

Waxahachie Independent School District

Simpson Elementary

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are in a very "high growth" area with many students moving in through the entire school year. Our staff is growing in an effort to keep up with the student growth. All areas of the building are being utilized at all times and we are adding portable buildings (for additional classrooms).

Student population is becoming more diverse - the neighborhood we are in is conducive to welcoming diverse populations, economically and otherwise.

Our staff is well qualified with more GT and ESL certified teachers. This allows for flexibility in class rosters/placement and scheduling as well.

Simpson has a larger focus on fine arts.

We were able to have more opportunities for our families and community to be involved, specifically after school when a lot of working parents could be included.

Demographics Strengths

Our staff is growing in our diversity.

We have more teachers who are ESL and GT certified. This allows for flexibility in class rosters and scheduling.

Our special education staff has grown to keep up with the needs of our population. This allows also allows flexibility in scheduling and supporting teachers.

We promote staff and student attendance with incentives, recognitions, etc.

Our parents/families are becoming more involved in school events (during the day and after school/evening).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Behavior expectations are not consistent across the campus. **Root Cause:** Many new staff members were not trained at the beginning of the year or throughout the year.

Problem Statement 2 (Prioritized): Staff is unclear of various responsibilities/contacts for specific needs. They are unsure of who to contact with specifics regarding things such as 504, Sped, duties, behavior, etc. **Root Cause:** Two administrators were doing multiple jobs and stretched very thin - sometimes causing duties to overlap. Communication about these specific responsibilities should be clearly communicated to staff.

Problem Statement 3 (Prioritized): Our Special Education teachers are not included in grade level planning times. **Root Cause:** Scheduling makes this a challenge as their schedules are full just with teaching/student minutes.

Student Learning

Student Learning Summary

Our overall goal is that all students will grow academically each year. In order for that to happen, we must learn and know about our students. This is challenging as our population grows/changes often. We communicate this goal to staff, students, and families throughout the school year. It is important to communicate this growth as well.

Student Learning Strengths

Intervention groups were utilized to meet individual student needs on various grade levels. We used PLC discussions to focus on student learning/growth as well as how we can support them better. We used data to monitor this growth periodically.

All staff had buy-in when working together to ensure that all students grew academically.

Our STAAR scores improved (based on MAP data and Interim testing) because of various supports such as 4545 groups, after-school tutoring, at-home ideas for help, etc.

Each grade level has a program to "showcase" their talents in the fine arts/specials programs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Master schedule lacked in consistency with scheduled intervention time. This leads to time being ineffective and staff frustration. **Root Cause:** The master schedule wasn't "set" at the beginning of the year and changed/evolved through the year.

Problem Statement 2 (Prioritized): Intervention times are not consistent, targeted and meaningful in all grade levels. There are many variations of how this time is utilized and how the staff is used as well. **Root Cause:** Scheduling is a problem as a master schedule wasn't implemented consistently at the beginning of the year or through the year.

Problem Statement 3 (Prioritized): Staff were not trained/supported with programs such as Reading interventions, Branching Minds, Math interventions, phonics, etc. **Root Cause:** There are many new things that are purchased or implemented as a district. It is challenging to provide training for all involved in a timely manner.

School Processes & Programs

School Processes & Programs Summary

We must continue to grow and learn in our practices in an effort to support and help students. This professional development can be for anyone on campus - teachers and paras. We want to keep up with the latest and best practices for learning. We can utilize and learn from others on our campus or outside sources such as TLI/district admin.

School Processes & Programs Strengths

Our staff works together in a collaborative and cohesive manner overall. We learn from each other and staff feels comfortable in sharing ideas/information.

We have many on staff that are willing to train the colleagues and share ideas with others.

PLC meetings are happening regularly and consistently. Agendas are planned and organized which help to keep the meetings focused and productive.

Staff members feel included in campus decisions by input from various committees, leaders, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication isn't always open, clear, and concise. **Root Cause:** Some information isn't communicated in a timely manner from admin/curriculum and therefore isn't shared with staff as well.

Problem Statement 2 (Prioritized): Lack of training/support for staff in various areas can result in frustration and inconstancies in staff. **Root Cause:** Lack of time for campus PD/training as needs arise throughout the year.

Problem Statement 3 (Prioritized): Staff changes/growth result in the need for more trainings on many campus/district programs. **Root Cause:** Time is a challenge at the beginning of the year and throughout.

Perceptions

Perceptions Summary

Because our campus is growing, we need to make sure we keep up with this growth in this area. We want our new families/students to be welcomed, informed and have buy-in on campus. We know that communication is a huge aspect of families being aware and informed. This is important as what we publicize should be positive, kid-centered and accurate/timely.

Perceptions Strengths

Overall, Simpson has a positive culture and climate. Our students are treated with respect and all students are expected to show academic growth each year.

We make a variety of efforts to keep families aware of school happenings such as events, classroom happenings, etc. We use a variety of methods such as social media, SeeSaw and Parent Square.

We are making efforts to train our staff, students and parents on areas of need on campus. One example of this was the topic of Bullying. As we educated more about what it is/isn't, the use of the "bully" wasn't even used as often.

Our families and the community feel welcome on campus on a daily basis and for special events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff do not feel valued/supported/appreciated. **Root Cause:** With a large and growing population, it is difficult to recognize and appreciate staff often or more consistently.

Problem Statement 2 (Prioritized): There are many programs used such as Skyward, Parent Square, Branching Minds, etc that staff/parents do not know how to utilize. **Root Cause:** Adequate training hasn't been given in these areas even with the expectation to use these.

Problem Statement 3 (Prioritized): Parents are not aware of and don't use programs such as Skyward, Parent Square, SeeSaw, etc. **Root Cause:** We don't offer trainings at the beginning of the year or throughout the year (as students/families move in).

Problem Statement 4 (Prioritized): We have a limited amount of community/business supporters. **Root Cause:** Our population is fairly new and continues to grow which limits the amount of business connections we have through families/parents.

Priority Problem Statements

Problem Statement 1: Behavior expectations are not consistent across the campus.

Root Cause 1: Many new staff members were not trained at the beginning of the year or throughout the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff is unclear of various responsibilities/contacts for specific needs. They are unsure of who to contact with specifics regarding things such as 504, Sped, duties, behavior, etc.

Root Cause 2: Two administrators were doing multiple jobs and stretched very thin - sometimes causing duties to overlap. Communication about these specific responsibilities should be clearly communicated to staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Special Education teachers are not included in grade level planning times.

Root Cause 3: Scheduling makes this a challenge as their schedules are full just with teaching/student minutes.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Master schedule lacked in consistency with scheduled intervention time. This leads to time being ineffective and staff frustration.

Root Cause 4: The master schedule wasn't "set" at the beginning of the year and changed/evolved through the year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Intervention times are not consistent, targeted and meaningful in all grade levels. There are many variations of how this time is utilized and how the staff is used as well.

Root Cause 5: Scheduling is a problem as a master schedule wasn't implemented consistently at the beginning of the year or through the year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Staff were not trained/supported with programs such as Reading interventions, Branching Minds, Math interventions, phonics, etc.

Root Cause 6: There are many new things that are purchased or implemented as a district . It is challenging to provide training for all involved in a timely manner.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Communication isn't always open, clear, and concise.

Root Cause 7: Some information isn't communicated in a timely manner from admin/curriculum and therefore isn't shared with staff as well.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of training/support for staff in various areas can result in frustration and inconsistencies in staff.

Root Cause 8: Lack of time for campus PD/training as needs arise throughout the year.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Staff changes/growth result in the need for more trainings on many campus/district programs.

Root Cause 9: Time is a challenge at the beginning of the year and throughout.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Staff do not feel valued/supported/appreciated.

Root Cause 10: With a large and growing population, it is difficult to recognize and appreciate staff often or more consistently.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There are many programs used such as Skyward, Parent Square, Branching Minds, etc that staff/parents do not know how to utilize.

Root Cause 11: Adequate training hasn't been given in these areas even with the expectation to use these.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Parents are not aware of and don't use programs such as Skyward, Parent Square, SeeSaw, etc.

Root Cause 12: We don't offer trainings at the beginning of the year or throughout the year (as students/families move in).

Problem Statement 12 Areas: Perceptions

Problem Statement 13: We have a limited amount of community/business supporters.

Root Cause 13: Our population is fairly new and continues to grow which limits the amount of business connections we have through families/parents.





Problem Statement 13 Areas: Perceptions

Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in PLC meetings using the four guiding questions with Essential Standards.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: team leaders campus administration</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers/staff will use I-Time to work collaboratively to provide Interventions and Enrichment to help ALL students. Staff will use data from various forms of assessment to group students based on strengths/weaknesses.</p> <p>Strategy's Expected Result/Impact: Student growth More intentional and targeted interventions</p> <p>Staff Responsible for Monitoring: team leaders campus administration</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Lowman Consulting - SCE - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In an effort to monitor student growth, we will monitor students' growth/goals. Students may make goals and chart their own growth or teachers may graph/chart their growth. This data will also be shared with parents.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: teachers campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Our Special Education teachers are not included in grade level planning times. **Root Cause:** Scheduling makes this a challenge as their schedules are full just with teaching/student minutes.

Student Learning

Problem Statement 1: Master schedule lacked in consistency with scheduled intervention time. This leads to time being ineffective and staff frustration. **Root Cause:** The master schedule wasn't "set" at the beginning of the year and changed/evolved through the year.





Problem Statement 2: Intervention times are not consistent, targeted and meaningful in all grade levels. There are many variations of how this time is utilized and how the staff is used as well. **Root Cause:** Scheduling is a problem as a master schedule wasn't implemented consistently at the beginning of the year or through the year.

School Processes & Programs

Problem Statement 2: Lack of training/support for staff in various areas can result in frustration and inconstancies in staff. **Root Cause:** Lack of time for campus PD/training as needs arise throughout the year.

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase campus average daily attendance to 97%. Strategy's Expected Result/Impact: Improved attendance and student growth Staff Responsible for Monitoring: campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Update and implement needed changes to arrival/dismissal procedures based on growth needs. Dismissal groups/locations should be manageable and appropriate amount of staff used to monitor. Strategy's Expected Result/Impact: student safety to/from campus Staff Responsible for Monitoring: district safety team campus administration campus staff Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to improve and make needed changes to the House System. This school-wide program creates and builds strong, positive relationships among our student body and staff all across grade levels. These Houses are based on strong character traits that we teach/stress throughout the year. Strategy's Expected Result/Impact: positive relationships between staff/students across grade levels Staff Responsible for Monitoring: Campus teachers/staff Administration Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Behavior expectations are not consistent across the campus. Root Cause: Many new staff members were not trained at the beginning of the year or throughout the year.</p>

School Processes & Programs

Problem Statement 1: Communication isn't always open, clear, and concise. **Root Cause:** Some information isn't communicated in a timely manner from admin/curriculum and therefore isn't shared with staff as well.

Priority 1: Student Growth





Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will provide opportunities to highlight various colleges and careers on specials days such as College Ready Days (each month) and Career Days.</p> <p>Strategy's Expected Result/Impact: Increase awareness and highlight college and career opportunities</p> <p>Staff Responsible for Monitoring: campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.





Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have opportunities to participate in extracurricular activities such as FLAG crew, Recycling Club, Simpson Strong Squad, Art Club, etc.</p> <p>Strategy's Expected Result/Impact: Increased amount of club and opportunities for students Increased student participation Grow student leadership skills</p> <p>Staff Responsible for Monitoring: Campus staff (club leaders) Campus admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase participation in various UIL and DI teams.</p> <p>Strategy's Expected Result/Impact: Create challenging and enriching opportunities for all students</p> <p>Staff Responsible for Monitoring: Campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize Simpson Strong Staff Member of the Month. We will use community/business sponsors for the monthly awards.</p> <p>Strategy's Expected Result/Impact: Improved appreciation for staff</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Perceptions 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Staff do not feel valued/supported/appreciated. Root Cause: With a large and growing population, it is difficult to recognize and appreciate staff often or more consistently.</p> <p>Problem Statement 4: We have a limited amount of community/business supporters. Root Cause: Our population is fairly new and continues to grow which limits the amount of business connections we have through families/parents.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.





Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Provide monthly staff appreciation days (from PTO, Sunshine committee, and campus admin) Strategy's Expected Result/Impact: Build strong, positive relationships on campus among staff Staff Responsible for Monitoring: Campus admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.





Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Learn and practice various parts of an effective PLC process such as norms, agendas, four guiding questions, etc.</p> <p>Strategy's Expected Result/Impact: Effective PLC meetings that utilize teachers time in an effective manner. Discuss student performance and make changes to instruction as needed.</p> <p>Staff Responsible for Monitoring: Team leaders Campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: As needs arise based on students needs/weaknesses, we will offer Professional Learning opportunities on campus. This PL can be led by district TLI or staff/teachers on campus that have expertise in those areas.</p> <p>Strategy's Expected Result/Impact: Teacher growth in needed areas</p> <p>Staff Responsible for Monitoring: Campus admin</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Depending on areas needing growth (of teachers and staff), allow those teachers coverage to go and observe other classrooms/teaching strategies, etc.</p> <p>Strategy's Expected Result/Impact: Teacher growth in various areas</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train and mentor new staff to Simpson and WISD (other than support provided to "year one and year two" teachers by Launch mentor).</p> <p>Strategy's Expected Result/Impact: Train and support teachers new to WISD/Simpson in various programs such as Skyward, Panarama, PLC, Parent Square, etc.</p> <p>Staff Responsible for Monitoring: Grade level leaders, campus admin</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Staff is unclear of various responsibilities/contacts for specific needs. They are unsure of who to contact with specifics regarding things such as 504, Sped, duties, behavior, etc. **Root Cause:** Two administrators were doing multiple jobs and stretched very thin - sometimes causing duties to overlap. Communication about these specific responsibilities should be clearly communicated to staff.

Student Learning

Problem Statement 3: Staff were not trained/supported with programs such as Reading interventions, Branching Minds, Math interventions, phonics, etc. **Root Cause:** There are many new things that are purchased or implemented as a district . It is challenging to provide training for all involved in a timely manner.

School Processes & Programs

Problem Statement 3: Staff changes/growth result in the need for more trainings on many campus/district programs. **Root Cause:** Time is a challenge at the beginning of the year and throughout.





Perceptions

Problem Statement 2: There are many programs used such as Skyward, Parent Square, Branching Minds, etc that staff/parents do not know how to utilize. **Root Cause:** Adequate training hasn't been given in these areas even with the expectation to use these.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.





Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer opportunities and increase participation in areas to serve/volunteer on campus such as Dudes at the Door, PTO, classroom/campus volunteers.</p> <p>Strategy's Expected Result/Impact: Parents and community members feel welcome on campus and are utilized to build strong, positive relationships with others outside of Simpson.</p> <p>Staff Responsible for Monitoring: Campus administration and staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Give stakeholders opportunities to provide feedback throughout the year.</p> <p>Strategy's Expected Result/Impact: Offer open-ended surveys to staff and parents to get more specifics of improvements/changes that are needed.</p> <p>Staff Responsible for Monitoring: campus admin,</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan more evening events that feature our academics and fine arts. These events allow us to showcase student performance and engage our families.</p> <p>Strategy's Expected Result/Impact: Increase family participation</p> <p>Staff Responsible for Monitoring: Campus admin/leaders</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build positive relationships with businesses and community members by allowing sponsorships for teacher appreciation, student activities, and campus events.</p> <p>Strategy's Expected Result/Impact: Positive relationships with community sponsors/stakeholders</p> <p>Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: There are many programs used such as Skyward, Parent Square, Branching Minds, etc that staff/parents do not know how to utilize. Root Cause: Adequate training hasn't been given in these areas even with the expectation to use these.</p>
<p>Problem Statement 3: Parents are not aware of and don't use programs such as Skyward, Parent Square, SeeSaw, etc. Root Cause: We don't offer trainings at the beginning of the year or throughout the year (as students/families move in).</p>

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure all policies, guidelines and laws are being followed when funds are being used for anything on campus. Strategy's Expected Result/Impact: effectively used campus funds Staff Responsible for Monitoring: campus administration and secretary	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will communicate with the district's Support Services department regarding building needs that will support a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Provide a safe learning environment</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Involve CEIC and Campus Leadership team to effectively use funds. Strategy's Expected Result/Impact: More buy-in and input from campus stakeholders Staff Responsible for Monitoring: campus leadership teams Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

SCE					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lowman Consulting		\$3,000.00
Sub-Total					\$3,000.00