

Pioneer Elementary
Campus Improvement Plan
School Year: 2015-2016



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

Pioneer Leadership Meeting
 Campus Improvement Team
 November 2, 2015

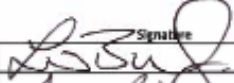




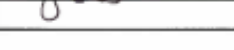


Name	Title
Lisa Budarf	Campus Administration
Gary Browning	District Administration
Kelley Riddle	Community Membership
Eric Arrell	Business Membership
Kelley Brockway	Non-Teaching Professional
Staci Fisk	Educational Support Staff
Kelly Qualls	Teacher
Elizabeth Rose	Teacher
Brandi Weatherbee	Parent
Stormy Cornell	Parent
Brandi Sweeney	Parent

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



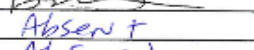
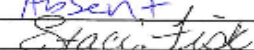
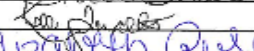
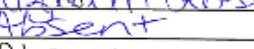
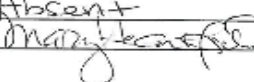
Pioneer Leadership Meeting

Campus Improvement Team

November 2, 2015

Name	Title	Signature
✓ Lisa Budarf	Campus Administration	
✓ Gary Browning	District Administration	
✓ Kelley Riddle	Community Membership	
✓ Eric Arrell	Business Membership	
✓ Kelley Brockway	Non-Teaching Professional	
✓ Staci Fisk	Educational Support Staff	
✓ Kelly Qualls	Teacher	
✓ Elizabeth Rose	Teacher	
Brandi Weatherbee	Parent	
Stormy Cornell	Parent	
Brandi Sweeney	Parent	

Pioneer Leadership Meeting
Campus Improvement Team
April 23, 2015

Name	Title	Signature
Lisa Budarf	Campus Administration	
Gary Browning	District Administration	
Deanna Armstrong	Community Membership	
Eric Arrell	Business Membership	Absent +
* Linda Bryant	Non-Teaching Professional	Absent +
Staci Fisk	Educational Support Staff	
Kelly Qualls	Teacher	
Elizabeth Rose	Teacher	
Brandi Weatherbee	Parent	Absent +
Alexia Sweedler	Parent	Absent +
Mary Heartfield	Parent	

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
<i>Lisa Budarf, Principal</i>	<div style="border: 1px solid black; padding: 10px;"> <p><i>Campus PEIMS reports</i></p> <p><i>Local, state, and federal budgets</i></p> <p><i>Bilingual Exemption</i></p> <p><i>Dropout and School Leaver data—disaggregated</i></p> <p><i>Campus retention data</i></p> <p><i>Campus discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student and Teacher attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>TPRI data</i></p> <p><i>CPALLS data</i></p> <p><i>Campus parent participation records</i></p> <p><i>Attendance / WII Care data</i></p> <p><i>Homeless population analysis</i></p> <p><i>Teacher retention data</i></p> <p><i>Master Schedule</i></p> <p><i>Staff Interviews</i></p> <p><i>Other</i></p> </div>
<i>Gary Browning, District Representative</i>	
<i>Deanna Armstrong, Community Membership</i>	
<i>Staci Fisk, Educational Support Staff</i>	
<i>Kelly, Qualls, Teacher</i>	
<i>Elizabeth Rose, Teacher</i>	
<i>Mary Heartfield, Parent</i>	

Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<i>Early Literacy Program emerging</i>	<i>TPRI Results, CPALLS Results</i>
<i>Response to Intervention Program</i>	<i>Universal Screener results, TPRI Results, Master schedule</i>
<i>PK Coalition emerging</i>	<i>Training attendance</i>
Areas of Concern	
<i>Daily attendance of students and teachers</i>	<i>Attendance reports, AESOP reports</i>
<i>Activities and scheduled time for acceleration and creative problem solving</i>	<i>Survey and teacher input , TPRI</i>
<i>Early Childhood interventions in Pre-K (speech)</i>	<i>SPED Referrals</i>

Summary of Findings

Pioneer Elementary data shows emerging progress in the newly established Response to Intervention program that was implemented in the 13-14 school year. This program will continue to be monitored through the use of Universal Screeners as well as benchmark data collected through Unit Assessments, CPALLS results, and TPRI results.

Additionally, Pioneer has focused on an Early Literacy Initiative. Each year, Pioneer students have seen progress as evidenced by increasing TPRI scores and data collected using Reading / ELA Unit Assessments. All ELA/Reading classrooms provide a 90-minute block of time for students in grades K. Teachers in Kindergarten grade have also work to implement techniques of the Balanced Literacy Approach to teaching Reading and Writing. These instructional methodologies will continue to be the focus of future professional development for teachers in Kindergarten grade. The pre-k staff has implemented new strategies to teach literacy skills using the CIRCLE manuals and Pre-K guidelines. CPALLS data has been used to target specific areas of instruction.

Pioneer participates in a coalition among Prekindergarten providers in Graham including the PK department in Graham ISD. The PK Coalition will work together to train staff members and provide appropriate PK instructional materials and methodologies that will benefit GISD students as they enter into Kindergarten.

Pioneer is focused to provide a strong educational foundation to students starting school. Priority will be given to providing various forms of communication to families. We will focus on providing events and opportunities for students and parents to participate in the school family environment.

Achievement gaps persist in the areas of special education, bilingual / ESL, and students that are economically disadvantaged. Pioneer is committed to focusing on providing students with an interactive learning environment.

Summary of Evaluation of Previous Year's Plan

In the previous plan a focus on providing a scheduled RTI time with the support of trained staff members to assist teachers was implemented. The success of this program has allowed us to reach more students in a small group setting and address specific needs they may have. The program has been led and supervised by a member of the district intervention team. This has allowed us to focus on individual needs and utilize trained staff to intervene as needed.

Student and teacher attendance was on a path for improvement and many incentive plans developed have been received well. However, after a long flu season we saw a dramatic drop in attendance and the campus has been slow to recover.

The role of the campus counselor has improved. Students have formed relationships through character educations. The counselor has formed positive relationships with the staff. This has facilitated greater communication in areas that monitor students. SST, retention meetings, WII Care meetings, and student assistance programs.

Campus and department data meetings have been overall positive. Meetings have focused on instruction and how we can improve instruction and activities to better reach our students.

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 Campus \$107,344.00

*Goal 1, Obj. 8

Total FTEs funded through SCE at this Campus 4.98

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 % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % 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	<1%		99%	
Students Not At-Risk	<1%		99%	

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;

Program/Funding Source
Federal Programs
<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>
State Programs/Funding Source
<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>
Local Programs/Funding Source
<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 SA	Principal Teachers Curriculum Lead Teacher	January 2016	Local Funds	Walkthroughs Unit Assessments
Use unit assessments to monitor student progress	CNA RS TPA SA CI	Principal Unit Assessment Coordinators Curriculum Lead Teachers	January 2016	Local Funds	Unit Assessments Eduphoria
Use various forms of intervention to meet student needs including: scheduled RTI time, utilize flex lab for tier 2 and 3 interventions, Istation, speech readiness RTI in Pre-k	RS IHQ SA CI	Principal Interventionists	BOY, MOY, EOY	Federal Funds Local Funds	Progress reports from various programs
Integrate support programs for special populations to ensure academic success	RS IHQ PTS TPA SA CI	Principal Counselor Teachers	Every six weeks	Special Education Funds Compensatory Funds	ARD SST Meetings Progress and Grade Reports Unit Assessment Data

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Conduct focus meetings of various academically oriented groups to ensure constant attention to academic success for all students	CNA RS PI TPA	Principal Committee Members	Once per week	Campus Resources	CIT, SST, Title I & G/T, Bilingual/ESL, Special Ed., TRS Lead Teachers, and leadership teams
Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia	CNA RS IHQ PD SA CI	Principal Bilingual Teachers SPED Teachers GT Teachers ESL Teachers	September 2015 November 2015 Spring 2016	Title III Funds Local Funds	ESL Training Bilingual Teacher Recruitment LPAC Training SIOP Institute AP Trainings
State Compensatory Education Funds will be utilized to upgrade the entire instructional program	CNA RS SA CI	Principals	End of each six weeks	State Comp Ed Funds PN FTE 2.99 \$102,027.00 CV FTE 6.99 \$178,616.00 WD FTE 4.37 \$93,590.00 JH FTE 3.85 \$99,345.00 HS FTE 2.625 \$165,462.00 LC FTE 3.36 \$103,584.00 GISD FTE 24.185 \$742,624.00	Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results
Effective integration of technology into the curriculum through project based activities	CNA RS PD CI	Principal Teachers	August 2015 December 2015 May 2016	GPEF Grant Funds Local Funds	Teacher Training Lesson Plans Walkthroughs
Campus focus groups will work with the principal and counselor to develop, coordinate, and implement a plan to provide support and resources to early learners and their families including: <ul style="list-style-type: none"> Positive Behavior Support Community Services Classroom Assistance Parent Support Parent Training Community Involvement 	PI PTS SA CI	Principal Counselor Focus Groups	Aug. 2014 – June 2015	Title I Local Funds Grants	Increased support for families and students Early intervention Multi-tiered support available in the school

Increased focus on Activity-Based instruction and collaboration of teachers and students	RS SA	Principal	January 2016 May 2016	Local Funds	PDAS 360 Walkthrough Reports
Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Conduct regularly scheduled data meetings with grade levels after administration of unit assessment	RS SA	Campus Principal Teachers	Ongoing through the year	Local Funds	Unit Assessment Data Accountability Reports
Pre-Kindergarten coalition established with community providers – professional development offered to all	PTS PD RS CI SA	Principal PK Teachers	Spring 2016	Local Funds Federal Funds	C-PALLS EOY Data Reports TPRI EOY Data Reports
TPRI administered in K and CPALLS in PreK: results will be utilized to identify instructional targets to remediate and reinforce	PTS TPA SA CI	Principal Counselor Intervention Team Teacher	BOY, MOY, EOY	Title 1 Local Funds	Ongoing tracking of students receiving intervention. Intervention specialist support to classroom bi-weekly

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 IHQ	Superintendent Principals	July 2016	Local Funds	GISD Personnel Manual Update
Provide district professional employees with reimbursement stipends for taking Masters Degree Courses in their area of teaching and shortage areas	CNA IHQ PD AHQ	Superintendent Asst. Supt. of Business Programs Director	August 2015 May 2016	Local Funds	Enrollment Forms Final Grades Reimbursement Forms
Provide "buy-back" of unused local personal leave days as incentive for attendance	RS AHQ	Superintendent Asst. Supt. of Business Payroll Dept.	May 2016	Local Funds	Leave and Absence Forms Personnel Records
Maintain effective and efficient GISD personnel policies	RS IHQ AHQ	Superintendent	July 2016	Local Funds	Review TASB Personnel Policy
Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas	CNA IHQ AHQ	Superintendent Asst. Supt. of Business	August 2016	Local Funds	Annual HQT Reports Principals' Reports

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Encourage and promote staff expertise through experiences such as: <ul style="list-style-type: none"> Mentoring Faculty Presentations Participation in Training & Conferences Collaborative Planning & Sharing 	IHQ PD	Principal Campus Focus Groups New Teachers	Aug. 2014– June 2015	Title 1 Local Funds	Shared goals and outcomes for all staff
Participation in job fairs and consult with ESCs in securing highly qualified teachers	AHQ	Principal	Spring 2016	Local Funds	Principals' Reports
Promote staff attendance through education staff on campus wide attendance percentages and the impact of staff absenteeism	HQ	Principal Attendance Clerk	August 2015 May 2016	Local Funds	PEIMS AESOP Report
Provide planning sessions for teachers--- instructional, data management, intervention	TPA	Principal	January 2016 May 2016	Local Funds Federal Funds	Training date
LEA ensures 100% of teachers are HQ on high poverty campuses (GLC)	RS IHQ	Assistant Superintendent of Curriculum GLC Principal	January 2016	Local Funds	HQT Report
Provide smaller class sizes in primary grades	IHQ SA CI	Assistant Superintendent of Curriculum Campus Administrators	August 2015	Federal Funds Local Funds	Federal Reports PEIMS Class Rosters

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
Utilize School Resource Officer to maintain a safe and effective learning environment free	CNA CI	Principal	August 2015	Local Funds DARE Grant	Campus Emergency Plans
Provide staff development on what constitutes dating violence	PD	Principals	August 2015	Local Funds	Faculty Meeting Agendas
In an effort to promote "safe schools" Pioneer will conduct learning opportunities on topics such as: <ul style="list-style-type: none"> Bullying Conflict Resolution Drug, Tobacco, & Alcohol Prevention Tattling Self Discipline Anger Management Stranger Danger 	RS SA CI	Principal Counselor Teacher	Aug 2014– May 2015	Title I Local Funds	Decreased office referrals Progress in social / emotional development as noted in promotion / retention records
Review and revise Campus Emergency Operations Plan, communicate changes, and conduct practice drills to prepare for crisis situations.	CNA CI	Principal Staff	Aug. 2014 – June 2015	n/a	Campus Emergency Plan Faculty Meeting Agendas Drill Reports
Provide ongoing communication to parents about safety issues, policies, and procedures required to ensure safety at school on a daily basis via: <ul style="list-style-type: none"> Grading Period Newsletter (English & Spanish) 	CNA CI	Principal Counselor Staff	Aug. 2014 – June 2015	Title I Local Funds	Parent Survey Increased parent participation

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<ul style="list-style-type: none"> • Parent Orientation • Parent Meetings • Automated Phone Calls • Updated Website • Weekly communication by teacher • Parent / teacher conferences Quarterly parent / guardian learning opportunities					
Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)	CNA CI	Campus Principals Counselors	May 2016	Local Funds	Bullying Reporting Forms
Provide a campus model of Positive Behavior Support and Interventions to assist students in being able to self regulate and be successful in school	CAN PTS SA	Principal All Staff	May 2016	Local Funds	PEIMS Data RTI – B Referrals

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
Collaborate with feeder grades to ensure success of current and future students to <ul style="list-style-type: none"> Provide joint staff development District wide intervention teams End of year transition information provided to future campus Transition plan for pre-k students 	CNA RS IHQ PD PTS CI	Principal Teachers	Aug. 2014– June 2015	Title I Local Funds IDEA SCE Budget	RTI Data Campus Observation
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 Asst. Supt. of Curriculum GHS and GLC Principals	August 2015 December 2015 May 2016	Compensatory Funding Local Funds	Graham Learning Center School Within a School Summer School Community GED Program After Hours University
Pre-K and Kindergarten teachers will coordinate transitional strategies. <ul style="list-style-type: none"> Parent notifications Transition Visits Pre-K and Kindergarten Round-Ups Parent Orientations 	PI PTS CI	Principal Feeder Facilities Staff	Aug. 2014 – June 2015	Title 1 Local Funds IDEA SCE Budget	Round-up participation Evaluation & Surveys
Encourage positive attendance habits. <ul style="list-style-type: none"> Wii Care Student Recognition of good attendance Reward incentive program School to home communication Focus on improved staff attendance 	CNA CI	Principal Teachers Counselor Attendance Clerk	Aug, 2014 – June 2015	Title 1 Local Funds	PEIMS Data Wii Care Summaries

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 Compacts Receipts
Campus focus groups will work with the principal and counselor to develop, coordinate, and implement a plan to provide support and resources to early learners and their families including: <ul style="list-style-type: none"> Behavior Support Community Services Classroom Assistance Parent Support Parent Training Community Involvement 	PI PTS SA CI	Principal Counselor Focus Groups	Aug. 2014 – June 2015	Title I Local Funds Grants	Decrease in office referrals Documented resources provided to students / families
Participation in special program parent information meetings -ESL/Bilingual -GT	PI TPA	Counselors Campus Principals	October 2015 November 2015	Local Funds	Meeting agendas and sign-in sheets Parent input
Monitor and evaluate campus volunteer and partnership programs <ul style="list-style-type: none"> Volunteer readers Parent volunteers Parent's As Teachers 	6, 7, 10	Principal PAT Coordinator	Aug. 2014– June 2015	Title I Local Funds Grants	Sign-In Sheets Survey

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
Provide participation in campus budget planning process by all campus groups	CI	Principal	MOY, EOY	Local Funds	Staff Interview
Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds	CI	Principal	Campus Site Visits	Local Funds	Annual Audit
Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met.	CI	Principal	BOY, EOY	Local Funds	Sign-in Sheets Agendas

