

Waxahachie Independent School District

Finley Jr. High

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Eddie Finley Junior High School is to be a campus that thrives on building relationships and providing our students and staff with opportunities for growth.

Vision

Our **vision** is to be a campus where innovation thrives and growth is limitless.

Value Statement

Strategic Goals

We will continue to analyze and use relevant data to improve student achievement and district operations.

We will build positive relationships between staff and students, fostering a sense of belonging.

We will provide opportunities for innovation through our curriculum and instruction.

We will provide meaningful professional development for staff.

We will proactively inform and engage our stakeholders.

Motto

"Embracing opportunities for growth"

Supporting Statement

"6 Tribes, 1 Family"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Finley Junior High is a Title 1 campus that currently serves 902 students.

Grade 6	293
Grade 7	293
Grade 8	316

A demographics summary is outlined as follows:

Male	474	52.55%
Female	428	47.45%
Hispanic	373	41.35%
American Indian - Alaskan Native	3	0.34%
Asian	10	1.11%
African-American	165	18.29%
Native Hawaiian - Pacific Islander	0	0%
White	324	35.92%
Two or More	27	2.99%
Special Education	170	18.85%
Section 504	138	15.3%
Economically Disadvantaged	484	53.66%
Intervention Indicator	73	8.09%
Free or Reduced Lunch	412	45.68%

Demographics Strengths

- There are a variety of activities, clubs, and sponsorships that our students are encouraged to participate in such as band, NJHS, Student Council, UIL competitions, athletics, yearbook, and choir.
- Our campus provides a variety of advanced academic programs to serve our high performing student populations, including an accelerated math and science cohort for 6th and 7th graders, and SSEP (Student Spaceflight Experiments Program).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average student attendance has been 95%. Our campus goal is 97%. **Root Cause:** Some students do not understand the connection between learning and attendance.

Student Learning

Student Learning Summary

Preliminary STAAR Data

<i>Approaches (Includes Meets and Masters Scholars)</i>	Approaches 2022	Approaches 2023	Approaches 2024	Masters 2022	Masters 2023	Masters 2024
Algebra 1	100%	98%	98%	68%	68%	45%
Math 8	79%	84%	76%	20%	19%	16%
Math 7	62%	59%	51%	3%	2%	3%
Math 6	75%	80%	79%	14%	9%	7%
Reading 8	87%	87%	76%	37%	25%	15%
Reading 7	79%	80%	73%	36%	19%	24%
Reading 6	75%	82%	75%	23%	21%	17%
Science	82%	72%	70%	24%	18%	12%
Social Studies	74%	60%	53%	21%	16%	13%

On average, 57% of our students are growing every year in every subject. Our goal for next year is 80% student growth.

Finley Junior High uses the advisory as a time to focus on Guidance Counselor Lessons (SEL) and tutoring. We have a campus reading and math interventionist to service students in need of additional support during the instructional day.

Student Learning Strengths

- 45% of Algebra 1 students mastered the STAAR exam.
- Finley uses the Advisory (Warrior Time) block to provide scholars with SEL lessons, tutoring, intervention, and additional time to complete assignments.
- The average rate of students who passed STAAR at the approaches level for Reading is 75%.
- The campus has a math and reading interventionist to address scholars who need targeted instruction according to HB4545 and HB1416.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus scale score for student growth is 57%. The goal is for 80% of our students to grow. **Root Cause:** All constituents - teachers, parents, and students do not understand what the growth measures mean.

Problem Statement 2 (Prioritized): Average student attendance has been 95%. Our campus goal is 97%. **Root Cause:** Some students do not understand the connection between learning and attendance.

School Processes & Programs

School Processes & Programs Summary

Finley is a campus of staff members who work hard and desire for all students to grow and achieve academic success.

Finley Warrior Tribes is a PBIS house system initiative that encourages students to follow campus wide procedures for behavior, device use, dress code and ID's, and work completion. Students earn points for their tribe while competing alongside staff for weekly rewards.

Student interest based choice day's are built into the master schedule. These choice days reflect staff and student interest opportunities to build relationships among staff and students.

We have created a master schedule that incorporates dedicated time and commitment to team collaboration in a professional learning community. Agendas and minute reflect consistent attendance and participation by all members.

School Processes & Programs Strengths

- Finley Warrior Tribes.
- Professional Learning Community structures are in place.
- The advisory time in the schedule allows students time to complete missing work and receive additional assistance with assignments.
- There are a variety of activities, clubs, and sponsorships that scholars are encouraged to participate in such as band, NJHS, Student Council, UIL competitions, athletics, and choir.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Finley does not currently have a plan for Positive Behavior Intervention and Support (PBIS). **Root Cause:** Student behavior has not been addressed since the leadership changes from the 22-23 school year.

Problem Statement 2 (Prioritized): Our campus is in the process of implementing actionable professional development practices. **Root Cause:** Historically, we have not provided actionable content specific training to our staff.

Problem Statement 3 (Prioritized): Financial fidelity and transparency **Root Cause:** Committees have not historically been allowed to have a voice in financial transactions

Perceptions

Perceptions Summary

The staff, students, and parents of Finley receive a weekly newsletter that includes reminders and celebrations. Administrators use parent square to send additional information to parents. Through parent square, parents are able to customize when they would like to receive information from the campus. Using parent square, parents can manage and control the time and frequency of communication that they receive from the campus.

Finley Junior High provides a safe and positive learning environment, understands individual differences, and ensures that all students are challenged and successful. Finley Junior High strives to have a family-type atmosphere for staff members and students. We want all students, parents, and staff members proud to be a part of the Finley family.

Perceptions Strengths

- Finley is acknowledged for being a positive, family-like environment for staff.
- Safety and security on the campus are a priority, as staff and students alike are required to wear an iD badge and follow visitor protocols.
- Parent and family survey data show a high level of satisfaction with the relationships between students and campus staff.
- We are staffed adequately to accommodate the needs of our general and special populations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement has not been as strong as we would like. **Root Cause:** Parents may be reluctant or unable to volunteer at school.

Priority Problem Statements

Problem Statement 1: Average student attendance has been 95%. Our campus goal is 97%.

Root Cause 1: Some students do not understand the connection between learning and attendance.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Our campus is in the process of implementing actionable professional development practices.

Root Cause 2: Historically, we have not provided actionable content specific training to our staff.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The campus scale score for student growth is 57%. The goal is for 80% of our students to grow.

Root Cause 3: All constituents - teachers, parents, and students do not understand what the growth measures mean.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Finley does not currently have a plan for Positive Behavior Intervention and Support (PBIS).

Root Cause 4: Student behavior has not been addressed since the leadership changes from the 22-23 school year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parental involvement has not been as strong as we would like.

Root Cause 5: Parents may be reluctant or unable to volunteer at school.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Financial fidelity and transparency

Root Cause 6: Committees have not historically been allowed to have a voice in financial transactions

Problem Statement 6 Areas: Parent and Community Engagement - School Context and Organization - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Priorities

Revised/Approved: June 18, 2024





Priority 1: Student Growth

Performance Objective 1: Every student grows academically each year in ELAR, Math, Science, and Social Studies.

High Priority

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, DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will implement best practice strategies that are outlined in the WISD "Instructional Look Fors".</p> <p>Strategy's Expected Result/Impact: Student growth on MAP and STAAR Assessments</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set and evaluate goals every grading period based off of their student data dashboard.</p> <p>Strategy's Expected Result/Impact: Students reflection of progress and opportunities for growth</p> <p>Staff Responsible for Monitoring: Advisory Teachers and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Students needing intervention or who are identified At-risk will be served by an interventionist to address learning deficits and support academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Salary - Title I (211) - \$64,374, Title 1 Funds for Tutoring - Title I (211) - \$6,400</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Title I funds will be used to purchase supplemental instructional materials needed to ensure the fidelity of the adopted curriculum to meet the needs of at-risk students. IXL, Gimkit, BrainPop</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: IXL - Title I (211) - \$15,087.50, Gimkit - Title I (211) - \$1,000, Brain Pop - Title I (211) - Science HB1416 - \$2,580</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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:

Student Learning
<p>Problem Statement 1: The campus scale score for student growth is 57%. The goal is for 80% of our students to grow. Root Cause: All constituents - teachers, parents, and students do not understand what the growth measures mean.</p>
School Processes & Programs
<p>Problem Statement 1: Finley does not currently have a plan for Positive Behavior Intervention and Support (PBIS). Root Cause: Student behavior has not been addressed since the leadership changes from the 22-23 school year.</p>

Priority 1: Student Growth

Performance Objective 2: Prioritize student attendance, behavior, and safety

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and maintain a PBIS system (Tribes house system) Strategy's Expected Result/Impact: 50% reduction in discipline referrals, reduction in student exclusionary discipline placements Staff Responsible for Monitoring: Campus Administrators Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an attendance improvement plan that includes providing incentives for students who maintain and/or improve attendance, and interventions for students who have attendance concerns. Strategy's Expected Result/Impact: Increased ADA to 97% Staff Responsible for Monitoring: Campus Administrators Attendance Clerk Counselors Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Sixth grade students will participate in Inspire School Programs counseling. Strategy's Expected Result/Impact: Decrease in office referrals, reduction in report of bullying and increased student attendance Staff Responsible for Monitoring: School Counselors Title I: 2.6 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr





Strategy 4 Details	Reviews			
<p>Strategy 4: Develop procedures that ensure safe and effective transitions and gatherings. Strategy's Expected Result/Impact: 50% reduction in discipline referrals and classroom misbehavior Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Average student attendance has been 95%. Our campus goal is 97%. Root Cause: Some students do not understand the connection between learning and attendance.</p>
Student Learning
<p>Problem Statement 1: The campus scale score for student growth is 57%. The goal is for 80% of our students to grow. Root Cause: All constituents - teachers, parents, and students do not understand what the growth measures mean.</p>
<p>Problem Statement 2: Average student attendance has been 95%. Our campus goal is 97%. Root Cause: Some students do not understand the connection between learning and attendance.</p>
School Processes & Programs
<p>Problem Statement 1: Finley does not currently have a plan for Positive Behavior Intervention and Support (PBIS). Root Cause: Student behavior has not been addressed since the leadership changes from the 22-23 school year.</p>

Priority 1: Student Growth

Performance Objective 3: Ensure student preparation for CCMR and advanced academics

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus counselors will facilitate at least three college and career planning readiness sessions such as the administration of the PSAT, career cluster assessment, and/or career day.</p> <p>Strategy's Expected Result/Impact: Increased exposure and awareness of college and career opportunities</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase enrollment in advanced academics, gifted and talented, and sustain academic acceleration opportunities.</p> <p>Strategy's Expected Result/Impact: Increase the number of students mastering the STAAR test by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators SSEP & Advanced Academics Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus scale score for student growth is 57%. The goal is for 80% of our students to grow. Root Cause: All constituents - teachers, parents, and students do not understand what the growth measures mean.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and development.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Sustain a regular system of staff recognition. Strategy's Expected Result/Impact: Increased staff positive culture and cohesiveness Staff Responsible for Monitoring: Administration and Campus Leadership Team Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide opportunities for campus staff to collaborate and share leadership in sustaining and improving campus culture Strategy's Expected Result/Impact: Improved communication with CLT through PLC. Staff Responsible for Monitoring: Campus Administrators and CLT Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a teacher-led professional learning calendar focused on research-based best instructional practices. Strategy's Expected Result/Impact: Improved student achievement and teacher growth and development Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Our campus is in the process of implementing actionable professional development practices. **Root Cause:** Historically, we have not provided actionable content specific training to our staff.

Priority 2: Honor and Support Staff

Performance Objective 2: Promote a collaborative culture by engaging instructional staff and administrators in the practices of a Professional Learning Community.


High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Create time in the master schedule for PLC's to meet. Strategy's Expected Result/Impact: PLC agendas reflect collaborative discussions about the four guiding questions Staff Responsible for Monitoring: Administrators and CLT</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and maintain a goal setting process for individualized professional learning. Strategy's Expected Result/Impact: Goal Setting for instructional and non-instructional staff Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Sustain the focus on the guidelines and norms geared toward answering the 4 questions of the PLC process. Strategy's Expected Result/Impact: Successful organized PLC. Understanding the PLC process. Staff Responsible for Monitoring: CLT PLC leads</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The campus scale score for student growth is 57%. The goal is for 80% of our students to grow. **Root Cause:** All constituents - teachers, parents, and students do not understand what the growth measures mean.





School Processes & Programs

Problem Statement 2: Our campus is in the process of implementing actionable professional development practices. **Root Cause:** Historically, we have not provided actionable content specific training to our staff.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Increase parent engagement on campus

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: Facilitate parent engagement activities that include education support, such as , but not limited to, STAAR, Map Night, GT Showcase, Open House, and PTO events. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 2.6, 4.1, 4.2 Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Parent Square to send out a weekly newsletter that includes important information, educational connections, and celebrations so that parents can manage and control the time and frequency of communication that they receive from the campus. Strategy's Expected Result/Impact: Increased parent communication and satisfaction surveys Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1 Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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:

Perceptions
<p>Problem Statement 1: Parental involvement has not been as strong as we would like. Root Cause: Parents may be reluctant or unable to volunteer at school.</p>

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: 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: Invite community and stakeholders to participate in choice day, career day, and other campus events. Strategy's Expected Result/Impact: Improvement of community/school relationships Staff Responsible for Monitoring: Counselors, AP's</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Cultivate relationships with community partners for student and staff incentive programs. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Parental involvement has not been as strong as we would like. Root Cause: Parents may be reluctant or unable to volunteer at school.</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			
<p>Strategy 1: Involve committees in the process of determining the use of funds. Staff Responsible for Monitoring: Campus Administration and CLT</p> <p>Problem Statements: School Processes & Programs 3 - Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All campus transactions related to the campus budget, Title I Funding, and other funding will follow the federal guidelines and district protocol with fidelity to ensure student success. Staff Responsible for Monitoring: Principal and Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 3 - Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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:

School Processes & Programs
<p>Problem Statement 3: Financial fidelity and transparency Root Cause: Committees have not historically been allowed to have a voice in financial transactions</p>

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: Prioritize campus building needs and communicate with district director of support service. Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment. Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: School Processes & Programs 3 - Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate building construction updates and status within the parent newsletter as needed. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Financial fidelity and transparency Root Cause: Committees have not historically been allowed to have a voice in financial transactions</p>

Targeted Support Strategies

Priority	Objective	Strategy	Description
2	1	3	Develop a teacher-led professional learning calendar focused on research-based best instructional practices.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Priscilla Lujan	Interventionist	Title I	1.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
District Administrator	Jenny Bridges	Director of Public Relations
Non-classroom Professional	Dana Davis	Secretary
Classroom Teacher	Lola Evans	Athletics
Classroom Teacher	Chris Walker	CTE Teacher
Classroom Teacher	Deke Jones	MathTeacher
Classroom Teacher	Nicole Shafferman	Librarian
Parent	Christina Upchurch	Parent
Classroom Teacher	Denise Armstrong	ELAR Teacher
Classroom Teacher	Katy Johnson	Science Teacher
Community Representative	Kenya Landers	Parent and Community Rep
Classroom Teacher	Tawana McLean	Special Education Teacher
Counselor	Heidi Serrano	Counselor
Counselor	Rikki Morrow	Counselor
Administrator	Heather Jackson	Assistant Principal
Administrator	Ben Bridges	Assistant Principal
Administrator	Jenni McLemore	Assistant Principal
Administrator	Ray Blanco	Principal

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary		\$64,374.00
1	1	3	Title 1 Funds for Tutoring		\$6,400.00
1	1	4	IXL		\$15,087.50
1	1	4	Gimkit		\$1,000.00
1	1	4	Brain Pop	Science HB1416	\$2,580.00
Sub-Total					\$89,441.50