

Campus	TSI	Grant	Root Cause	Focus Area	Zone/Group	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
Cedar		Title II	1st year school - new teachers and new students	Core Knowledge ELA, SCI, HIS, MATH	K,2,3,4,5,6,	admin and teachers	teachers	Average score 80%	Support teachers in understanding scope and sequence through Training Week, professional development activities throughout the year, DTMs, mentors, QIP meetings, etc.
Cedar			1st year school - new teachers and new students	All Academic Assessments	K,2,3,4,5,6,	admin and teachers	teachers	100% of teachers move to pink on leveled coaching forms by end-of-year.	Protect academic minutes - effective use of transition, approve only needed interruptions, 100% of teachers moved to pink on coaching forms
Cedar			1st year school - new teachers and new students	Rise 3-6	3,4,5,6	admin and teachers	teachers	70% achieve passing scores	Benchmark practice schedule developed and implemented
Cedar			1st year school - new teachers and new students	Parent Surveys	All	Academic Director	Academic Director	95% Satisfaction with Academic Director & 95% Satisfaction with Communication	Increase positive communications to build a foundation; solicit positive comments on survey.
Cedar			1st year school - new teachers and new students	Parent Satisfaction with Support Staff		Admin	Academic Director		100% compliance to the AE tracker
Cedar			1st year school - new teachers and new students	Lesson Progression in Reading and Math	All	Admin	Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading and Math level groups	100% compliance to the LPC
Cedar			1st year school - new teachers and new students	Teacher Effectiveness	All	Admin	Teachers	Increased teacher effectiveness.	80% of staff 80% of the time successfully using their DLDR. Check out records, and arrays
Cedar			1st year school - new teachers and new students	Lesson Progression in Reading and Math	All	Admin	Academic Director	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading and Math level groups	Weekly QIP meeting separated by K-3, 4-6 and 7-8 teams collaborating on success strategies for 100% of students who have been on the LPC for 3+ weeks and 80% of students on the LPC.
Cedar			1st year school - new teachers and new students	Teacher Effectiveness	All	Admin	Academic Director	Increased teacher effectiveness.	Content trainings in conceptual math, literacy analysis, science and history lessons in 100% of DTMs
Cedar			1st year school - new teachers and new students	Teacher Effectiveness	All	Admin	Academic Director	Increased teacher effectiveness.	Best practice trainings in 80% of the QIP meetings
Cedar			1st year school - new teachers and new students	Teacher Effectiveness	All	Admin	Academic Director/Coaches	Increased teacher effectiveness.	All teaching staff off the Purple form in coaching by end of March
Cedar			1st year school - new teachers and new students	Teacher Effectiveness	All	Admin	Academic Director	Increased teacher effectiveness.	100% attendance via zoom at DTMs for elementary and secondary
Cedar	N/A	SPED	High SPED Need	SPED	SWD				Instructors who are paid as ASETS and placed in a classroom where there is a high SPED need
Cedar	N/A	NA		Parent Satisfaction	Communication			<p><b>Option 1</b> - Goal Targeted: By end of 2025-26 school year, increase the amount of parent High Satisfaction in the Communication section of the parent survey by 3% by developing and implanting new innovation in regards to parent communication.</p> <p><b>Option 2</b> - Goal Targeted: By end of 2025-26 school year, decrease the amount of parent dissatisfaction in the Communication section of the parent survey by 3% by developing and implanting new innovation in regards to parent communication.</p>	<p><b>Example Action Item:</b> Research and implement at least two new media tools (e.g., translated video messages, multilingual social media posts, or text-to-speech translation apps) by October 2025 to enhance communication with non-English-speaking parents. Provide staff training on their use and track engagement through analytics.</p> <p><b>Example Action Item:</b> Increase the amount of effective parent communication through short targeted video communications by 20%. Quarterly analysis usage and impact.</p> <p><b>Example Action Item:</b> Find and utilize tools and tracking systems to be able to target email communications to only the families to which the email communication applies to. By end of year work to ensure that families do not receive any blanket catch all email communications.</p>
Cedar	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Standing Accountable" in 4th-12 grade.	<b>Example Action Item:</b> Train (4-6th grade staff/7-12th grade staff) on standing accountable procedures. Track impact of student performance in relation to missing homework in classrooms where teachers that are implementing the standing accountable procedures. Share impact data with staff in staff meetings in a hopes to encourage others to participate.
Cedar	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Speak Loudly so all can hear" in all grades	<b>Example Action Item:</b> Train all staff on "Speak Loudly so all can Hear". Administration will model this practice in all staff meetings and trainings. Admin will monitor this practice in all classroom visits and make immediate corrections where staff is not requiring students to meet this expectation. Admin will do a BOY, MOY and EOY report on staff implementation of this innovative practice.