

Waxahachie Independent School District

Simpson Elementary

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Simpson Elementary at 4 years old is in the middle of a community that is growing rapidly. Simpson ended the 2023-2024 school year with over 700 students and is projected to be approximately 640 in 2024-2025 due to rezoning of WISD. This student population is also very diverse with:

| | |
|----------------------------------|-------|
| Female | 50.3% |
| Male | 49.6% |
| White | 39.2% |
| Hispanic | 30% |
| African American | 25% |
| Two or More | 6.6% |
| Native Hawaiian/Pacific Islander | 15% |

The neighborhoods surround Simpson are conducive to welcoming diverse populations, economically and otherwise.

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

As a fine arts school, we are able to offer theater, art, and STEM, in addition to the other traditional Specials classes (PE and music).

As students get into the older grades, students have the opportunity to join clubs such as recycling club, art club, UIL, safety patrol, flag crew, and destination imagination.

Demographics Strengths

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

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

Parents are very supportive and willing to be involved. Simpson has a PTO that meets several times a year to help plan events and fundraisers for the school.

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.

Problem Statement 4 (Prioritized): Parents had limited opportunities to be involved in campus activities/events throughout the year. **Root Cause:** Due to the high student population (700+), coordinating events for the school and opening up to families made it difficult due to space and safety.

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 growth as well as collaborating on strategies to meet the needs of all students.
- All staff had buy-in when working together to ensure that all students grew academically.
- Each grade level has a program to "showcase" their talents in the fine arts/specials programs.
- Student performance on interims and report cards reflected what was scored on the state assessments or led the path to success.
- Through PLC, MTSS, Informal/Formal assessments/quick checks and MAP scores students are identified for student specific services and interventions for RTI.
- Principal Plans were both enforced to help with absent students to keep up with the pace.
- Each grade participated in their own musical theater performance, performed in front of their peers and the community. This built confidence and began interests in our Fine Arts program. (Kids Theater and Art on the Square Show).
- Each class competed in HEB bag recycling competition.
- 4545/1416 plans were made for students who did not pass last year's STAAR. Students were able to come every morning at 7:10 in the cafeteria to earn hours.
- House huddles were based on Dojo points to help encourage positive behaviors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (Prioritized): As the district implements new curriculum for reading, math, and science, staff will need training to implement these new curriculum resources as well as more in depth training for Panorama. **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

Simpson Elementary strives to be a campus where "growth is limitless" for all students. Within our schedule, teachers are given time to collaborate with their grade level team daily in addition to their conference time. During this Collaborative Team Meeting (CTM), teachers discuss lesson plans and how to target student weaknesses through intervention.

In addition, Simpson utilizes the MTSS process to review individualized student data to analyze and create SMART goals that help track the student progress/growth.

As the district updates new curriculum, we will continue to receive professional development to perfect our craft and follow research based practices.

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.
- Teachers are encouraged to participate and lead in professional learning opportunities. Simpson teachers are involved in Innovative Teaching Co.
- To support new and/ or struggling teachers, Simpson utilizes the district's Mentoring program and New Crew meetings.
- District and campus goals have been clearly defined. Growth in students is our main priority. We have multiple ways to measure data. We use PLC to evaluate data to focus on growth.
- Teachers participate in PLC every other week to focus on areas of instruction that needs improvement.
- Simpson students made growth in multiple areas on STAAR tests last year.
- Simpson works with junior highs to provide an effective transition to junior high. Junior high schools are welcome on campus various times of the year to share and encourage students to participate in various classes and/ or extracurriculars.
- Simpson's classroom management plan is a campus wide system that includes positive referrals, Capturing Kids Hearts, House System rewards, and Students of the Week. We started Fix It tickets from specials and lunch.
- When a bullying complaint is made, the protocol and investigation is completed in a timely manner. Students have been educated during counseling lessons on what bullying is as well as how to report it.
- When a student makes a suicide threat or statement, the suicide protocol is followed by our counselor. Students are referred to Next Step counseling or outside help as needed.
- School safety is a major priority on campus. All doors are supposed to remain closed and locked. We follow the campus action plans in place. Our counselor does a wonderful job helping teach the students what to do in case of events

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication to teachers 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): Inconsistency with disciplinary issues. **Root Cause:** Lack of campus training on behavior flow chart and what steps to follow. Ex: minor/major behaviors and what constitutes a office visit

Problem Statement 3 (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.

Perceptions

Perceptions Summary

Stakeholders in our community and on campus feel that our school models the core mission, vision, and values that have been established district wide. We are in a growing community that has a large number of families and community members that want to partner with the school. In order for this to happen we need to be sure our new families/students are 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 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): Due to the influx of new families throughout the year, many 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 3 (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: As the district implements new curriculum for reading, math, and science, staff will need training to implement these new curriculum resources as well as more in depth training for Panorama.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Behavior expectations are not consistent across the campus.

Root Cause 2: Many new staff members were not trained at the beginning of the year or throughout the year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Parents had limited opportunities to be involved in campus activities/events throughout the year.

Root Cause 3: Due to the high student population (700+), coordinating events for the school and opening up to families made it difficult due to space and safety.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We have a limited amount of community/business supporters.

Root Cause 4: Our population is fairly new and continues to grow which limits the amount of business connections we have through families/parents.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: 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 5 Areas: Demographics

Problem Statement 6: Our Special Education teachers are not included in grade level planning times.

Root Cause 6: Scheduling makes this a challenge as their schedules are full just with teaching/student minutes.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Inconsistency with disciplinary issues.

Root Cause 7: Lack of campus training on behavior flow chart and what steps to follow. Ex: minor/major behaviors and what constitutes a office visit

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Communication to teachers isn't always open, clear, and concise.

Root Cause 8: Some information isn't communicated in a timely manner from admin/curriculum and therefore isn't shared with staff as well.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of training/support for staff in various areas can result in frustration and inconsistencies in staff.

Root Cause 9: Lack of time for campus PD/training as needs arise throughout the year.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Due to the influx of new families throughout the year, many parents are not aware of and don't use programs such as Skyward, Parent Square, SeeSaw, etc.

Root Cause 10: We don't offer trainings at the beginning of the year or throughout the year (as students/families move in).

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Staff do not feel valued/supported/appreciated.

Root Cause 11: With a large and growing population, it is difficult to recognize and appreciate staff often or more consistently.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 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 12: Scheduling is a problem as a master schedule wasn't implemented consistently at the beginning of the year or through the year.

Problem Statement 12 Areas: Student Learning





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/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: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Scholastic Storytime - SCE - \$1,717.10</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 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> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: All teachers will demonstrate consistent instructional routines and adherence to the campus' master schedule as evidenced by T-TESS walkthrough data and "look for" walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers will participate in daily CTM (Collaborative Team Meetings) where they will focus on student growth, and internalization of upcoming lesson plans/unit assessments/etc.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration, TLI</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>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.</p> |
| Student Learning |
| <p>Problem Statement 1: 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.</p> |
| <p>Problem Statement 2: As the district implements new curriculum for reading, math, and science, staff will need training to implement these new curriculum resources as well as more in depth training for Panorama. 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.</p> |
| School Processes & Programs |
| <p>Problem Statement 3: 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.</p> |





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 | | | |
|--|------------------|------------|------------|------------------|
| 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 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Continue to improve and consistently implement a PBIS system that aligns with campus expectations/values. Strategy's Expected Result/Impact: positive relationships between staff/students across grade levels Staff Responsible for Monitoring: Campus teachers/staff Administration | Formative | | | Summative |
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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 |
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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 |
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| 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 |
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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, 3</p> | Formative | | | Summative |
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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 3: 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 |
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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: Implement a new master schedule to allow teachers to collaborate daily through Collaborative Team Meetings (CTM). Teachers will follow the PLC model by creating team norms/agendas and guiding their meeting time by utilizing the four guiding questions.</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> <p>Problem Statements: Demographics 2</p> | Formative | | | Summative |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>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.</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 1, 2 - School Processes & Programs 1, 2, 3</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide opportunities for teachers to complete peer observations to learn various strategies from each other.</p> <p>Strategy's Expected Result/Impact: Teacher growth in various areas</p> <p>Staff Responsible for Monitoring: Campus administration</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| 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> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| <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 4 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> |

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.

School Processes & Programs

Problem Statement 1: Communication to teachers 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: Inconsistency with disciplinary issues. **Root Cause:** Lack of campus training on behavior flow chart and what steps to follow. Ex: minor/major behaviors and what constitutes a office visit

Problem Statement 3: 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 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 |
| | Oct | Dec | Feb | Apr |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Family Engagement nights throughout the year such as: Art Show, Field Day, Fall Festival, etc.</p> <p>Strategy's Expected Result/Impact: Increase family and community engagement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| <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 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: Partner with community members to provide attendance incentives for students. Strategy's Expected Result/Impact: Increased community involvement and student attendance Staff Responsible for Monitoring: Campus admin/leaders</p> <p>Problem Statements: Perceptions 2, 3</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Build positive relationships with businesses and community members by partnering to provide rewards, treats, and recognitions for our staff members. Strategy's Expected Result/Impact: Positive relationships with community sponsors/stakeholders. Increased staff satisfaction and campus culture Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Demographics 4 - Perceptions 1, 3</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 4: Parents had limited opportunities to be involved in campus activities/events throughout the year. Root Cause: Due to the high student population (700+), coordinating events for the school and opening up to families made it difficult due to space and safety.</p> |
| 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 2: Due to the influx of new families throughout the year, many 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> |





Perceptions

Problem Statement 3: 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 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: Ensure the campus budget is maximized to address student and staff needs while following all policies/ guidelines.</p> <p>Strategy's Expected Result/Impact: effectively used campus funds</p> <p>Staff Responsible for Monitoring: campus administration and secretary</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> | | | | |

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 |
| | 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> | | | | |

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 | | | |
|--|-----------|-----|-----|-----------|
| <p>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</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Campus Funding Summary

| SCE | | | | | |
|------------------|-----------|----------|----------------------|--------------|-------------------|
| Priority | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Scholastic Storytime | | \$1,717.10 |
| Sub-Total | | | | | \$1,717.10 |