

Woodland Elementary

Campus Improvement Plan

School Year: 2015-2016



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Date of School Board Approval

# Mission Statement

## FUTURE FOCUS

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.


Graham ISD Curriculum, Instruction and Assessment  
Building conceptual understanding through activity-based instruction.

# Planning and Decision Making Committee



**WOODLAND ELEMENTARY**  
Campus Improvement Team (CIT) / Site-Based Decision Making (SBDM)  
Meeting – May 13, 2015, 3:45pm at Woodland Library

**Sign-In**

1. Stephanie Kirby
2. Kara Adair
3. Natalie Husen
4. ~~B~~ Mrs. P. P. P.
5. Dr. Nettie
6. Terry McCall
7. Sandra Paulin
8. 
- 9.
- 10.
- 11.



# Comprehensive Needs Assessment

An initial Comprehensive Needs Assessment was conducted with the Committee in late spring, 2015. Subsequent meetings were held throughout the year to continually review data and information.

| Participants in Attendance | Data Sources Examined  |
|----------------------------|--|
| Gary Browning              | <p>State Accountability Data including Systems Safeguards<br/>                     Federal Accountability Data for AYP<br/>                     State Assessment Data—disaggregated<br/>                     District PEIMS reports<br/>                     PBMAS reports<br/>                     Local, state, and federal budgets<br/>                     Campus discipline referral data<br/>                     Student and Teacher attendance data<br/>                     Benchmark testing data<br/>                     Referral percentages for students in Special Education<br/>                     Campus parent participation records<br/>                     Campus mentor participation records<br/>                     STAAR results<br/>                     Truancy data<br/>                     Homeless population analysis<br/>                     Teacher retention data<br/>                     Unit assessments<br/>                     Anecdotal data</p> |
| Stephanie Kirby            |  |
| Kara Adair                 |  |
| Natalie Husen              |  |
| Rosalinda Pyzdrowsky       |  |
| Colleen Netterville        |  |
| Terry McCutchen            |  |
| Sandra Paulin              |  |
| Misty Schafer              |  |
|                            |  |
|                            |  |
|                            |  |

## Comprehensive Needs Assessment: Summary of Findings

| Identified Areas of Strength and Concern  |  |
|---|--|
| Areas of Strength   | Data Source  |
| <b><i>Gifted and Talented Program</i></b>   | <b><i>Data, student reports,</i></b>   |
| <b><i>Parent Involvement</i></b>  | <b><i>Attendance at all activities</i></b>   |
| <b><i>After school activities/clubs</i></b>   | <b><i>Teacher and parent anecdotal data</i></b>  |
| <b><i>Engagement of students</i></b>  | <b><i>PB'sL, incidences of discipline, walk-through data</i></b>   |
| Areas of Concern  |  |
| <b><i>Math, reading, writing, and social studies results for all populations</i></b>      | <b><i>State Accountability (TAPR), PBMAS</i></b>   |
| <b><i>Bilingual / ESL student results – Reading, Science, Writing</i></b>                 | <b><i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i></b> |
| <b><i>Special Education students results – Reading, Math, Writing, Social Studies</i></b> | <b><i>PBMAS Report, State Accountability (TAPR)</i></b>  |
| <b><i>Daily attendance of students and teachers</i></b>                                   | <b><i>Budget, attendance reports, AESOP reports</i></b>  |
|   |  |

## Summary of Findings

The campus has been diligent to implement many new initiatives to encourage success on our campus. We worked diligently to have a positive and cohesive campus, without any negativity from the teachers, students or community. We have had the best year ever according to most all of the teachers, parents and students. Our teams are working as a unified campus all going in the same direction. The vision of the district has been integrated into all of the classrooms. Our students were all afforded the opportunity to participate in after school clubs, at no cost to the students. We had more students staying after school than every, we had a large number of students from our sub groups. They were involved in the school outside of the school day, which motivated them more.

Our data was reviewed each six weeks and instruction was modified accordingly. We did constant spiral review on every low SE and implemented new stations and centers for the students to continue their review while moving forward with the new TEKS.

Our scores are not where we would like for them to be. However, there has been small incremental improvement in most areas of core content. We would like to continue to see gradual improvement each year with all subgroups.

## Summary of Evaluation of Previous Year's Plan

### Woodland Elementary Summary of Progress on Goals for 2014-2015

This is a summary highlighting the progress made on goals for last year's campus improvement plan for Woodland Elementary.

#### Goal 1 - Academics

- Provided professional development that was comprehensive and consistent in the summer.
- Provided a dedicated intervention time during the school day.
- Walk-thrus with a review of data
- Data meetings each six weeks to review unit assessments and to improve instruction
- 10 Laptops in every classroom
- 6 classrooms with ipads



- new team names aligned to our College Bound theme
- Every teacher implemented at least one PBL

#### Goal 2 – Highly Qualified Teachers

- Improved campus culture through a myriad of activities. One resignation this year!
- Teacher awards at Hopper
- Monthly luncheons for all teachers and a one hour break to fellowship
- All teachers new to the district were assigned mentors
- Created a faculty handbook for clear expectations

#### Goal 3 – Violence prevention/intervention

- More teachers at all duty stations
- Engaged activities all day keep the students on task
- The leadership team led all programs
- Teacher and student led flashmobs

#### Goal 4 – Drop-out/At risk

- Happy Visits – parents are contacted and students get a prize when they are doing extremely well.
- Home visits to improve attendance
- Team attendance incentives
- After school clubs each month for all students to participate in at no cost

#### Goal 5 – Parental involvement

- Weekly calendar of activities posted on website and use of facebook.
- Use of website, facebook, school messenger, and notes home to communicate
- Family fun night – over two hundred parents attended and participated in activities that were being used in the classroom.

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$171,051.00

\*Goal 1, Obj. 8

Total FTEs funded through SCE at this District/Campus 5.89

The process we use to identify students at risk is:

The campus counselors identify at-risk students using the thirteen SCE criteria each fall and do a follow-up in the spring.

The process we use to exit students from the SCE program who no longer qualify is:

The campus counselors review annually the students identified at-risk and exit those students who meet the appropriate criteria.

## State Compensatory Education Program Program Evaluation/Needs Assessment Grades 3-8, EOC

| STAAR                | Math<br>% Met Standard |      | Reading/ELA<br>% Met Standard |      | Writing<br>% Met Standard |      | Science<br>% Met Standard |      | Social Studies<br>% Met Standard |      |
|----------------------|------------------------|------|-------------------------------|------|---------------------------|------|---------------------------|------|----------------------------------|------|
|                      | 2013                   | 2014 | 2013                          | 2014 | 2013                      | 2014 | 2013                      | 2014 | 2013                             | 2014 |
| Students At-Risk     | 50%                    | 47%  | 53%                           | 50%  | 48%                       | 42%  | 54%                       | 55%  | 39%                              | 21%  |
| Students Not At-Risk | 67%                    | 72%  | 73%                           | 72%  | 67%                       | 62%  | 68%                       | 77%  | 55%                              | 73%  |

|                      | Drop Out Data | Completion Data |
|----------------------|---------------|-----------------|
|                      | 2011          | 2012            |
| Students At-Risk     |               |                 |
| Students Not At-Risk |               |                 |

The comprehensive, intensive, accelerated instruction program at this district consists of during and after school tutorials for at-risk students, restructuring of the intervention program to provide a more formal, intensive intervention for students identified as at-risk, and a comprehensive and specific curriculum used in the intervention program to accelerate learning for at-risk students.

# State Compensatory Education

## State of Texas Student Eligibility Criteria for At-Risk Qualification:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

|                                      |
|--------------------------------------|
| <b>Program/Funding Source</b>        |
| <b>Federal Programs</b>              |
| <i>Title I, Part A</i>               |
| <i>Title II, Part A (TPTR)</i>       |
| <i>Title III, Part A (LEP)</i>       |
| <i>Carl Perkins</i>                  |
| <i>IDEA Funds</i>                    |
| <b>State Programs/Funding Source</b> |
| <i>Career/Technology Education</i>   |
| <i>State Compensatory Education</i>  |
| <i>Dyslexia</i>                      |
| <i>Gifted/Talented</i>               |
| <i>Special Education</i>             |
| <i>Bilingual/ESL Program</i>         |
| <b>Local Programs/Funding Source</b> |
| <i>Grants</i>                        |

**Goal 1:**

**All students will attain maximum student achievement through relevant and rigorous instructional programs.**

**Objective 1:**

By May 2016, all students and each student group will demonstrate mastery at or above the state average for each grade and subject on the state assessment as well as demonstrate progress as measured by an early reading inventory from the BOY to the EOY for students in K-2.

**Summative Evaluation:**

**To be added Spring 2016**

| Activity/Strategy   | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible  | Timeline                 | Resources                                     | Evidence of Implementation  |
|---|---------------------------------------|--|--------------------------|---|---|
| Continued implementation to ensure district curriculum is aligned with TEKS and state assessments | RS<br>SA                              | Director of Curriculum<br>Principals<br>Teachers<br>Curriculum Lead Teachers                     | January 2016             | Local Funds                                   | Walkthroughs<br>Unit Assessments<br>Campus Support Visits                 |
| Use CBAs/unit assessments to monitor student progress   | CNA<br>RS<br>TPA<br>SA<br>CI          | Director of Curriculum<br>Principals<br>Unit Assessment Coordinators<br>Curriculum Lead Teachers | January 2016             | Local Funds                                   | Unit Assessments<br>Eduphoria   |
| Use various forms of intervention to meet student needs   | RS<br>IHQ<br>SA<br>CI                 | Director of Curriculum<br>Technology Dir.<br>Principals<br>Interventionists                      | Ongoing and Mid-semester | Federal Funds<br>Local Funds                  | Progress reports from various programs                                    |
| Integrate support programs for special populations to ensure academic success                     | RS<br>IHQ<br>PTS<br>TPA<br>SA<br>CI   | Special Ed. Dir.<br>Diagnosticians<br>Principals<br>Counselors<br>Teachers                       | Every six weeks          | Special Education Funds<br>Compensatory Funds | ARD<br>SST Meetings<br>Progress and Grade Reports<br>Unit Assessment Data |

|   |                                    |  |  |   |  |
|---|------------------------------------|--|--|---|--|
| Conduct advisory meetings of various groups to ensure constant attention to academic success                                    | CAN<br>RS<br>PI<br>TPA             | Red team<br>Blue team<br>Faculty meetings<br>SBDM<br>Data meetings | Continual through the year                     | local                                       | Sign-in sheets<br>Participation minutes  |
| Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia | CNA<br>RS<br>IHQ<br>PD<br>SA<br>CI | Principal Teachers<br>Director of Curriculum                       | September 2015<br>November 2015<br>Spring 2016 | Title III Funds<br>Local Funds              | ESL Training<br>Bilingual Teacher Recruitment<br>LPAC Training<br>SIOP Institute<br>AP Trainings |
| State Compensatory Education Funds will be utilized to upgrade the entire instructional program                                 | CNA<br>RS<br>SA<br>CI              | Principals   | End of each six weeks                          | State Comp Ed Funds<br>WD FTE 3.95 \$92,931 | Attendance<br>Student Grades<br>SST Meetings<br>Performance on State Assessments<br>TPRI Results |
| Effective integration of technology into the curriculum through project based activities  | CNA<br>RS<br>PD<br>CI              | Principal Teachers<br>Director of Curriculum                       | August 2015<br>December 2015<br>May 2016       | GPEF Grant Funds<br>Local Funds             | Teacher Training<br>Lesson Plans<br>Walkthroughs<br>Campus Support Visits                        |
| Implement after-school activity clubs open to all students  | RS                                 | Principal Teachers<br>counselor                                    | December 2015<br>May 2016                      | Local Funds                                 | Number of participating students   |
| Increased focus on Activity-Based instruction and collaboration of teachers and students  | RS<br>SA                           | Princial Teachers  | January 2016<br>May 2016                       | Local Funds                                 | PDAS<br>360 Walkthrough Reports  |
| Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment              | RS<br>SA                           | Principal Teachers<br>Director of Curriculum                       | Ongoing through the year                       | Local Funds                                 | Unit Assessment Data<br>Accountability Reports   |
| Restructuring of Gifted and Talented program and Advanced Placement program   | RS<br>TPA                          | Principal GT teacher<br>Director of Curriculum                     | August 2015<br>Spring 2016                     | Local Funds                                 | PEIMS Records<br>GT EOY Evaluation Results<br>AP Exam Results                                    |
| Transition the library into a media center to support instruction in every content  | CAN<br>RS<br>PD<br>TPA             | Librarian<br>Principal Teachers                                    | Continual                                      | Local funds                                 | Usage of library<br>Anecdotal data<br>Unit assessments   |

**Goal 2:**

**In Graham ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**

**Objective 1:**

100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

**Summative Evaluation:**

**To be added Spring 2016**

| Activity/Strategy  | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible   | Timeline                | Resources   | Evidence of Implementation                               |
|--|--------------------------------------|---|-------------------------|-------------|--|
| Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols  | CNA<br>IHQ                           | Principals  | July 2016               | Local Funds | GISD Personnel Manual Update                             |
| Ensuring quality staff development in core subject areas PD  | CNA<br>IHQ<br>PD<br>AHQ              | Principal<br>Director of Curriculum                           | August 2015<br>May 2016 | Local Funds | PD certificates of completion, Feedback from evaluations |
| Provide district professional employees with reimbursement stipends for taking masters degree courses in their area of teaching and shortage areas | CAN<br>IHQ<br>PD<br>AHQ              | Asst. Supt. of<br>Business<br>Programs Director               | August 2015<br>May 2016 | Local Funds | Enrollment Forms<br>Final Grades<br>Reimbursement Forms  |
| Provide "buy-back" of unused local personal leave days as incentive for attendance   | RS<br>AHQ                            | Superintendent<br>Asst. Supt. Of<br>Business<br>Payroll Dept. | May 2016                | Local Funds | Leave and Absence Forms<br>Personnel Records             |
| Campus technology training PD  | RS<br>AHQ                            | Principal<br>Director of Curriculum                           | May 2016                | Local Funds | PD certificates of completion, Feedback from evaluations |

CNA – Comprehensive Needs Assessment    RS = School Reform Strategies    IHQ = Instruction by Highly Qualified Professional Staff    PD = High-Quality and Ongoing Professional Development    AHQ = Strategies to Attract Highly Qualified Staff    PI = Strategies to Increase Parent Involvement    PTS = Preschool Transition Strategies    TPA = Teacher Participation in Making Assessment Decisions    SA = Timely and Additional Assistance to Students having Difficulty Mastering the Standards    CI = Coordination and Integration of



|   |                   |   |                    |                              |   |
|---|-------------------|---|--------------------|------------------------------|---|
| Maintain effective and efficient GISD personnel policies  | RS<br>IHQ<br>AHQ  | Superintendent                                  | July 2016          | Local Funds                  | Review TASB Personnel Policy              |
| Provides free lunches to all staff who have perfect attendance each month                             | CAN<br>IHQ<br>AHQ | Principal                                       | Ongoing each month | Activity Funds               | Aesop attendance reports                  |
| Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas | CAN<br>IHQ<br>AHQ | Superintendent<br>Asst. Supt. Of Business       | August 2016        | Local Funds                  | Annual HQT Reports<br>Principals' Reports |
| Provides smaller class sizes in primary grades  | IHQ<br>SA<br>CI   | Director of Curriculum<br>Campus Administrators | August 2015        | Federal Funds<br>Local Funds | Federal Reports<br>PEIMS<br>Class Rosters |

|   |                  |                                       |  |                              |   |
|---|------------------|---------------------------------------|--|------------------------------|---|
| Participation in job fairs and consult with ESCs in securing highly qualified teachers  | AHQ              | Campus Administrators                 | Spring 2016  | Local Funds                  | Principals' Reports<br>HQ report  |
| Implement professional development aligned to needs identified in data analysis   | CNA<br>PD<br>IHQ | Principal<br>Director of Curriculum   | August 2015<br>December 2015<br>March 2016<br>May 2016 | Federal Funds<br>Local Funds | Sign-in sheets for professional development<br>Attendance at follow-up trainings<br>Implementation in the classroom |
| Provide planning sessions for teachers--- instructional, data management, intervention, substitutes for planning              | TPA              | Director of Curriculum<br>Principals  | January 2016<br>May 2016                               | Local Funds<br>Federal Funds | Training date   |
| Contract with Region 9 ESC to provide staff with training opportunities throughout the school year in specific targeted areas | RS<br>PD<br>CI   | Director of Curriculum<br>Principal   | May 2016<br>July 2016                                  | Local Funds                  | Annual review of ESC 9 training roster  |
| LEA ensures 100% of teachers are HQ on high poverty campuses (GLC)  | RS<br>IHQ        | Principal<br>Assistant superintendent | January 2016   | Local Funds                  | HQT Report  |

**Goal 3:**

**All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Objective 1:**

By May 2016, the discipline referrals that result in ISS/DAEP assignment will decrease by 5%.

**Summative Evaluation:**

**To be added Spring 2016**

| Activity/Strategy   | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible              | Timeline    | Resources                 | Evidence of Implementation                       |
|---|---------------------------------------|------------------------------------|-------------|---------------------------|--|
| Campus DARE program for all 5 <sup>th</sup> grade students  | CNA<br>CI                             | Principal<br>DARE officer          | August 2015 | Local Funds<br>DARE Grant | Dare graduation                                  |
| Build capacity of students and staff to accept a more diverse culture of students into clubs, organizations, and activities through district character education programs | RS                                    | Counselors                         | May 2016    | Local Funds               | Staff Training<br>Faculty Meeting<br>Agendas     |
| Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)  | CAN<br>CI                             | Campus Principals<br>Counselors    | May 2016    | Local Funds               | Bullying Reporting Forms                         |
| Implement a "Be Nice...Always" Culture  | CAN<br>CI                             | Principal<br>Teachers<br>Counselor | August 2015 | Activity funds            | No reports of bullying, 5% reduction in fighting |
| Provide staff development on what constitutes dating violence   | PD                                    | Principals                         | August 2015 | Local Funds               | Faculty Meeting Agendas                          |

**Goal 4:****All students in Graham ISD will graduate from high school.****Objective 1:**

By May 2016, Graham ISD will achieve a graduation rate of 95%.

**Summative Evaluation:****To be added Spring 2016**

| Activity/Strategy   | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible   | Timeline                                 | Resources  | Evidence of Implementation   |
|---|---------------------------------------|---|--|--|--|
| College bound campus  | RS<br>IHQ<br>TPA                      | Principal<br>Teachers<br>community                                    | August 2015                              | Local Funds  | College Day<br>At NCT, college shirt<br>Mondays  |
| Positive reinforcement for behavior and academics   | SA                                    | Principal<br>teachers   | August 2015                              | Activity funds<br>Local Funds<br>Community donations | Hopper, A honor roll,<br>attendance rate   |
| Attendance incentives   | CAN<br>PI<br>SA                       | Campus Principals<br>Counselors                                       | Fall 2015<br>Spring 2016                 | Local Funds  | PEIMS Attendance records<br>Notes from Wii Care<br>Meetings  |
| Provide accelerated instructional opportunities to students, including at-risk students, who are in need of additional remediation to obtain credits to graduate from high school | SA                                    | Superintendent<br>Director of Curriculum<br>GHS and GLC<br>Principals | August 2015<br>December 2015<br>May 2015 | Compensatory Funds<br>Local Funds                    | Graham Learning Center<br>School within a school<br>Summer school<br>Community GED<br>After hours University |
| Increase extracurricular/club opportunities to appeal to a variety of students  | SA<br>RS                              | Principal<br>Teachers<br>counselor                                    | Spring 2016                              | Local Funds  | Participation in after-school<br>clubs   |
| Family Fun Night  |                                       | Teachers<br>principal   | Spring 2016                              | PTO  | Attendance and anecdotal<br>feedback   |

**Goal 5: Parents and Community will be partners in the education of students in Graham ISD.**

**Objective 1: By May 2016, 100% of Graham ISD campuses will participate in activities designed to increase parental involvement.**

**Summative Evaluation: To be added Spring 2016**

| Activity/Strategy   | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible                                  | Timeline                      | Resources   | Evidence of Implementation                            |
|---|---------------------------------------|--|-------------------------------|-------------|---|
| Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents | PI                                    | Superintendent   | Fall 2015                     | Local Funds | Student Handbook Receipts<br>Compacts Receipts        |
| Foster strong community partnerships  | CNA<br>PI                             | Superintendent   | May 2016                      | Local Funds | Lions Club<br>Rotary Club<br>Chamber of Commerce      |
| Host special program parent information meetings<br>-ESL/Bilingual<br>-GT                                     | PI<br>TPA                             | Director of Curriculum Counselors<br>Campus Principals | October 2015<br>November 2015 | Local Funds | Meeting agendas and sign-in sheets<br>Parent input    |
| Implementation of on-line registration process  | PI                                    | Superintendent<br>Director of Technology               | August 2015                   | Local Funds | Records updated in data management system effectively |

**Goal 6:**

**GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.**

**Objective 1:**

GISD fund balance will sustain at least a balance equal to three-month operating expenses.

**Summative Evaluation:**

**To be added Spring 2016**

| Activity/Strategy   | *Title 1 Schoolwide Component (#1-10) | Person(s) Responsible                                  | Timeline                  | Resources                                    | Evidence of Implementation                        |
|---|---------------------------------------|--|---------------------------|--|---|
| Monitor state funding and student enrollment  | CNA<br>CI                             | Asst. Supt. of Business                                | Monthly                   | Local funds                                  | Monthly RADA spreadsheets                         |
| Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds | CI                                    | Superintendent<br>Asst. Supt. of Business<br>Auditor   | Monthly<br>February Audit | Local Funds                                  | Board Policy Review<br>Annual Audit               |
| Develop long-range facilities master plan   | CNA                                   | Superintendent<br>Assistant Superintendent of Business | Fall 2015                 | Local Funds                                  | Development of Long Range Plan                    |
| Campus Budget planning process  | CNA<br>PI                             | Principal Teachers                                     | Fall 2015                 | Local funds<br>State funds<br>Activity funds | An efficient budget that aligns with campus needs |