	Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	2,4,8,9
Ensure Campus Leadership receives Professional Development in Best Practices to Enhance Student Learning and Instructional Support. Reasoning Minds and Implementation of a data room.	Principals, CIC	Common Planning Periods, Stipends, Professional Development Days	Ongoing	Sign In Sheets, Certificate of Completion, Improved Continuous Communication with Teachers	Enhanced organizational culture and climate with clear roles and responsibilities.	Aug 2014-June 2015	2,4
To support academic excellence for Copeland students, other research based professional development opportunities and resources will be provided to ensure academic achievement.	Principals, CIC Interventionists	Common Planning Periods, Stipends, Professional Development Days	Ongoing	Sign In Sheets, Certificate of Completion, Improved Continuous Communication with Teachers	Enhanced organizational culture and climate with clear roles and responsibilities. Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	2,4,5,8,9
Provide the necessary human, physical and fiscal resources necessary to accomplish the above stated goals. General Office Supplies and copy paper	Administration, Principals,	Common Planning Periods, Stipends, Professional Development Days	June 2014	Ongoing	Enhanced organizational culture and climate with clear roles and responsibilities. Increased scores and student performance on mini-benchmark assessments Target: 85% Pass Rate	Aug 2014-June 2015	1, 2, 4, 10

## Finance and Administration: Superior Ratings that Align with District Needs and Goals

<b>Goal</b>	Provide a solid foundation for administration in fiscal management and educational structure.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>District will receive an unqualified audit every year</li> <li>Exemplify professionalism in all areas by following standard professional practices, community outreach, campus/district operations, event and meeting norms</li> <li>District will analyze and create standard operation policies and procedures for the operation of the district which are aligned to the School of Excellence in Education charter, Board Policy, and state/federal law</li> <li>District will develop and implement a total quality management/strategic planning process which will be presented at the September 2012 Board Meeting</li> <li>Growth in leadership skills that lead to an increased enrollment, higher achievement, and greater financial stability</li> <li>District and Campus climate of respect, caring, team support will be evident</li> </ol>						
<b>Summative Evaluation</b>	<ol style="list-style-type: none"> <li>Audit will be unqualified each year</li> <li>District and campus internal and external evaluations will reflect improvements in professional practices each year</li> <li>Standard operation policies and procedures will be reviewed and approved by the Board each year</li> <li>Total quality management and strategic planning processes and updates will be presented to the Board each year.</li> <li>Increased enrollment, higher achievement, and greater financial stability</li> <li>District and Campus climate of respect, caring, team support will be evident through team surveys</li> </ol>						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I Schoolwide Components</b>
Principals will attend monthly leadership meetings to address the latest policies and strategies for Financial Correctness	Finance, Superintendent, Grants Department	General Fund, Grant Funds as allowable	June 2015	Certificates of Completion, Sign In Sheets	Unqualified audit	February 2015	2,4,10
Administrative staff will attend budget and financial training with district finances.	Finance, Superintendent, Grants Department	General Fund, Grant Funds as allowable	June 2015	Certificates of Completion, Sign In Sheets	Unqualified audit	February 2015	2,4,10
Administration will train staff on budgets, grants, programmatic, fiscal, and reporting responsibilities and timelines of funding (TEA, USDE, other)	Finance, Superintendent, agents Grants Department	General Fund, Grant Funds as allowable	June 2015	Certificates of Completion, Sign In Sheets	School will continue to be off of soft hold status	December 2014, May 2015	2,4,10

Staff in the finance, grant department, and leadership will be trained in record keeping and the correct form of documentation needed for each transaction	Finance, Grants Department , Superintendent	General Fund, Grant Funds as allowable	June 2015	Certificates of Completion, Sign In Sheets	School will continue to be off of soft hold status	December 2014, May 2015	2,4,10
District and Campus mini-trainings throughout year on expectations for customer service, friendliness, professional appearance, parent communication expectations, district meeting norms, community outreach/event standards	Principals, Asst. Superintendent for Academics, Development Manager, Superintendent, HR Director, Finance,	Short trainings integrated with staff meetings, district meetings, team building activities	June 2015	Meeting agendas, sign in sheets	Meeting, communication practices will improve, Binder of District and Campus Events shows noted improvement	August 2014, December 2014, May 2015	2,6
Review website by internal staff on a weekly basis and external consultant on a monthly basis to insure professionalism in appearance and content. Checklist will be developed to insure all staff responsible for web site meet this expectation. Principals will make sure that all staff members are frequently updating their websites.	Development Manager, Technology Department, Executive Leadership Team, Campus Leadership Teams	General Fund, Grant Funds as allowable	June 2015	Schedule with Evidence of Review Process, Checklist	Web site appearance and content will improve	December 2014, May 2015	2,6
Leadership team will develop a strategic planning process timeline which insures key staff and Board are deeply involved in development of five year plan.	Superintendent, Grants Department, Finance, Asst. Superintendent	General Fund, Grant Funds as allowable	June 2015	Timeline, Sign In Sheets, Board Records	Timelines for strategic plan, completion of strategic plan	December 2015, May 2014	2, 6



Improvement Planning Team and Site Based Decision Making team will be trained twice a year on what is needed to meet board, state, and federal requirements	Federal Programs and Grants Director, Superintendent	General Fund, Grant Funds as allowable	June 2015	Timelines, Trainings, Sign In Sheets	Timelines for DIP/CIP Processes, Completion of DIP/CIP, Compliance with Federal/State requirements	December 2014, May 2015	2,6
Provide the necessary human, physical and fiscal resources necessary to accomplish the above stated goals.	Administration, Principals, Grants Department	Common Planning Periods, Stipends, Professional Development Days	June 2015	Ongoing	Enhanced organizational culture and climate with clear roles and responsibilities. Increased scores and student performance on mini-benchmark assessments Target: 70% Pass Rate	Aug 2014-June 2015	1, 2, 4, 10