

# **Mt Peak Elementary**

**Campus Improvement Plan  
2023-2024**



**Board Approval Date: November 13, 2023**

**The Mission of Midlothian ISD is to:**  
educate students by empowering them to maximize their potential.

**Vision:**  
The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

### **District Cultural Tenets**

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family.**
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships.**
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose.**
- When our parents and community are behind us, **we are Midlothian Strong.**

## **Midlothian Balanced Scorecard Priorities**

Priority 1: Student Success

Priority 2: Capacity Building and Effective Leadership

Priority 3: Culture, Climate, and Safety

Priority 4: District Operations and Financial Stewardship

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**Midlothian Balanced Scorecard Priorities**

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**APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023**

## Comprehensive Needs Assessment Summary

### Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

# Comprehensive Needs Assessment

## Demographics

The Demographics of Mt Peak Elementary School are:

### Student Data:

#### Grade Level Breakdown:

- 10 Early Elementary Students
- 18 PreK Students
- 74 Kindergarten Students
- 85 1st Grade Students
- 91 2nd Grade Students
- 104 3rd Grade Students
- 107 4th Grade Students
- 110 5th Grade Students

#### Ethnicity: (percents and number of students)

Example: 32% Hispanic (476 students)

- 0% American Indian or Alaskan Native: (2 students)
- 0% Asian: (1 student)
- 14% Black or African American: (82 students)
- 63% White: (380 students)
- 19% Hispanic/Latino: (112 students)
- 4% 2 or More Races: (23)

#### Gender: (percents and number of students)

- 51% Female: (308 students)
- 49% Male: (291 students)

#### Special Populations: (percents and number of students)

- 2% Gifted and Talented: (12 students)
- 2% Emergent Bilingual: (12 students)
- 30% Economically Disadvantaged: (178 students)

- 19% Special Education: (114 students)
- 9% At Risk: (51 students)
- 6% 504 Services: (40 students)

**2022-2023 Student Attendance Rate:**

- 21-22: 94.4% Attendance Rate
- 22-23: 95.5% Attendance Rate

**Teacher Demographics:**

**Teacher Ethnicity:** (percents and number of teachers)

- White: 90% (34 teachers)
- Hispanic: 3% (1 teacher)
- Black or African American: 3% (1 teacher)

**Teacher by Gender:** (percents and number of teachers)

- Female: 95% (37 teachers)
- Male: 5% (2 teachers)

**Teachers by Years of Experience:**

- Beginning Teachers: 0
- 1-5 Years: 6
- 6-10 Years: 11
- 11-20 Years: 16
- 21-30 Years: 6
- Over 30 Years: 0

**Student Discipline Data from 2022-2023**

Discipline Action	Total Count
<i>In School Suspension (ISS)</i>	<i>61 Full Day, 62 half day</i>
<i>Out of School Suspension (OSS)</i>	<i>0</i>
<i>DAEP</i>	<i>0</i>

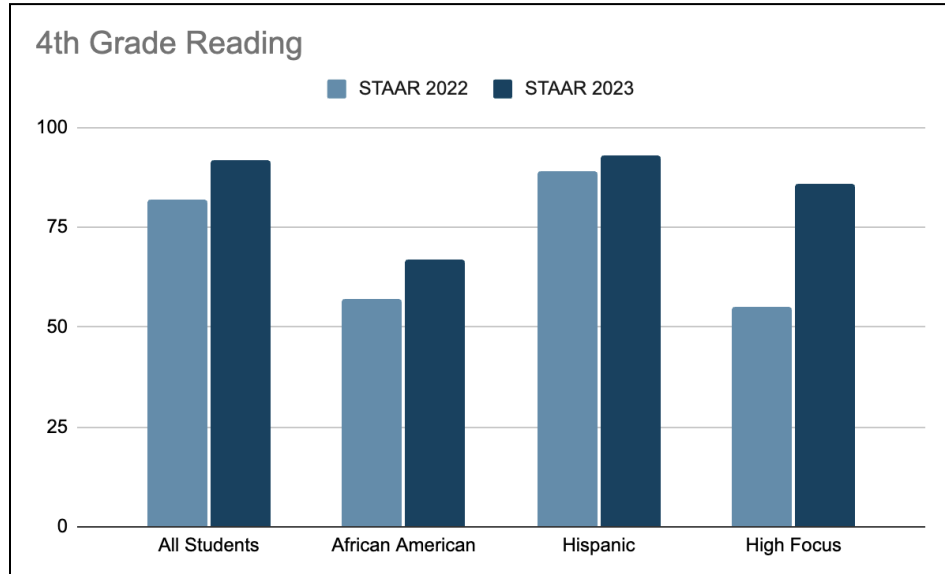
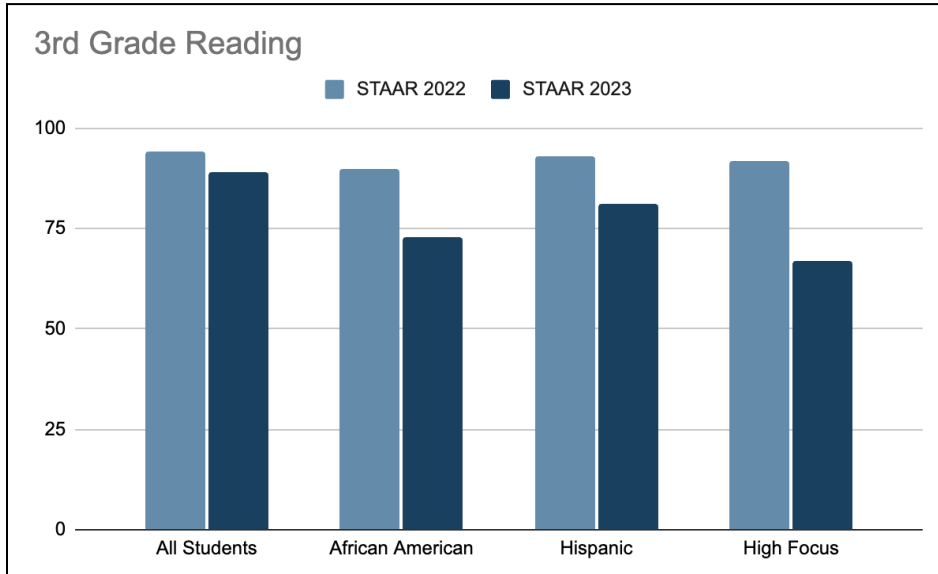
**Demographics Strength**

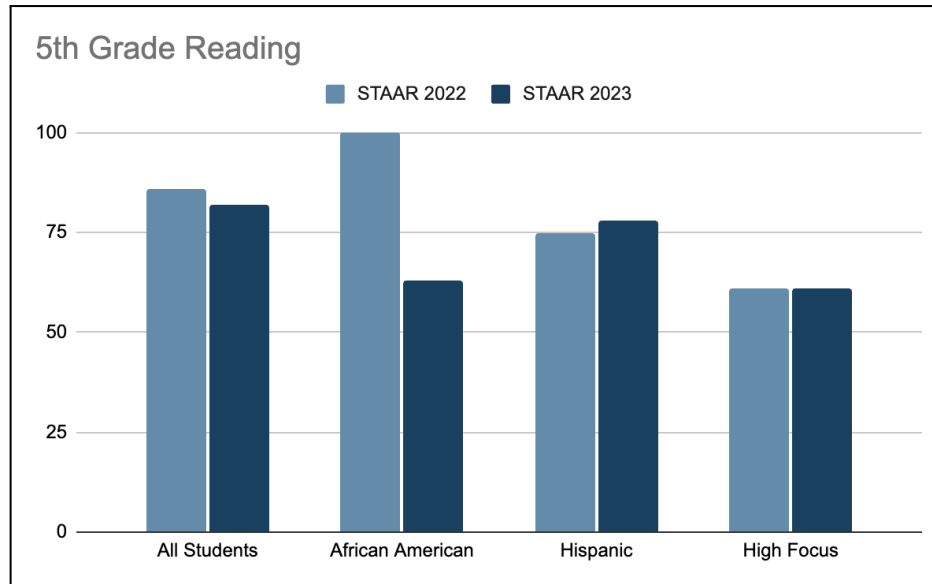
### STAAR Exam Data: (Chart) - Approaches or Above % of students

ELAR: (Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)

#### Reading Strengths:

- 4th Grade increased in all four TEA-designated focus areas.
- 5th Grade Hispanic Scores Increased
- 





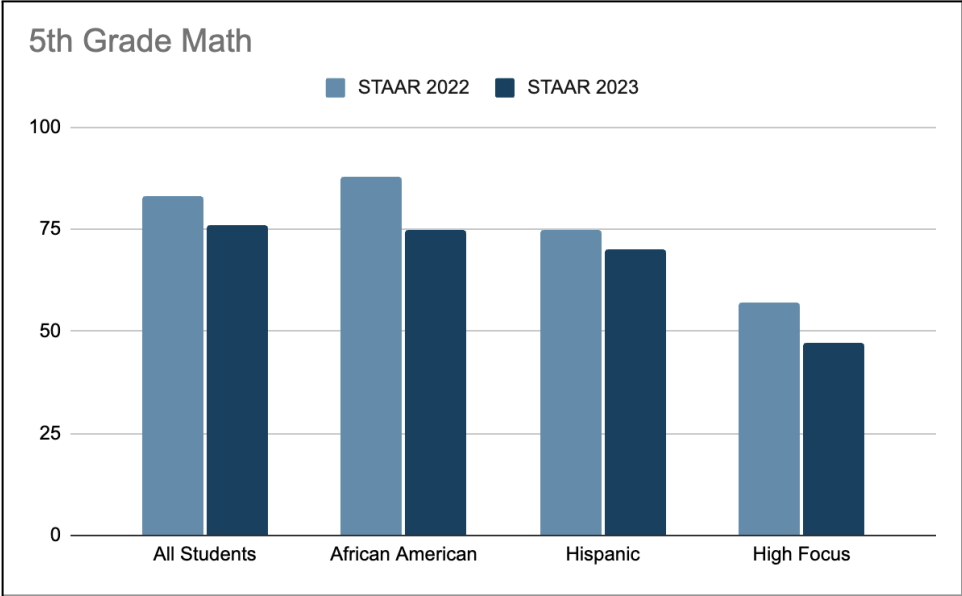
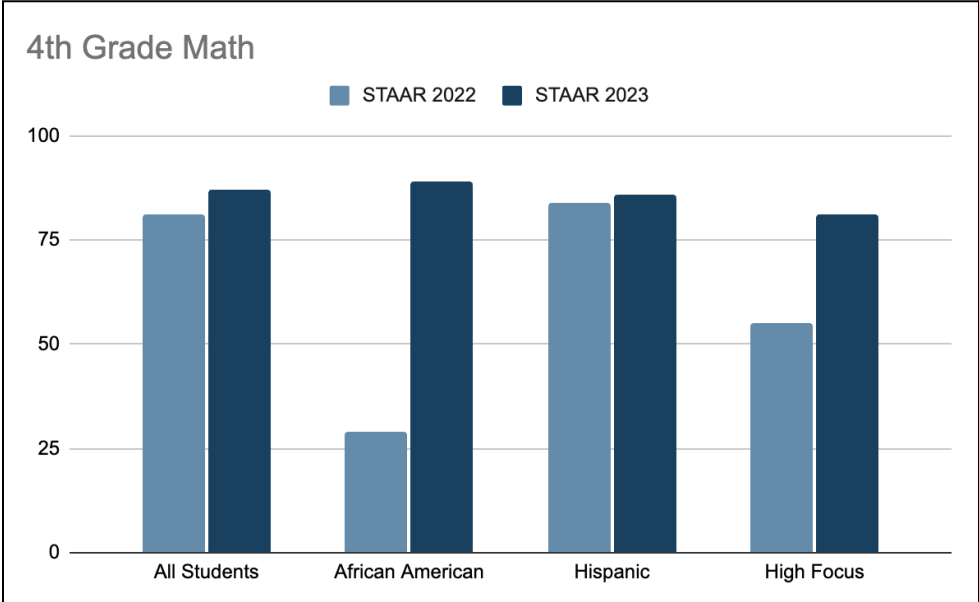
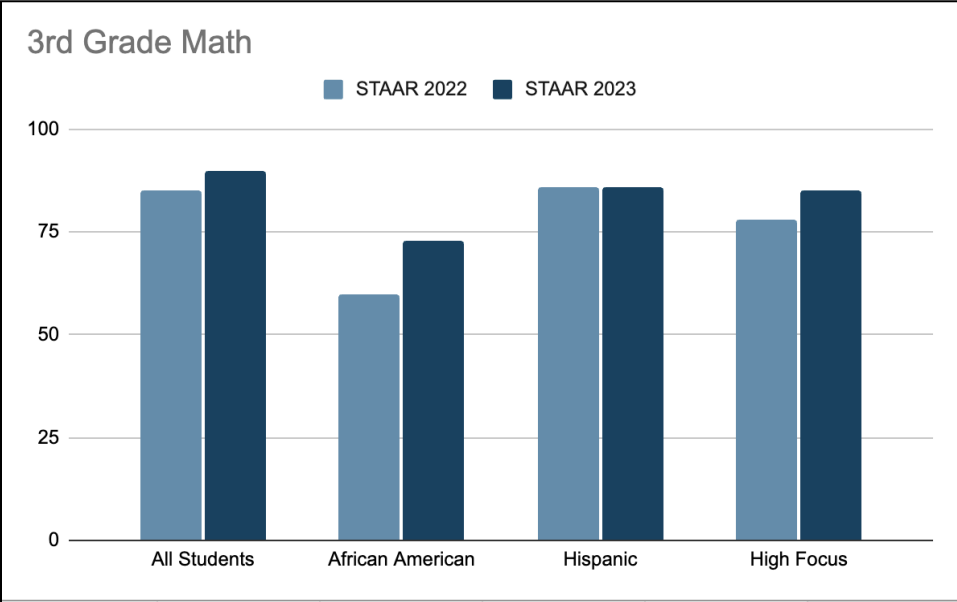
**Math:** (Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)

**Math Strengths:**

- 3rd and 4th Grade Math scores increased for All Students
- 3rd and 4th Grade African American population increased significantly
- 4th Grade High Focus group showed considerable improvement



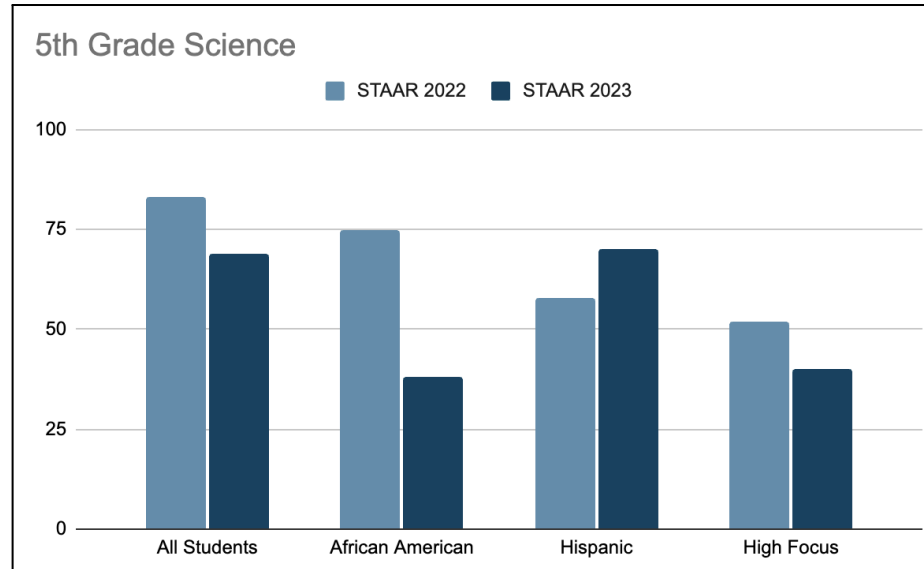
**Math Strengths:**



**Science:**(Growth listed by sub-pops of 4 focus groups, TEA designated High Focus group is average of Eco Dis, Emergent Bilingual, High Mobil, and Special Education)

**Science Strengths:**

- **2022 Academic Achievement in Science**
- **Hispanic population increased in 2023**



## **Student Achievement**

### **Math**

	<b>Assessment</b>	<b>Overall Did Not Meet or (Red for mClass Assessment)</b>	<b>Overall Approaching (or Higher) or (Yellow for mClass Assessment)</b>	<b>Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)</b>	<b>Overall Masters (n/a for Math mClass Assessment)</b>
<b>PK</b>	BOY Circle Math				
	EOY Circle Math	31%	n/a	69%	
<b>Kinder</b>	mClass Assessment Math BOY	18%	60%	22%	
	mClass Assessment Math EOY	10%	45%	45%	
<b>1st Grade</b>	mClass Assessment Math BOY	11%	58%	31%	
	mClass Assessment Math EOY	15%	41%	44%	
<b>2nd Grade</b>	Math MAP BOY	35%	65%	21%	4%
	Math MAP EOY	29%	71%	30%	7%
<b>3rd Grade</b>	Math MAP BOY	23%	77%	23%	10%
	Math MAP EOY	21%	79%	37%	11%
	STAAR 2022	14%	86%	54%	28%
	STAAR 2023	11%	89%	55%	23%
<b>4th Grade</b>	Math MAP BOY	18%	82%	51%	27%
	Math MAP EOY	17%	83%	48%	16%
	STAAR 2022	20%	80%	61%	36%
	STAAR 2023	13%	87%	68%	32%
<b>5th Grade</b>	Math MAP BOY	17%	83%	60%	s
	Math MAP EOY	22%	78%	41%	13%
	STAAR 2022	17%	83%	50%	21%
	STAAR 2023	24%	76%	51%	16%

**Reading**

	<b>Assessment</b>	<b>Overall Did Not Meet or (Red for mClass Assessment)</b>	<b>Overall Approaching (or Higher) or (Yellow for mClass Assessment)</b>	<b>Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)</b>	<b>Overall Masters (n/a for Reading mClass Assessment)</b>
<b>PK</b>	BOY Circle Reading	49%		51%	
	EOY Circle Reading	16%		84%	
<b>Kinder</b>	mClass Assessment Reading BOY	33%	15%	9%	43%
	mClass Assessment Reading EOY	11%	9%	43%	37%
<b>1st Grade</b>	mClass Assessment Reading BOY	20%	19%	35%	26%
	mClass Assessment Reading EOY	8%	9%	41%	42%
<b>2nd Grade</b>	Reading MAP BOY	32%	68%	26%	8%
	Reading MAP EOY	22%	78%	45%	18%
<b>3rd Grade</b>	Reading MAP BOY	27%	73%	41%	14%
	Reading MAP EOY	18%	82%	40%	23%
	STAAR 2022	6%	94%	68%	42%
	STAAR 2023	15%	85%	54%	19%
<b>4th Grade</b>	Reading MAP BOY	14%	86%	51%	25%
	Reading MAP EOY	12%	88%	55%	31%
	STAAR 2022	19%	81%	62%	35%
	STAAR 2023	8%	92%	65%	40%
<b>5th Grade</b>	Reading MAP BOY	22%	78%	54%	30%
	Reading MAP EOY	24%	76%	55%	28%
	STAAR 2022	15%	85%	70%	48%
	STAAR 2023	17%	83%	61%	35%

## Writing Extended Constructed Responses

3rd Grade	ECR Average Scores (out of 10 points total)		4th Grade	ECR Average Scores (out of 10 points total)		5th Grade	ECR Average Scores (out of 10 points total)
State	2.52		State	2.7		State	3.92
ESC	2.69		ESC	2.88		ESC	4.13
District	2.76		District	3.45		District	4.33
Mt Peak	3.06		Mt Peak	3.68		Mt Peak	3.68

## 5th Grade Science

	Assessment	Overall Did Not Meet or (Red for mClass Assessment)	Overall Approaching (or Higher) or (Yellow for mClass Assessment)	Overall Meeting (or Higher) (or Green-BMK for mClass Assessment)	Overall Masters (n/a for Reading mClass Assessment)
5th Grade	Science MAP BOY	23%	77%	37%	11%
	Science MAP EOY	18%	82%	46%	22%
	STAAR 2022	17%	83%	50%	23%
	STAAR 2023	31%	69%	40%	20%

## Perceptions

### **Mission Statement -**

*The Mt Peak Family will make a positive difference in the lives we touch by putting children first and challenging everyone to reach their full potential.*

### **Student Mission Statement -**

*I will be respectful, responsible, kind, and save.*

### **Vision -**

*Students will reach their full potential.*

### **Motto -**

*If it is to be it is up to me to stand up and be the difference!*

### **Staff retention info -**

*95% Staff Retention (3 teachers retired, 2 Teachers left the profession)*

### *Info from our Capturing Kids' Hearts Survey*

#### Campus Summary: 2022-2023 End of Year Survey

CKH Overall Implementation 4.3	CKH Leader Implementation 4.8	CKH Teacher Implementation 4.2	Teacher/Staff Culture/Climate 4.7	Student 3.9	Family 4.4
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

#### Campus Summary: 2022-2023 CKH Premium Survey

CKH Overall Implementation 3.7	CKH Leader Implementation 4.4	CKH Teacher Implementation 3.6	Teacher/Staff Culture/Climate 4.6	Student 4	Family 4.1
NSS Baseline 4.1	NSS Baseline 4	NSS Baseline 4.1	NSS Baseline 4.5	NSS Baseline 4	NSS Baseline 4

**Processes & Programs**

<b>School Processes &amp; Programs</b>	
Summary	
<b>Curriculum, Instruction, and Assessment Programs:</b>	Zearn, Progress Learning, iReady, StemScopes Science and Math, Wonders, Hand2Mind, Social Studies Weekly, Learning A to Z, Pre-K On My Way, Handwriting Without Tears, Daily Math Fluency, Haggerty, ESGI, Acadiance, Number Corner, Guided Math, Flyleaf Decodable Readers
<b>Tests:</b>	ECIRCLE (PK) mClass Assessment, MAP, STAAR, Amira
<b>District Resources:</b>	TRS, DIGS, Wonders, Hand2Mind, StemScopes, Social Studies Weekly
<b>Program Support Services (Extracurricular Activities, After School programs etc.)</b>	Math Pentathlon, All City Choir, Destination Imagination, News Crew, Safety Patrol, Student Council, Classroom Buddies
<b>School Processes &amp; Programs Strengths</b>	
<p>Regularly scheduled monthly Committee Meetings, District Planning Days (Pink Days), iCoach support, Mentor Teachers, Vertical Alignment Meetings, Daily scheduled intervention time (30 minutes), RTI program, Master Schedule that prioritizes uninterrupted instructional blocks, Capturing Kids Hearts, PALS, REACH Council, Challenge Lab, PTO Programs, and Calibration Walks.</p> <p>All things listed above factor into student achievement and success and an increase in the sense of belonging for all students and staff.</p>	

## Priority 1: Student Success

District Performance Objective 1.2		All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)		1.2.a Annually increase the percentage of students reading at or above grade level by grade 3				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
All teachers will collaborate in data meetings and PLCs on Pink weeks to analyze student data to develop targeted instruction plans for the needs of their learners.	iCoach, Administrative Staff, Curriculum Coordinators	STAAR Student Growth will increase from 65% to 70% by the 23-24 school year.	N			
Through Tier 1 Instruction, teachers will continue implementing the Science of Teaching Reading Practices to meet the individual needs of each learner in their classrooms with the use of district resources, small group instruction, intentionally targeted instruction, and student goal setting.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	<p>mClass Assessment Reading Expected Results:</p> <p>The percentage of Kindergarten students that score on level or above in mClass Assessment Reading BOY will increase from 42% to 70% EOY.</p> <p>The percentage of 1st-grade students that score on level or above in mClass Assessment Reading BOY will increase from 73% to 80% EOY.</p> <p>The percentage of 2nd-grade students that score on level or above in mClass Assessment Reading BOY will increase from 58% to 70% EOY.</p>	N			



District Performance Objective 1.2		All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)		1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Teachers will strategically organize students into performance groups, facilitating a systematic approach to monitor and evaluate student progress on a monthly basis.	Teachers, Administrative Staff	STAAR Student Growth will increase from 65% to 70% by the 23-24 school year.	N			
Teachers will engage in collaborative goal-setting with students, monitoring their progress and celebrating the achievement of their growth goals on the Map Assessment  Teachers will utilize Progress Learning between assessment to improve student performance	Teachers, Administrative Staff	MAP overall Growth scores will increase from 57% (22-23) to 65% by the end of 23-24	N			
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 24% from 2023 to 29%.  By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 19% from 2023 to 24%.	N			

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

## Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.1		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.1.b Support employees throughout onboarding and other employment transitions within MISD				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Teachers new to the district will be assigned a mentor teacher to support the transition to Midlothian ISD.	Campus Administrators, Mentor Teachers	Grow staff retention rate from 87% in the 21-22 school year to 95% in the 23-24 Staff retention for 22-23 School year was 95%.	N			
District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
Provide leadership opportunities through Process Champions, Team Leaders, Committee Team Leaders and presenting Professional Development		Grow leadership opportunities from 25% in 22-23 to 30% in 23-24.	S			

to build leadership efforts on campus, as well as recognizing teachers with exemplary profiles and high growth.						
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**Priority 3: Culture, Climate, and Safety**

<b>District Performance Objective 3.1</b>		<b>Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being</b>				
<b>Key Strategic Action(s)</b>		<b>3.1c Foster a culture of belonging among students and staff</b>				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
			<b>#1</b>	<b>#2</b>	<b>#3</b>	
<p>Teachers and Administrative staff will create opportunities that motivate and encourage students to get involved and show leadership skills.</p> <p>Through various activities and events, students are encouraged to maximize their potential.</p> <ul style="list-style-type: none"> <li>• Mt Peak News Crew</li> <li>• Student Council</li> <li>• Principal's Student Advisory Committee</li> <li>• Destination Imagination</li> <li>• All-City Choir</li> <li>• Math Pentathlon</li> <li>• Student Ambassadors</li> <li>• Launch Leaders</li> <li>• Stelter's Buddies</li> <li>• Safety Patrol</li> </ul>	<p>Teachers, Administration, Librarian</p>	<p>The student leadership opportunities process will result in an increase of 0.3 points on the End of the Year (EOY) Capturing Kids Hearts survey from the 22-23 score of 3.9 to the 23-24 target score of 4.2 on the Student category of the survey.</p>	<p><b>N</b></p>			

<p>Campus Non-Negotiables (Greeting at the Door, Good Things, Daily Launch, and Affirmations) will be implemented by all teachers every day in order to build relational capacity with students.</p>		<p>A drop in In School Suspension placements by 10%</p> <p>61 Half Day and 62 Full Day Placements for 22-23</p>	<p>N</p>			
<p>Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades K-5, depending on developmental appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).</p>	<p>Principal, Counselor</p>	<p>Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.</p>	<p>N</p>			

District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		3.2.a Provide opportunities for student engagement 3.2 c Provide opportunities for parent and community engagement				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			#1	#2	#3	
Teachers and staff will empower students to be effective leaders using the Capturing Kids Hearts Student Ambassador framework.	Teachers	Increase Student EOY survey average from 3.9 in 21-23 to 4.2 in 23-24 (4 NSS Baseline)	N			
Host monthly Student PepRallies to recognize students in each class representing the monthly Capturing Kids' Hearts trait, improved/great behavior, and all around great students. Parents are invited to attend to celebrate the students.	Teacher, Administration	By increasing the opportunities for positive parent involvement on campus we will see a .3 increase in the Capturing Kids' Hearts parent survey from 4.4 to 4.7 on the EOY Capturing Kids' Hearts survey.	N			
By providing multiple places for students to participate, the campus will improve the student sense of belonging and attendance.	Principals, campus Staff	The average daily student attendance will increase from 95.5% to 96% for the 23-24 school year.	S			

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## Priority 4: District Operations/Financial Stewardship

<b>District Performance Objective 4.1</b>		<i>Systematic Long-range Facility Management</i>				
<b>Key Strategic Action(s) 4.1.a</b>		<i>Establish a maintenance cycle for the current facilities</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks ( Zendesk, School Dude, Incident IQ).				
<b>Performance Objective 4.2</b>		<i>Effective and Efficient Cross Departmental Work Processes</i>				
<b>Key Strategic Action(s) 4.2.a</b>		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan				

<b>Key Strategic Action(s) 4.2.b</b>		<b><i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i></b>				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b> Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) <b>#1      #2      #3</b>			<b>Supported by State or Federal Funds</b>
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations				
<b>Key Strategic Action(s) 4.2.c</b>		<b><i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i></b>				
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Campus Performance Objective</b>	<b>Formative Reviews</b> Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) <b>#1      #2      #3</b>			<b>Supported by State or Federal Funds</b>
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.				



Performance Objective 4.3		Commitment to Financial Stewardship				
Key Strategic Action(s) 4.3a		Transparency of financial processes and decisions				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		Demonstrate financial stewardship to community				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3C		Build system capacity to ensure intentional financial solvency for maximization of district resources				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

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## Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Adam Henke	Principal
Administrator	Tiffany Peterman	Assistant Principal
Classroom Teacher	Sarah Lang	Teacher
Classroom Teacher	Rachel Clary	Teacher
Classroom Teacher	Karen Steele	Teacher
Classroom Teacher	Carie Williams	Teacher
Classroom Teacher	Devonne Ray	Teacher
Classroom Teacher	Braiden Foster	Teacher
Classroom Teacher	Michele Steinfeld	Teacher
Classroom Teacher	Sharee Cobb	Teacher
Classroom Teacher	Tessa Stinson	Teacher
Classroom Teacher	Yvonne Underwood	Teacher
Classroom Teacher	Alicia Farmer	Teacher
Parent	Emily Heitman	Parent
Parent	Anna Hammonds	Parent
Community Representative	Nella Faye Isom	Community Representative
Business Representative	Danny Gildea	Business Owner
Business Representative	Demarie Mendez	Business Owner
District Level Professional	Shelle Blaylock	District Administrator
Non-classroom Professional	Wendy Waldroup	Counselor