

Celina Independent School District
Celina Primary School
2017-2018 Campus Improvement Plan

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Goals

Goal 1: Community


Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Source(s) 1:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) A parent communication survey will be sent home at the beginning of the school year.	1, 6	Administration Teachers	Data collected from the parent communication survey will be used to send communication home based on parental preference.				
2) Administration and PTA will work collaboratively to plan parental involvement opportunities throughout the school year.	6	Administration	Agendas from monthly meetings and implementation of campus activities				
3) Campus communication will be provided in both English and Spanish.	6	Administration	School newsletters, callouts and posts provided in English and Spanish				
4) Parent meetings will be simultaneously translated into Spanish.	6	Administration	Translation provided at parent meetings.				
5) Parent/community volunteers will be recognized for their contribution and support.	6	Administration Counselor Teachers	One volunteer will be recognized each month and a volunteer appreciation breakfast will be held at the end of year.				
6) Hold a STEAM Family Night to showcase what students are learning.	6, 10	All staff	STEAM Family Night, sign in sheets				




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Source(s) 2: % of students involved in mentorships, internships, apprenticeships and shadowing

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Seek ways high school teachers/students can align projects to support campus initiatives and increase student outcomes.	1, 10	Administration	Explore opportunities for collaboration with high school programs.				
							

Goal 1: Community

Performance Objective 3: Build relationships between the district and community organizations.

Evaluation Data Source(s) 3:
 # of district personnel on city educational committees
 # of community organization volunteers at campuses

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Begin to establish relationships and community partnerships with local businesses and churches.	6, 10	Administration Counselor	Community partnerships				

Goal 2: Excellence

Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Source(s) 1:

% increase of professional development opportunities







% of educator retention

% of teachers participating in PLCs

% of improvement in student growth index

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Survey teachers to learn what professional development they are in need of.	1, 4, 8	Administration Counselor Team Leaders Campus Committees	Using data from the survey, professional development will be designed to meet the needs and interests of teachers.				
2) Provide training on new assessment measures: CLI Engage (PreK), TX-KEA, and ESGI for PreK/K.	4, 9	Administration Counselor Teachers	Teachers will use data from assessment measures to drive instruction.				
3) Design STEAM specific professional development.	4	Administration Counselor Teachers	Sign in sheets and staff meeting agendas				
4) Encourage teachers to become ESL certified to meet the needs of our Bilingual/ESL population.	4, 9	Administration Bilingual Coordinator	Promotion of ESL courses being offered and ESL Certification				
5) Require all teachers to obtain GT certification before summer of 2018.	4, 9	Administration Assistant Superintendent	Every teacher will earn their GT Certification.				
6) Assess students using multiple measures such as TPRI and DRA to measure growth and inform instruction.	9	Administration Counselor Teachers	Increased students achievement from BOY, MOY and EOY				
7) Conduct data and RtI meetings at least quarterly to identify students in need of additional academic and/or positive behavior supports.	8, 9	Administration Counselor Teachers	Data/RtI meeting agendas				
8) Pilot the use of TEMI to identify and provide students in need of Tier 2 and 3 instruction in the area of math.	9	Administration Teachers	Use of TEMI with students struggling in math, math achievement data				
9) Continue to provide ELL access to Imagine Learning to increase vocabulary development.	9	Administration Teachers	ELL achievement data and TELPAS				

10) Provide time for teachers to engage in personalized professional development.	4	Administration Teachers	teacher evidence of personalized learning				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Excellence


Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Source(s) 2:

% increase of participation in extracurricular activities

increased of extra-curricular activities offered

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Promote campus wide participation in community events that promote students' wellness and strengthen community partnerships.	4, 6	All staff	Staff and student participation in community events.				
							


Goal 2: Excellence

Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Source(s) 3:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Provide students with opportunity to participate in weekly STEAM activities.	3, 10	Administration Teachers Technology Committee	Weekly STEAM Lab rotation schedule, STEAM Lesson Plans				
2) Introduce coding in the STEAM Lab to develop creativity, collaboration, critical thinking and problem solving skills.	3, 9, 10	Administration Teachers	coding opportunities for students, participating in Hour of Code and Digital Learning Day				
							

Goal 2: Excellence


Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Source(s) 4:

of systems and supports implemented

% of students indicating preparedness

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Implement a campus wide character development program to develop students' social and emotional skills.	7, 9, 10	Administration Counselor Teachers	Using CHAMPS and Kelso's Choices, the counselor will teach guidance lessons in each class on a monthly basis. Soft skills and social emotional lessons will be incorporated into morning announcements.				
2) Teach, model and integrate soft skills into STEAM time and project based learning lessons.	7, 10	Administration Counselor Teachers	Common language and celebrating students who demonstrate Bobcat HEART qualities.				
3) Survey teachers to learn what social emotional lessons best fit their students' needs.	1, 7, 8, 9	Administration Counselor Teachers	Survey, lessons designed based on teachers' responses, increase in appropriate student behavior				
4) Create a campus wide goal setting expectation for both students and teachers.	4, 8, 9	Administration Teachers	Goal setting, monitoring and celebration				
							

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Source(s) 1:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Conduct a technology integration needs assessment and a develop professional development plan to address needs.	1, 4, 8	Administration Technology Committee	Using data collected from the teacher survey, design technology trainings to meet teachers' technology integration needs.				
2) Implement digital badges for teachers to promote the acquisition and implementation of technology integration in lesson delivery and student products.	4	Administration Technology Committee	Teachers will receive digital badges they can display on their email signature and on a ribbon to demonstrate new technology tools they have learned and implemented.				
3) Participate in Region 10's Digital Fluency Academy	4	Administration Teachers	Participants in the Digital Fluency Academy will be given the opportunity to share their learning with peers during staff meetings and professional development days.				

Goal 3: Innovation


Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Source(s) 2:

% increase in implementation of flexible classrooms

increase in teaming areas

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Create a STEAM Lab to give students opportunities to apply Science, Technology, Engineering, Arts and Math skills to solve problems.	3	Administration Teachers	Students will visit the STEAM Lab at least 1x per week.				
2) Create a Design Room for teachers to meet as a PLC, RtI Committee, and during planning time.	3	Administration Teachers	Teacher use of the Design Room				
							


Goal 3: Innovation

Performance Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Source(s) 3:

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Implement initial and ongoing training of instructional staff in project based learning.	4	Administration Director of Curriculum and Instruction	Professional development sign in sheet, observation of teacher implementation				
							

Goal 4: Leadership

Performance Objective 1: Diversify opportunities for students to develop leadership skills.

Evaluation Data Source(s) 1: % increase of students involved in leadership opportunities/activities on each campus

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Celebrate students who exhibit Bobcat HEART.	7	Administration Counselor Teachers	Student recognition at assemblies, morning announcements and campus awards				
							

Goal 4: Leadership

Performance Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Source(s) 2:

% of district employees participating in the plan

% increase of involvement in districts leadership academy

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Create Mentor-Mentee Campus Program for new teachers.	5	Administration Counselor	Agendas, mentor/mentee training days and end of year survey				
2) Team Leader book study on leadership	4	Administration Counselor	Team Leaders' participation in leadership book study will increase their leadership capacity and effectiveness.				
3) Provide teachers opportunities to lead in different capacities and participate in the decision making process.	4, 8	Administration Counselor Campus Committees Team Leaders	Committees lead by teacher leaders and implementation of initiatives created by each committee.				
							

Goal 4: Leadership

Performance Objective 3: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Source(s) 3: % of detailed plan implemented

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Collect data and communicate it to central administration.		Administration PEIMS	Data reports				
							

Goal 5: Stewardship

Performance Objective 1: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Source(s) 1:

- # of top financial ratings and recognitions
- % of financial resources spent on instruction and student activities

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Based on campus needs purchase resources to support instruction and campus needs.	1, 10	Administration Team Leaders	Team Leader meeting agenda.				


Goal 5: Stewardship

Performance Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Source(s) 2:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Monitor the number of students who pre-register for PreK and Kindergarten during PreK/K Round Up Event.	10	Administration PEIMS	Sign in sheets and PEIMS report				
							

Goal 5: Stewardship

Performance Objective 3: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.







Evaluation Data Source(s) 3:

% of students and parents indicating satisfaction

of supports provided based on counselor reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	June
1) Continue Kindergarten Graduation tradition.	6	Administration Counselor Teachers Music Teacher	Kindergarten graduation celebration				
2) End of year field trip to visit elementary campuses.	10	Administration Counselor Teachers	Kindergarten field trip to visit elementary campuses.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Title I

Schoolwide Program Plan

Celina Primary School has created a comprehensive schoolwide program to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Celina Primary School used data gathered from the Ceina Elementary Campus prior to the reconfiguration. The data collected was used to conduct a comprehensive needs assessment which serves as the centerpiece of our planning process and the driving force most impacting the new priamry campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state certified professional teachers is an important component of our schoolwide plan. Procedures in use at Celina Primary School to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
4. Monitor effectiveness of teachers by frequent walk-throughs.
5. Provide time for teachers to observe master teachers in the classroom.
6. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
7. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Celina Primary School provides high-quality and ongoing professional development to ensure teachers are equipped to meet the needs of all students and to ensure students meet state standards.

Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.
6. Time to pursue and engage in personalized learning.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting effective, state certified teachers and highly qualified paraprofessionals. New teachers are supported by attending new teacher academy and by participating in a campus level mentoring program.

6: Strategies to increase parental involvement

Parental involvement is a critical component to students' overall success. Parental involvement and parent engagement opportunities have been incorporated in the school-wide plan to ensure parents have numerous opportunities to be involved. The new administration met with the PTA in the summer to begin planning for the upcoming school year. In addition, to increase the participation of it's Spanish speaking families, all parent communication will be provided in both English and Spanish. Parent meetings will be simultaneously translated.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Celina Primary School serves all preschool and kindergarten aged students in Celina ISD. Having both preschool and kindergarten students in the same building facilitates the transition from preschool to kindergarten. For students who are coming in new to kindergarten, Celina Primary host a Pre-K/K Round Up and Meet the Teacher Night event prior to the start of school.

To assist kindergarten students transitioning to elementary campuses, kindergarten students will take a field trip at the end of the year to visit their future elementary campus.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Using multiple assessment measures, teachers and administrators work collaboratively to desegregate student data to identify students in need of additional support or enrichment. This school year, teachers have created common assessments using ESGI. Teachers discuss student data regularly during monthly PLC meetings. Data and RtI meetings are a regular part of the teaching cycle. By using student data, teachers are able to design instruction and interventions to meet the individual needs of each student.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely,

additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.