

Waxahachie Independent School District
Waxahachie Global High
2023-2024 Improvement Plan

Mission Statement

Waxahachie Global High will develop the talents of students and foster a desire to pursue higher education by immersing them in a smaller unconventional learning community that maximizes their talents through the integration of academics with technology in a hands-on, real world environment.

Vision

The vision of Waxahachie Global High is to educate a diverse student population, many of who are first generation college students, and provide these students with the opportunity and skills required to become a successful college student. The students at the school are exposed to a more rigorous and relevant curriculum which is geared towards the higher standards of a college curriculum. The school uses project-based learning techniques to have the students use higher-ordered thinking skills and problem-solving strategies. These skills and strategies allow the students to become adaptable in an ever changing global community and become better equipped at obtaining careers that are not in existence today. The exemplar program allows the faculty and staff to aid these students in fulfilling their dreams and career goals.

Core Beliefs

Waxahachie Global High is designed to attract first generation college students, minorities, females and students wishing to pursue a career in a STEM field and provide them with a free post-secondary education for the first two years. Ideally, these students would graduate with the Associates Degree before transferring to a four year university. The orientation curriculum proposed by Waxahachie Global High School would help get the students college-ready by exposing them to the rigors of various college-level expectations.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Priorities 10
 - Priority 1: Student Growth 11
 - Priority 2: Honor and Support Staff 14
 - Priority 3: Community and Stakeholder Relationships 19
 - Priority 4: Financial Integrity 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Waxahachie Global High School is our district's Early College High School campus. We are a small campus with a little over four-hundred students. Ranking as a Three A school, we are a school of choice. Students must apply to attend Global. No student is assigned to Global through a feeder school. The campus is open to any student in Waxahachie eligible to attend high school. Global and Schools like Global are tasked with offering under-represented populations the opportunity to earn college credits, but we accept anyone with dedication and willingness to work hard to achieve their goals.

Students on our campus can earn their College Associates Degree as they complete their high school courses. In many years, we will average 90-95% of our students earning their Associate's Degree two weeks before graduating high school. Along with the Associate's Degree, our students can earn several trade and industry certifications within the three endorsement areas (Business and Industry, Public Services Endorsement, and STEM) offered at Global. Within the Endorsements, students make take classes in 3D Animation and Video Game Design, E-Sports, Education and Teaching, Health Science, Cybersecurity, and Engineering. While each field we offer represents a strong and growing occupation, Health Science is our largest area of study, with a little more than half of our student body.

Our Dual Credit classes are actual College classes taught by instructors certified thru the college for which they teach. Most of the instructors are embedded staff on the Global Campus. We also use a few adjunct professors supplied to us from the colleges. When a student passes the college class, they are awarded credit for the corresponding high school class. Global partners with two colleges, U.T. Tyler in Tyler, Texas, and Navarro College Waxahachie Campus. Our science and Math courses are through U.T. Tyler, and all of the other courses are from Navarro College. Our student Associates Degrees are confirmed through Navarro College. We are the only "A" rated campus by the Texas Education Agency in Ellis County.

Demographics Strengths

Global High School is a diverse campus with similar demographics to the rest of our district.

WISD Demographics

47% White

33.8% Hispanic

14% Black

4.8% Other

Global High School Demographics

42% White

41% Hispanic

9% Black

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Global High School needs to increase our economically disadvantaged students by 10% to mirror the district economically disadvantaged

percentage of 47%. **Root Cause:** In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.

Problem Statement 2 (Prioritized): Global enrollment is lower than the expectations of an early college high school blueprint recommended enrollment number. **Root Cause:** The recruitment plan for Global was not a priority in past leadership, and enrollment numbers have been on a decline.

Student Learning

Student Learning Summary

Global High School is the only "A" Rated High School in Ellis County by Texas Education Agency. We enjoy an almost 100% Graduation Rate, graduating our students CCMR (College, Career, Military Ready) through several different avenues. We measure our student's growth through MAP Testing, Pre AP Checkpoints, and STARR, End of Course exam scores.

Overall Rating



94 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

Academic Year

[2021-22](#)

[2020-21](#)

[2019-20](#)

[2018-19](#)

[2017-18](#)

* Given the impact of COVID-19, a

Student Learning Strengths

Global High School is a School of Choice. No student in Waxahachie is assigned to our campus. Students have to apply and be excepted to attend. We do not discriminate based on race, religion, test scores, or economic eligibility. Global High School tries to accept every student wishing to be dedicated and work hard to achieve their education. Students on our campus must be willing to put in a lot of effort toward being Global students if they want to succeed. Our students can earn their college Associate's Degree while completing high school, which means taking several college classes every semester, even as a Freshman. This can be a daunting task. Many if not most of our Junior and Senior students have twelve to fifteen college hours per semester on top of the required high school courses.

Our student learning strengths have to be dedicated students. With Global being a school of choice, the students commit to attending. Global also has an excellent teaching staff willing to help in any way to support our students. We have also been fortunate that the district has supported Global by allowing us to have our college staff embedded within our regular high school teachers. This allows our students to have much more individual support and tutoring than they would be able to get in a traditional college setting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our overall School Report Card has slipped from our 2017-18 high of 98 to our 2021-22 rate of 94 and still waiting on scores for the 2022-23 school year.

Root Cause: Our small population of just over 400 students means that every student counts. Just one or two students can change the rating by several points.

Problem Statement 2: There is also the need for another counselor to help with academic counseling and tracking. **Root Cause:** We have to use our Community Service instructor to help track students, which works well for seniors but doesn't help underclassmen. Having only one counselor to do all of the things for high school and then also for two different colleges doesn't allow her enough time to efficiently track our four hundred students. The situation is more like having one counselor for twelve hundred students.

Problem Statement 3 (Prioritized): Our students who mastered the Algebra I and Biology end-of-course exams are lower than the previous school (2021-22). **Root Cause:** We have necessarily used advisory time as a purposeful tutoring and intervention time for students that we know could use the additional help.

School Processes & Programs

School Processes & Programs Summary

Global High School utilizes the Texas Resources system scope and sequence and the College Boards Pre-Advanced Placement materials for our standard curriculum. Our College classes are taught like a college class using the college curriculum by college-certified instructors. Global has tutorial time embedded in each school day where students can visit any teacher on campus for extended learning. We partner with two different colleges, Navarro College with a Waxahachie campus and the University of Texas at Tyler. Both college campuses offer twenty-four-hour tutorial help online. We have also planned periods within the day to support our HB4545 students, matching them with subject teachers in subjects that they may not have been successful on the STARR test that they took either here or at Junior High.

School Processes & Programs Strengths

Global High School has worked hard to provide the ability for students to earn their Associate's Degree by working with the colleges to provide curriculum and instruction to meet college standards. We have also worked with the district's Career and Technical Education Director to provide CTE tracks that are in demand post-high school.

We use a variety of testing to evaluate our student's growth and track their progress. We give the MAP test three times a year. We have an Interim test we give to measure our student's growth toward the End of Course Exams, as well as the End of Course Exams at the end of the year. On the college side, we use the SLOs, Student Learning Objectives, that the students take during each semester. Although it may seem like a lot of testing, it is embedded within the class time.

Education is not the only thing on the mind of our students. Many of our students have stressors they bring to school with them. We are fortunate this year to have a crisis counselor who comes to meet with several students every Friday. This has been a tremendous help for a dozen or so students.

Another thing we are looking forward to this year is our guest college counselor we expect to have by the second semester. This person will come one day a week to work with our students, planning their courses more for after they leave us, but should help get our students into a four-year college after graduation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many students are confused about how to get into a four-year school. **Root Cause:** Our students are used to working with the schools we partner with, but many of the students are first-generation college students.

Problem Statement 2: Many of our students are suffering from the stress of family life and the workload demanded by having a full-time college schedule of classes. **Root Cause:** Our students have to take the responsibility of college up to four years before most high school students. This requires a level of maturity and discipline not accustomed to their age.

Problem Statement 3 (Prioritized): Students struggle outside of school hours and need tutoring after school hours. **Root Cause:** There is not specific after-school tutoring times at Global.

Perceptions

Perceptions Summary

Global High School is a freindly campus. Our students are very accepting of each other. We strice to have a welcoming culture. Our students are greeted in the morning by one of the principals, the office personel, a teacher or our security guard. We open the doors to the cafeteria at 7 AM to allow parents to drop off students and allow them to get to work. We also have transfer bus tht runs between WHS and Global for studnts who ride a schhol bus. We have a more limmited number of students so that our class sizes are much more managble than at teh comprehensive high school on down 287.

We are the only "A" rated high school campus in Ellis county, and sometimes parents and students think that if the student attends Global they will naturally be succesful. Coming to global requires a lot of dedication and work by the students. We also try to have fun and support teh students socialy. We have four major dances through out the year not counting Prom. We also have verious dress up days, and activities for teh students to participate in such as our Talent Show, Spring Kick-off,, Lipsync battle, and others.

Perceptions Strengths

Global High School teachers contact our students when ever a student misses a day of school, informing the parents of what thier student missed and how long they have to turn the work in. we are working to have the highest Attendace rate in years. COVID changed our attendnace rate and had us dropping into the mid 90% range. We are currently running about 97% and we are hoping to increas that to 98% before the end of the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need more parent involvement is student activities. We don't have anyone planning our junior and senior activities for the end of the year. **Root Cause:** Our PTO dissolved last year after struggling the two years prior. Parents seem to be to involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.

Problem Statement 2: Parents don't understand how or that they can access their student's college work online. This would help them track their student's progress or lack of progress in college classes. **Root Cause:** Parents often don't take advantage of the information they are given at the beginning of school. It may be overwhelming with all of the other information they get at the beginning of the school year.

Priority Problem Statements

Problem Statement 1: Our students who mastered the Algebra I and Biology end-of-course exams are lower than the previous school (2021-22).

Root Cause 1: We have necessarily used advisory time as a purposeful tutoring and intervention time for students that we know could use the additional help.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students struggle outside of school hours and need tutoring after school hours.

Root Cause 2: There is not specific after-school tutoring times at Global.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We need more parent involvement in student activities. We don't have anyone planning our junior and senior activities for the end of the year.

Root Cause 3: Our PTO dissolved last year after struggling the two years prior. Parents seem to be too involved with making a living with our economy, and are not willing to devote the extra time needed to make a PTO work.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Global High School needs to increase our economically disadvantaged students by 10% to mirror the district economically disadvantaged percentage of 47%.

Root Cause 4: In years past, Global recruited students and did not specifically target the at-risk and economically disadvantaged students from the junior high schools.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Global enrollment is lower than the expectations of an early college high school blueprint recommended enrollment number.

Root Cause 5: The recruitment plan for Global was not a priority in past leadership, and enrollment numbers have been on a decline.

Problem Statement 5 Areas: Demographics





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: The students will take advantage of the tutoring available every school day to talk with teachers about any subject they are struggling with. Advisory tutoring is mandatory for students failing a class during the three weeks. Global will also provide after-school tutoring for Math and English students who need help with homework and assignments.</p> <p>Strategy's Expected Result/Impact: Students will understand class work and meet expectations.</p> <p>Staff Responsible for Monitoring: Principals, teachers, and students</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The students will take advantage of the online tutoring offered by both of our college partners.</p> <p>Strategy's Expected Result/Impact: Our DC students can use either online tutoring programs for any course they may be taking. It does not matter that the course may be from the other campus. The tutoring is good for any core course. Our students will be able to get tutoring when they need it in real time.</p> <p>Staff Responsible for Monitoring: Staff embedded Dual Credit instructors, and students.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Students along with teachers will monitor student growth after taking each district's common assessment and MAP assessment throughout the year.</p> <p>Strategy's Expected Result/Impact: Using MAP, Interim testing, and in some cases TSI scores to see areas where growth is required. Students will be able to see and appreciate how they are progressing over the year.</p> <p>Staff Responsible for Monitoring: Students, teachers, staff, principals.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance will be monitored and parents will be notified.</p> <p>Strategy's Expected Result/Impact: Students learn better when in class and our district will benefit from Global having a high daily average attendance rate.</p> <p>Staff Responsible for Monitoring: Parents, Teachers, students, Staff, Principals.</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Students struggle outside of school hours and need tutoring after school hours. Root Cause: There is not specific after-school tutoring times at Global.</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			
<p>Strategy 1: Students are required to attend an orientation the first week of school separated by each grade level held by the principal and assistant principal of the expectations at Global High School.</p> <p>Strategy's Expected Result/Impact: The students can hear and know the general code of conduct, the expectations, and the way of life of a Global student.</p> <p>Staff Responsible for Monitoring: Campus staff.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus culture and expectations are gone over at the interview done for every new and or potential student coming to Global High School. No student is assigned to Global. All students have to fill out an application and then attend an interview prior to attending.</p> <p>Strategy's Expected Result/Impact: Students know the expectations even before attending class. These interviews often happen months before the student attends their first class. Students who feel they can not meet our requirements will choose not to attend.</p> <p>Staff Responsible for Monitoring: Principal, AP, and the Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students are tasked with the responsibility of maintaining campus discipline.</p> <p>Strategy's Expected Result/Impact: Students are expected to maintain the school that they want. They are told this is your school, you need to demand the type of school you want from your friends and peers.</p> <p>Staff Responsible for Monitoring: Students</p>	Formative			Summative
	Nov	Jan	Mar	June
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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: Have every graduating senior pass the TSIA 2 before graduation. Strategy's Expected Result/Impact: Any student who passes the TSIA 2 is considered to be College, Carrier, or Military Ready. Staff Responsible for Monitoring: Principal, counselor, AP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Every graduating student will have earned at least nine college hours. Strategy's Expected Result/Impact: Students who earn nine college hours are considered by TEA to be college ready. This can be done even if a student does not pass the TSIA2 because ECHS campuses have a waiver to offer these classes before the students pass the exam. Staff Responsible for Monitoring: Counselor, AP, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Our students will be offered CTE classes where they can earn Industry Certificates. Strategy's Expected Result/Impact: The certificates the students earn will qualify to show they are CCM-ready. Staff Responsible for Monitoring: Counselors, Teachers, CTE director, principal, and AP</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: Provide breakfast for the teachers and staff every Friday morning. Strategy's Expected Result/Impact: This will add a reason to look forward to Friday, to build comradery between staff members. Staff Responsible for Monitoring: Principal and Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize different staff members at the faculty meetings for good things they have done to contribute to our students learning or activities. Strategy's Expected Result/Impact: Teachers and staff will know that we are paying attention and we care about their contributions. Staff Responsible for Monitoring: Principal, AP, counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Send thank you notes to teachers who participate in outside activities like dances, or UIL, Robotics, and TSA. Strategy's Expected Result/Impact: To show the teachers are appreciated and noticed. Staff Responsible for Monitoring: Principal, AP, counselor, secretary.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Give gift cards to the custodians three times a year. 1- End of the summer for getting the campus ready for the students to return. 2- Christmas for their hard work done during the first semester, and then 3- end of the year for the work done the second semester. Strategy's Expected Result/Impact: Custodians will realize we appreciate all they do for us daily. Staff Responsible for Monitoring: Campus staff, other than custodians or lunch crew.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Give gift cards to the food services team twice a year. Once at Christmas or just before and once at the end of the year. Strategy's Expected Result/Impact: To let them know they are appreciated.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal



No Progress



Accomplished



Continue/Modify







Discontinue

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			
<p>Strategy 1: Support UIL, TSA, One Act Play, Robotics, etc by supplying funds needed to make the programs our teachers are interested in a viable endeavor.</p> <p>Strategy's Expected Result/Impact: Teachers know they are supported and not just assigned an activity.</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Make provisions to be sure classroom materials and supplies are available on time. Examples might be DC books, Computer programs, and supplies specific to a particular class.</p> <p>Strategy's Expected Result/Impact: Teachers will know they are supported and can offer their students quality education without having to spend their own funds.</p> <p>Staff Responsible for Monitoring: Principal, CTE Director, AP, Secretary, Counselor</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 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: Provide time in the schedule for PLC's, and make sure the schedule allows for the teachers to meet together. Strategy's Expected Result/Impact: Teachers will be able to utilize each other for the better instruction of our students. Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be given time off to attend district training and PLC time. Strategy's Expected Result/Impact: Teachers can learn from each other and learn new ways to support our students. Staff Responsible for Monitoring: Curriculum Department, Principal, AP, Counselor, Department Heads.</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 4: Invest in staff growth through professional learning/specialized training.





Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
Strategy 1: Allow teachers to attend prescribed training to benefit both the teacher and the students. Strategy's Expected Result/Impact: Teacher growth. Staff Responsible for Monitoring: Curriculum, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Short PD during staff meetings to address areas of concern. Strategy's Expected Result/Impact: Timely interventions in campus and classroom concerns. Staff Responsible for Monitoring: Principal, AP	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 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			
Strategy 1: Review data to address concerns. Strategy's Expected Result/Impact: Improve the public view of the campus. Staff Responsible for Monitoring: Principal and staff.	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 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: Review data to find ways to invite parents and other stakeholders to be more involved with the campus.</p> <p>Strategy's Expected Result/Impact: Parents and community members will be more involved and support the campus and its programs.</p> <p>Staff Responsible for Monitoring: Principal and 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 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: Involve CEIC Committee in the process of determining the use of funds. Strategy's Expected Result/Impact: Financial Stewardship Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet with Department Heads to be sure all the needs for each department are covered. Strategy's Expected Result/Impact: Financial Stewardship Staff Responsible for Monitoring: Campus Administrators	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: Review student needs and constraints to ensure students have the staff required to teach the subjects within our campus and CTE Tracks.</p> <p>Strategy's Expected Result/Impact: Students will have the number and certified instructors needed for their field of study.</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor</p>	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 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Distribute and spend campus funds with fidelity. Strategy's Expected Result/Impact: Appropriate use of funds. Staff Responsible for Monitoring: Principal 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>				