



**Charter Academic Plan  
2015-2016**  
Elementary #015805-101  
Middle School #015805-041

**Mission**

New Frontiers School is dedicated to educating and growing our students and their character. By compassionately reaching out to people in our own community, we give students a sense of pride and purpose, inspiring them to become tomorrow's leaders.

**Vision**

To be the choice in the minds of the people in our community and those that extend beyond it. To be recognized by the city at large as the institution that cares just as much about enriching the community as providing education excellence to our students.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

### **Texas Education Code Chapter 4**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **TEXAS EDUCATION CODE OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### **NEW FRONTIERS' DISTRICT STRATEGIC PLANNING GOALS**

- GOAL #1: Develop, implement, and sustain quality and innovative programs to promote creativity and broaden student experiences that results in high levels of student achievement.
- GOAL #2: Retain our students by creating a community environment that focuses on the holistic development of child, parent, and community.
- GOAL #3: Create a safe environment with an emphasis on character education that promotes a positive culture, employee enthusiasm, and school wide commitment to success.
- GOAL #4: Establish a collaborative learning community that creates and empowers instructional and leadership opportunities.

### **NEW FRONTIERS' PUBLIC EDUCATION OBJECTIVES**

- Objective #1 Students will be encouraged and challenged to meet their full educational potential.
- Objective #2 NFCS will be redesigned to better meet the needs of our students by identify gaps in data, and developing and instructional plan to address those gaps
- Objective #3 NFCS campus leadership has identified reading as the primary focus of the school year
- Objective #4 NFCS will engage in backwards planning beginning with the end in mind; weekly assessment; to facilitate a data driven instructional organization
- Objective #5 NFCS will engage in a uniform planning process to facilitate a focus on objectives and activities that will ensure a laser focused curriculum
- Objective #6 NFCS will engage in using the content to teach students research based instructional strategies of WICOR from AVID.
- Objective #7 NFCS will adjust and align its classrooms to ensure that instructional support is provided to students most in need, and acceleration to those students at or above grade level

**State Accountability**

**Elementary #015805-101**

Improvement Required

System Safeguards Missed:

Reading- All Students, Hispanic, Economically Disadvantaged

Writing – All Students, Hispanic, Economically Disadvantaged

Science – All Students, Hispanic, Economically Disadvantaged

**Middle School #015805-041**

Met Standard

System Safeguards Missed:

Science – All Students, Hispanic, Economically Disadvantaged

Social Studies – All Students, Hispanic, Economically Disadvantaged

**New Frontiers Charter School District**

Stage 1- Special Education

Stage 2 – ESL

Stage 2- NCLB

ESL STAAR Passing Rate

Math = 3

Reading =2

TELPAS Reading Beginning Proficiency Rate = 3

TELPAS Composite Rating for Students in US Schools Multiple Years = 3

Title I Part A STAAR Passing Rate

Science = 2

Social Studies = 3

Writing =3

SPED STAAR Passing Rate

Math = 3

Reading = 2

Science =3

SPED Discretionary OSS Placements = 2

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2014-2015**

**Data Sources Reviewed:**

- TPRI
- STAAR Data 2015
- System Safeguards
- Local Benchmark Data
- Parent and Student Surveys
- STAR Chart
- Technology Plan
- TTESS Teacher Evaluations
- Master Schedule
- Participation Data
- Parent Conference Sign-In Sheets
- Lesson Plans
- Renewal Rates
- Recruitment Strategies
- Discipline Referrals
- PEIMS Data- Attendance
- TELPAS Data

**State Assessment Results**

District:

Index 1: 64 Target = 60  
 Index 2: 34 Target = 20  
 Index 3: 35 Target = 28  
 Index 4: 23 Target= 13  
 Did Not Meet Standards on:  
 None

Campuses:

*Elementary (101)*  
 Index 1: 46 Target = 60  
 Index 2: 33 Target = 30  
 Index 3: 21 Target = 28  
 Index 4: 10 Target= 12  
 Did Not Meet Standards on:  
 Student Achievement  
 Closing Performance Gaps  
 Post-Secondary Readiness

*Middle School (041)*

Index 1: 67 Target = 60  
 Index 2: 38 Target = 28  
 Index 3: 33 Target = 27  
 Index 4: 21 Target= 13  
 Did Not Meet Standards on:  
 None

Distinction: Top 25% Student Progress

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Student Achievement</b>	<p>K-2 TPRI Scores</p> <p>Middle School  Index 1: 67 Target = 60  Index 2: 38 Target = 28  Index 3: 33 Target = 27  Index 4: 21 Target= 13  Did Not Meet Standards on:  None  Distinction: Top 25% Student Progress</p> <p>Students in AVID electives scored significantly higher than their peers</p> <p>Formalize benchmarks in the K-2 program (in addition to TPRI)</p> <p>Weekly Curriculum Based Assessments</p>	<p>3<sup>rd</sup> -5<sup>th</sup> Reading, Math, Science and Social Studies</p> <p>ESL and Special Education Passing Rates on STAAR</p> <p>Title 1 STAAR Passing Rate  Science  Social Studies  Writing</p> <p>SPED STAAR Passing Rate  Math  Reading  Science</p> <p>Student Leadership binders &amp; student led conferences which encompass Student</p>	<p>K-8 Critical Reading</p> <p>ESL and Special Ed- All grades, all subjects</p> <p>ESL STAAR Passing Rates Math and Reading</p> <p>TELPAS Composite Rating for Students in US Schools Multiple Years</p> <p>Title I Part A STAAR Passing Rate  Science  Social Studies  Writing</p> <p>SPED STAAR Passing Rate  Math  Reading  Science</p> <p>Istation and Think Through adaptable student software</p>

		<p>goal setting and monitoring</p> <p>Support for administering 1 on 1 assessments in the K-2 program</p>	<p>Weekly Check-Ins with administration</p> <p>Develop student-led conferences and portfolios Leadership Binders to support Leader in Me through goal setting and monitoring</p> <p>Provide a consistent curriculum in all content areas, allowing time for thorough implementation and dips in student achievement as initiatives are introduced</p>
<p><b>School Culture and Climate</b></p>	<p>School is committed to data driven improvements/initiatives</p> <p>Behavior intervention tracking system: Review 360</p> <p>Positive school to parent communications</p> <p>Multiple forums for parent input</p>	<p>Develop more mentoring groups between middle school and elementary school</p> <p>Develop implementation plan to successfully integrate Leader in Me program on campus</p> <p>Increase places on campus to showcase student work</p> <p>Establish new traditions on campus and build school pride through extracurricular activities</p> <p>Retain Teachers</p> <p>Develop Leadership Binders for Staff including victories</p>	<p>Increase activities, book studies, and opportunities for authentic collaboration and team building through clear expectations and further development of PLC.</p> <p>Develop a positive behavioral support system with clear rewards and consequences campus-wide.</p> <p>Implement the Leader in Me with phase-in approach to include appropriate training for all stakeholders and gradual increase in expectations.</p> <p>Start to develop traditions on campus that are student-centered and aligned with mission and vision.</p> <p>Outline plan goals, objectives, and timelines prior to implementation to support buy-in and build consensus</p>



			<p>Retain teachers in order to build continuity and rapport with students across campus.</p> <p>Include district personnel in non-evaluative events, activities, and observations to increase</p> <p>Bring back Student Council to promote leadership amongst students.</p> <p>Trust, collaboration, and understanding of campus culture.</p> <p>Develop a mentoring partnership between middle school and elementary to support development of foundational skills, and to promote self esteem and pride.</p>
<p><b>Curriculum, Instruction, Assessment</b></p>	<p>Opportunities for cross-curricular integration</p> <p>Beginning to build resources -Core Knowledge</p> <p>Campus- Wide Intervention Hour</p> <p>Variety of data sources</p>	<p>Universal screening (pre-post and tests)</p> <p>Core content aligned assessments</p> <p>GT programs</p> <p>Clear communication to parents and students about the curriculum, objectives and standards</p> <p>More diverse intervention resources</p>	<p>Develop curriculum based assessments for monitoring of skill development and weekly progress.</p> <p>Explore GT programs, and provide opportunities</p>

	<p>Opportunities for weekly horizontal grade-level collaboration with instructional facilitator Data coaching sessions</p> <p>AVID</p> <p>Weekly vertical lesson rehearsals to collaborate and discussion effective teaching strategies</p> <p>After school tutoring</p> <p>WICOR, marking the text, and additional AVID strategies</p> <p>Continued professional development in Core Knowledge and new initiatives</p>	<p>RTI Process</p> <p>Develop consists lesson planning formats with weekly review and discussion by teachers and instructional facilitators</p>	<p>for enrichment and differentiation.</p> <p>Create programs to inform and educate parents and students about our curriculum, objectives, and standards.</p> <p>Increase opportunities for professional development in Core Knowledge, to include curriculum based training, resource development, and monitoring.</p> <p>Seek diverse intervention resources and materials for classroom based interventions</p> <p>Analyze RTI program and implement systems-based approach with oversight</p>
<p><b>School Context and Organization</b></p>	<p>Campus Wide Intervention Schedule</p> <p>AVID</p> <p>Math Intervention Support</p> <p>Electives 5th-8th</p> <p>Self-Contained K-2and departmentalized 3-8</p>		<p>Add technology classes with instruction in K-8</p> <p>Conduct teacher work days allowing them to be teacher-directed and based on individual/group needs rather than whole staff; schedule some work days as time to work and collaborate with PLC</p>

	<p>Variety of specials classes</p> <p>Uniform Expectation for Hallway and Transition Procedures</p> <p>Campus Wide Sharpen the Saw/ Enrichment Schedule</p> <p>LIM</p>		<p>Clearly outline and define goals and objectives of each campus committee so meetings are purposeful</p> <p>Develop schedule that allows full day ELL and Sped instruction without additional duties (lunch duty)</p>
<p><b>Technology</b></p>	<p>SmartBoards in every classroom</p> <p>TPRI web-based</p> <p>AWARE/Eduphoria</p> <p>Subscriptions to several websites</p> <p>iPads for assessments in K-2</p> <p>Marketing online (Facebook, website)</p> <p>Staff Cell Phones</p> <p>Google Education</p> <p>Electronic Library Lab</p> <p>Min. of 3 Mac Desktops in each classroom</p>	<p>Require hardware/software updates</p> <p>Second mobile or permanent lab with updated tech</p> <p>Training - minimum of 8 hours</p> <p>Increase Bandwidth</p> <p>Document Cameras</p> <p>Purchase and replace computer accessories (ex. Headphones)</p>	<p>Purchase hardware and software updates for campus.</p> <p>Purchase new computers and operating systems for current computer lab.</p> <p>Purchase iPad for K-2 classrooms to improve learning capacity and integrate technology applications in the educational setting.</p> <p>Create a second mobile/permanent lab to increase accessibility to technology.</p> <p>Provide professional development to increase usage and efficiency in Gen Ed rooms - minimum of 8 hours annually</p> <p>Explore additional and digital methods to communicate with families via text (Ex. 'Remind</p>

	<p>Tablets per classroom</p> <p>Timely in-house repairs</p>	<p>Expedite repairs</p> <p>Additional one-on-one training/support for staff to import lesson plans, professional development power points, calendars, and additional resources to the shared Google Drives</p>	<p>Updates').</p>
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## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **INSTRUCTIONAL PRIORITIES**

### **Ideal State: Goal(s)**

The students in the public education system will demonstrate improved academic performance to meet federal and state accountability standards in the core content areas of reading and writing of the English language, mathematics, science and social studies.

### NFCS Goals:

#### Elementary Campus

##### Grade 3

- 90% will demonstrate Level II mastery on the reading and math STAAR Assessment
- 10% will demonstrate Level III mastery on the reading and math STAAR assessment
- 100% will meet or exceed expectations on the STAAR Progress Measure
- 90% of students will demonstrate Level II mastery on the reading and math benchmarks

##### Grade 4

- 85% will demonstrate Level II mastery on the reading, writing and math STAAR Assessment
- 10% will demonstrate Level III mastery on the reading, writing and math STAAR assessment
- 100% will meet or exceed expectations on the STAAR Progress Measure
- 90% of students will demonstrate Level II mastery on the reading, writing and math benchmarks

##### Grade 5

- 90% will demonstrate Level II mastery on the reading and math STAAR Assessment
- 10% will demonstrate Level III mastery on the reading and math STAAR assessment
- 100% will meet or exceed expectations on the STAAR Progress Measure
- 90% of students will demonstrate Level II mastery on the reading and math benchmarks

#### Middle School Campus

##### Grade 6

- 90% will demonstrate Level II mastery on the reading and math STAAR Assessment
- 20% will demonstrate Level III mastery on the reading and math STAAR assessment
- 100% will meet or exceed expectations on the STAAR Progress Measure
- 90% of students will demonstrate Level II mastery on the reading and math benchmarks

Grade 7

- 90% will demonstrate Level II mastery on the reading, writing and math STAAR Assessment
- 20% will demonstrate Level III mastery on the reading, writing and math STAAR assessment
- 100% will meet or exceed expectations on the STAAR Progress Measure
- 90% of students will demonstrate Level II mastery on the reading, writing and math benchmarks

Grade 8-

- 85% will demonstrate Level II mastery on the reading, writing and math STAAR Assessment;
- 10% will demonstrate Level III mastery on the reading, math, science and social studies STAAR assessment;
- 100% will meet or exceed expectations on the STAAR Progress Measure;
- 90% of students will demonstrate Level II mastery on the reading, math, science, and social studies benchmarks.

**Objective(s):**

The campus will be redesigned to better meet the needs of all students by identifying gaps in learning, and developing an instructional plan to address gaps. The campus leadership will provide direction through coaching to emphasize reading, the primary focus of the year. Instructional staff will engage in backwards planning beginning with the end in mind, using daily exit tickets and bi-weekly assessments to facilitate data driven instruction. Instructional staff will engage in weekly collaborative planning sessions to ensure instruction that is aligned with the TEKS. WICOR, from Avid will be implemented by classroom teachers to support and enhance content. Research based instructional strategies will be afforded to students whose reading levels have been determined by data as being most in need, at grade level ,or above.

Strategies and Action Steps	Student Population	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Campus Redesign: NFCS will add 3 new positions to the instructional design.	K-8	Alfredo Segura, CEO Melissa Holguin, ED Jesse Jimenez, DF Ruben Pesina, Principal K-8	FSP	July 20,2015	Added positions:  Special Programs Coordinator  Behavior Intervention Specialist	Student Achievement (ESL, Special Education)  Reduction in Discipline Referrals  Teacher Retention	Beginning of the year  90 day eval	2,9

					Instructional Facilitator			
<p>Coaching: Observation/Debrief Conversations Lesson Modeling</p> <p>Administration, and instructional facilitators will complete the coaching cycle with all teachers observe, debrief, next steps,</p>	K-8	Ruben Pesina Dovie Boykins Amanda Guzman Maria Morgen Deanna Sanchez Maria Palacios	FSP Title II - training	August 2015- June 2016	Observation Tracker  Notes from Debrief Conversations	Student Achievement  Reduction in Discipline Referrals  Student Engagement  Effective Instructional Practices  Teacher Retention	Weekly  Quarterly  Benchmarks	2,9
<p>Lesson Planning Sessions</p> <p>Every Wednesday teachers will meet with Instructional Facilitators and Administration to work with teachers to ensure that lessons are aligned to TEKS, and maintain pacing</p> <p>These meetings will occur after school.</p>	K-8	Ruben Pesina Dovie Boykins Amanda Guzman Maria Morgen Deanna Sanchez Maria Palacios	FSP	August 2015- June 2016	Lesson Plans	Student Achievement  Reduction in Discipline Referrals  Student Engagement  Effective Instructional Practices  Teacher Retention	Daily  Weekly  Benchmarks	2,9



<p>Weekly Check-ins</p> <p>Teachers and administration will participate in individual conversations to discuss attendance, achievement, and behavior of students</p>	K-8	<p>Ruben Pesina Dovie Boykins ?</p>	FSP	August 2015- June 2016	Check-In Documents	<p>Student Achievement</p> <p>Reduction in Discipline Referrals</p> <p>Student Engagement</p> <p>Effective Instructional Practices</p> <p>Teacher Retention</p>	Weekly	2,9
<p>Instructional Rehearsals</p> <p>Every day teachers in 3rd -5th grade will meet for the last 15 minutes of their planning time to present for feedback</p>	K-8	<p>Ruben Pesina Dovie Boykins Maria Morgen Deanna Sanchez Maria Palacios</p>	FSP	August 2015- June 2016	Sign-In Sheets	<p>Student Achievement</p> <p>Reduction in Discipline Referrals</p> <p>Student Engagement</p> <p>Effective Instructional Practices</p> <p>Teacher Retention</p>	Daily	2,9
<p>Book Study</p> <p>Teachers will participate in two book studies this school year.</p>	K-8	<p>Ruben Pesina Dovie Boykins Amanda Guzman Maria Morgen Deanna Sanchez Maria Palacios</p>	FSP	August 2015- June 2016	<p>Sign in Sheets</p> <p>Strategies</p>	<p>Effective Instructional Practices</p> <p>Student Achievement</p> <p>Reduction in</p>	Quarterly	2,9,4

						Discipline Referrals		
						Student Engagement		
<p>AVID</p> <ul style="list-style-type: none"> <li>● Teach skills and behaviors for academic success</li> <li>● Provides intensive support with tutorials and strong student/teacher relationships</li> <li>● Creates a positive peer group for students</li> <li>● Develops a sense of hope for personal achievement gained through hard work and determination.</li> </ul> <p>Teachers have been provided training and will continue to receive on-going training to implement WICOR strategies in the classroom.</p> <p>Writing Inquiry Collaboration Organization Reading</p>	K-8	Ruben Pesina Dovie Boykins Amanda Guzman Maria Morgen Deanna Sanchez Maria Palacios	Title I	August 2015- June 2016	AVID Implementation Rubric	Student Achievement  Reduction in Discipline Referrals  Student Engagement  Effective Instructional Practices  Teacher Retention	Weekly  Quarterly	2,4,9
<p>Team Teaching</p> <p>Students have been placed in three groups according to learning gaps. The three groups are identified as</p>	K-8	Ruben Pesina Dovie Boykins Amanda Guzman Maria Morgen	FSP	August 2015- June 2016	Student rosters Master schedule	Student Achievement  Reduction in	Weekly Quarterly	2,9,4

<p>critical, in-need, and met expectation. The students identified as critical and in-need will receive reading and mathematics instruction from at least 3 teachers. 30 minutes direct instruction 60 minutes small group pull out daily in class</p>		<p>Deanna Sanchez Maria Palacios</p>				<p>Discipline Referrals  Student Engagement  Effective Instructional Practices  Teacher Retention</p>		
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**Objective(s):**

School campuses will maintain a safe and disciplined environment conducive to student learning.

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
Implementation of a school wide Positive Behavior Intervention Plan & Discipline Policy. Adherence to the school wide Anti-Bullying Policy.	Behavior Intervention Specialist Teachers & Staff	FSP	August 2015	Parent Phone Call Logs Documentation in Review 360 Parent Conference Forms	Decrease in Office Referrals, ISS, & OSS	425 Report SAFE Survey	1
Distribute and continually reinforce School-Parent Compacts distributed in the Student Handbook	Behavior Intervention Specialist Classroom Teachers	FSP Title I Part A	August 2015	Parent Phone Call Logs Parent Conference Forms Acknowledgement Forms	Returned Acknowledgment Forms; Decrease in Office Referrals, ISS, & OSS	PBMAS	1, 6
Recognize Students of the Quarter at a nine-week award assembly	Counselor	Local Funds	Quarterly	Calendar of Events	Nominations	Award Winners Rosters	6
Continuous tracking and evaluation of Review 360 discipline data, attendance, and Parent Call Logs	Behavior Intervention Specialist	FSP	Every three weeks	Review 360 Reports Students of Concern Tracker	Decrease in Office Referrals, ISS, & OSS	PBMAS	1
Provide an academically based On Campus	Behavior Intervention Specialist Principal	FSP	August – May 2016	Classroom Observations School Culture & Climate	Decrease in Office Referrals,	Review 360 Reports PBMAS	1

Intervention Program (OCI) to reinforce lesson plans and teach character education.					ISS, & OSS		
Promote a positive school climate & culture through implementation of the "Leader in Me" program	Principal Behavior Intervention Specialist Counselor Teachers & Staff	Local	August – May 2016	Published Posters Lesson Plans Classroom Observations	Increase in positive school climate & culture; Decrease in Office Referrals, ISS, & OSS	Bi-yearly Student, Teacher, & Parent Climate Surveys	1
Implement the "Leader in Me" curriculum of character education lessons	Principal Behavior Intervention Specialist Teachers Counselor	FSP Title I part A	August – May 2016	Lesson Plans Leader in Me Curriculum	Decrease in Office Referrals, ISS, & OSS	Lesson Plans Artifacts Campus Environment	1
Grade levels will participate in a community service project to illustrate Leader In Me Habits (Need Clarification)	Counselor	FSP	August – May 2016, monthly	Community Service Project List	Feedback from Community Partners	Surveys	1
Utilize Review 360 to ensure compliance with best practices of behavior management, documentation, and Individual Educational and Behavioral Plans	Behavior Intervention Specialist Teachers & Staff	Title I Part A IDEA	August-May 2016	Online Reports & Tracking	Compliance with BIPs and IEPs; Better tracking and documentation of discipline &	PBMAS	1

					behavioral issues		
<b>Objective(s):</b> Students are expected to maintain exemplary attendance. The school staff will orient parents on attendance expectations and provide a campus conducive to health and well-being.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Weekly Positive Phone Calls	Classroom Teacher	Erate	Weekly	Parent Contact Logs	Increased communication between school and home	Attendance Rates/ PEIMS Reports	6
Attendance committee will monitor attendance trends	Principal Behavior Intervention Specialist Nurse	FSP	Every Nine Week Period	Attendance Trackers PEIMS Data	Increased attendance rates	Attendance Rates/ PEIMS Reports	1
Provide attendance awards and incentives to students receiving perfect attendance each nine week period.	Behavior Intervention Specialist Counselor	Local	Every Nine Week Period	PEIMS Rosters	Increased attendance rates	Attendance Rates/ PEIMS Reports	2

Provide incentives for attendance through grade level competitions and raffles during known high absence time periods	Behavior Intervention Specialist Classroom Teachers	Local Funds	Monthly	Attendance Trackers PEIMS Data	Increased attendance rates	Attendance Rates/ PEIMS Reports	2
Weekly attendance reports studied to address patterns and trends in attendance.	Behavior Intervention Specialist PEIMS Clerk	Local Funds	Weekly	PEIMS Data	Increased attendance rates	Attendance Rates/ PEIMS Reports	2
Excessive Absence Parent Meetings	Behavior Intervention Specialist	FSP	August-May 2016	Attendance Trackers PEIMS Data	Increased School-Parent Communication & Increased Attendance rates	Attendance Rates	
Health and Wellness Fair held at the campus to cultivate a proactive stance on family health issues.	Nurse	Local Funds Private Donors	Spring 2016	Calendar of Events Vendor Sign In Sheets	Diminish barriers in physical environment and increase health of student body	FitnessGram PEIMS Reports	10
Community partnerships made in order to connect our families with agencies to assist with medical, dental, and vision needs.	Nurse	Local Title I Part A	August – July 2016	Calendar of Events	Eliminate economic barriers and increase the wellness of	FitnessGram PEIMS Reports	10

					student body		
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**FAMILY AND COMMUNITY ENGAGEMENT**

<b>Objective(s):</b> Parents will be full partners with educators in the education of their children.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
Annual Title I meeting held in the Fall of each school year to explain the components of the Title I program to highlight the rights and contributions of parents	Principal	Title I Part A Local	October – Fall meeting	Published Presentation Sign In Sheets	Rates of Parent Involvement in Decision-Making Committees	Annual Parent Survey	6
Provide parents with written notice regarding the school’s status in school improvement in state and federal accountability systems	Principal	Title I Part A	End of 1 <sup>st</sup> nine weeks – Student Report Card	Published letter Webpage date stamped	Parent involvement rates	ICR- NCLB Reporting	6
Provide students with communication tools to increase two-way communication	Classroom Teacher	Title I Part A	Weekly	Agenda Books Take-Home Folders	Rates of Parent Involvement	Annual Parent Survey	6
Maintain documentation of communication between teachers and parents	Behavior Intervention Specialist Classroom Teacher	FSP	Weekly	Parent Contact Log	Rates of Parent Involvement	Bi-Annual Parent Survey	6
Distribute newsletters to parents on issues pertinent to the school-home connection	Principal	Title I Part A	Monthly	Published Newsletters	Rates of Parent Involvement	Annual Parent Survey	6
		Title I Part A	Monthly	Sign In Sheets Agendas	Rates of Parent Involvement	Annual Parent Survey	6
Designate the first Friday of each month as Principal Coffees to increase communication between school and parents	Principal	Local Funds	Monthly	Sign In Sheets	Increased Attendance	Annual Parent Survey	6

Form a parent involvement committee to evaluate the effectiveness of the parent involvement policy	Parent/Community Liaison Intern & Counselor	Title I Part A	Twice per Year	Sign In Sheets Agendas	Rates of Parent Involvement	Annual Parent Survey	6
*Recruit and include parents in decision-making committees to include the review of the Charter Academic Plan	Counselor	Title I Part A	Quarterly	Sign In Sheets Agendas	Rates of Parent Involvement	Annual Parent Survey	6
Monthly Parent Meetings Parents will be invited to meet monthly with staff to discuss data, progress, and next steps for students in K-8	Counselor/Principal	Title I Part A	Quarterly	Sign in Sheets Agendas	rates of parent involvement	parent feedback	6