

Celina Independent School District
Celina Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of the District, as the primary educational entity, is to provide a safe, caring, structural learning environment where teachers educate and motivate students to become productive citizens of their community.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina, TX is a small, rural city about 30 miles outside of the metroplex: Celina Elementary continues to grow approximately 7.5% each year, with potential escalated growth in upcoming years.

2017-2018 campus population consist of: 110 first grade, 101 second grade, 113 third grade, 111 fourth grade, and 108 fifth grade students for a total of 543 students on campus. Special populations include 21 ESL, 90 bilingual, 8 homeless/McKinney Vento, 159 free lunch, and 11 reduced.

54 students receive special education services with 18 of those students receiving speech therapy as their primary disability. According to our records 30 out of 543 eligible students are receiving GT students. The national average for Gifted and Talented is 6-10% of student population, indicating we are slightly below national average.

Based on beginning of the year TPRI readiness test, 106 students did not meet reading readiness indicators, 78 are LEP, 7 are serviced CPS, and 8 are considered homeless for a total of 204 at-risk students.

Demographics Strengths

- Strategic plan in place for district
- Implementation of PLC (professional learning community) All means All.
- Early intervention and identification of students with disabilities

Problem Statements Identifying Demographics Needs

Problem Statement 1: Vertical and horizontal planning amongst all grade levels will be essential to success with predicted growth

Problem Statement 2: Servicing all student's individual needs as the growth impacts our community and district.

Student Achievement

Student Achievement Summary

At the elementary campus we use a variety of assessment tools to collect data. Sources include; STAAR, TPRI, DRA, LLI, AWARE, TELPAS, TEKS Checks, Curriculum Checks and TAPR. The staff uses the data to determine the instruction needed for students on an individual basis.

The 2016-2017 STAAR reports indicate the lowest performing subgroup is our black/African American and English Language Learners across all subject groups.

TAPR data reveals that additional intervention is needed for our ELL students to increase their academic progress. We are providing intervention support through the implementation of inclusion by an ESL teacher. Students who fail to meet passing standard on state assessments or our TEKS checks are candidates for accelerated instruction. We identify students needing accelerated instruction through teacher input and an assortment of progress monitoring instruments. Requirements are being addressed using Tumblebooks, MobyMax, Flex groups, LLI, ARI, AMI, HWT, MTA, and after school tutoring. EIT meetings are held to discuss student growth and to ensure all interventions are in place to maximize student growth.

If students are already receiving interventions and in the EIT process, we meet initially to identify all needs and assess student individual needs. Teachers meet following curriculum checks to discuss whether AMI/ARI groups are working. Annual 504/EIT meetings are scheduled to update parents and/or to make any changes to students RTI plan.

The data reflects our campus is performing above state average in all content areas. One identified area of improvement for our campus is increase the percentage of students who meet or exceed progress on STAAR.

Resources available to ensure strategies are designed to improve student performance include TEKS Resource System, MobyMax, curriculum checks, TEKS checks, formative assessments, and summative assessments. Teachers meet to discuss results and continually update students individual learning plan to help improve student performance.

Student Achievement Strengths

- Progress monitoring throughout the year
- Guided Reading Groups- meet individual student needs
- Fluid intervention groups- AMI, ARI, Imagine Learning, Handwriting without Tears, MTA, LLI, MobyMax
- Small group instruction in math with supplemental supplies in centers
- Tool or instrument for math progress monitoring
- Number Talks vertically between pre-k through 5th grade
- Empowering Writers professional development

- ESL inclusion

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low scores on curriculum checks and state readiness assessments with ELL's.

Problem Statement 2: Researched based math intervention program for grades 1-5.

Problem Statement 3: Percentage of students who meet or exceeds progress on STAAR. (Tier 1 students)

Problem Statement 4: PLC built into master schedule. Promote differentiation in the classroom.

School Culture and Climate

School Culture and Climate Summary

Celina Elementary has an inviting and friendly atmosphere that creates a welcoming and safe environment for students, faculty and parents. The administration and faculty make it evident that their vision and mission of the school is to keep the learning environment structured and safe as well as to motivate students to be successful in all they do by creating a positive atmosphere using incentives such as Principal's Pride, Positive Referral Program, Math Hall of Fame, Word Wall Recognition, and Chat and Chew with the Chief. The rapport the faculty creates with the parents and community is key to success.

Based upon the Celina Elementary student campus culture survey our students report feeling safe, challenged, cared for and respected. The information gathered on culture survey indicates faculty and students have mutual feelings about the school atmosphere.

Discipline referrals are minimal and rarely severe enough to involve campus administration. Most student behaviors are managed within the classroom and appear to escalate during unstructured environments. The change in job description for our school counselor, she has been able to schedule monthly guidance lessons. Each lesson focuses on a specific character trait, such as self control, social skills role play, conflict resolution, and positivity thinking.

Academic expectations are rigorous and meet individual needs of our students.

Due to the age of our student population on our campus, extracurricular and clubs are limited. Our students have the opportunity to be involved in UIL, Gifted and Talented, Garden Club, Celina Rec, Chat and Chew with the Chief, Bilingual Program, FCA, Beach Club, Peer Tutoring, and YLT. Data reflects students at this age who participate in extracurricular activities are academically more successful due to higher parental involvement. Our students describe their campus as welcoming, loving, supportive, and positive. Teachers have a very similar opinion as their students.

School Culture and Climate Strengths

- School wide theme
- High Expectations
- Beautiful Facility
- Supportive Administration
- Positive Reinforcement
- Teacher/Staff Collaboration
- Pride
- Technology
- Garden of Oz
- Parents are comfortable talking with child's teacher

- Social media, newsletters, and emails to communicate with parents
- Parent Involvement Events
- Parent/Teacher Conference Day built into the district calendar
- Bobcat Heart, Leadership Academy and Peer Helpers to assist with content and behavioral problems.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: User-friendly teacher websites. Sharing with parents ways in which they can be involved in the school. Communication with incoming students on grade level expectations. Addition of clubs and extracurricular activities with the addition of grades 3-5.

Problem Statement 2: Additional security camera in unstructured areas, such as cafeteria and gymnasium, where majority of our discipline issues arise.

Problem Statement 3: Master schedule- include 5 minute transitional time between specials.

Problem Statement 4: Collaboratively establish a vision and mission statement that is specific to Celina Elementary.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the 2017-2018 TAPR, Celina Elementary School has 36 teachers, 2 professional support teachers, and 2 administration. 86% of teachers hold Bachelor's Degree and 13% hold a Master's Degree. The largest percentage of our teacher population have between 11-20 years of teaching experience. Celina Elementary School teacher retention rate is very high.

When looking at needs of students, teacher/staff assignments are based on qualifications, years of experience and their individual strengths. To support the motion of continuous improvement the master schedule is designed to allow weekly collaboration among grade level teams, and specialist to disaggregate data and discuss benchmarks, curriculum adjustments, and student interventions. During the summer teacher attend professional development days that are aligned to our campus instructional needs.

The average monthly absences for staff is 96. This includes absences due to professional development opportunities.

In the education business there is always room for growth. At present, our district is at a time of growth/change. To eventually sustain a process of change, a critical mass of people is needed that share the same values, pursue the same objectives, and are equipped with the necessary knowledge and skills to perform their job. Through data we continue to address needs, strive for staff professionalism, and maintain a strong staff from year to year.

Staff Quality, Recruitment, and Retention Strengths

- Longevity within the campus
- Broad spectrum of experiences
- Providing productive and targeted campus based professional development
- Highly Qualified Teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Address attendance rate of staff and Google classroom training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and students may feel overwhelmed by the frequency of test, however, each test helps determine what objectives need more attention, gives information needed to drive small group instruction and demonstrates the mastery of objectives so teachers can accommodate objectives to meet the needs of individual students through both intervention and enrichment. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. Celina Elementary School will utilize the three tiered model for RTI to determine appropriate student interventions. First and second grade students are given the TPRI at the beginning, middle and end of the year as well as DRA2. Third through fifth grade students are given TEKS checks and curriculum checks throughout the year to determine mastery and intervention needs. It is imperative that whole group and small group instruction is driven by the TEKS and consistency is maintained throughout the district by following the TEKS Resource System alignment. The use of hands-on activities when possible and a variety of resources are used for student engagement, critical thinking, and problem solving skills. The Early Intervention Team (EIT) consist of the principal, assistant principal, special education teacher, counselor, homeroom teacher and child's parent(s). EIT is used to determine if additional assistance is needed to monitor success of intervention and student growth.

Curriculum, Instruction, and Assessment Strengths

- Reading and math unit test in AWARE for grades 1 - 5
- DRA2/TPRI data
- Teacher created assessments using TRS
- Imagine Learning for ELL and SPED students
- Interventions implemented
- EIT for RTI
- Intervention and Enrichment

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Progress monitoring tool for math Pre-assessment for all grade levels in reading and math.

Problem Statement 2: Aligned formative and summative assessments for better indication of student needs and mastery of content.

Problem Statement 3: More focus on vertical alignment amongst grades k-5.

Problem Statement 4: Increase use and resources in the STEAM lab.

Problem Statement 5: Instructional Coach on each campus to implement professional development, help assist with both vertical and horizontal alignment, and assist with the implementation of PLC's.

Family and Community Involvement

Family and Community Involvement Summary

The community of Celina is supportive and proud of all academic and athletic accomplishments. There are many organizations that help bridge school and community such as PTA, CARE and CATS. These organizations provide scholarships, purchase materials for the classrooms, and provide fundraising opportunities. School board, PTA officers, and other committee members serve as liaisons between the school district and community. Celina Elementary School encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent Involvement Events, Fun Day, Open House, Music Programs, Book Fair, Award Assemblies, Garden of Oz and Curriculum Night. Parental participation continues to increase. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to access attendance through parent portal. Pull-out and inclusion programs such as Accelerated Reading Instruction, Accelerated Math Instruction, Handwriting without Tears, ESL, Gifted and Talented, Dyslexia, Resource and Leveled Literacy Intervention are implemented to help monitor and establish student growth. Students are monitored closely through the EIT process with results indicating growth or further evaluation needed. With the anticipated future growth for our district, we recognize the potential need to help new families acclimate to our district.

Family and Community Involvement Strengths

- District and community high sense of pride for academic and athletic accomplishments
- ESL for parents
- Support of local businesses
- Parent Informational Meetings on Special Programs/Services
- Communications between parents and school (newsletters, emails, social media and surveys)
- Parental Involvement Nights for all parents free of charge
- Garden of Oz
- Watch Dog Dads

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parent use of district/campus website. Support for newcomers to the district. Parents aware of manners in which to be involved.

Problem Statement 2: Create an atmosphere in the front office for all to feel welcome when visiting Celina Elementary.

Problem Statement 3: Explore and implement extra curricular activities, such as art club, chess club, robotics club.

Problem Statement 4: Translation of all campus communication for bilingual parents.

School Context and Organization

School Context and Organization Summary

Celina Elementary will maintain the kind of climate where personal growth is expected, recognized and rewarded. Implementation of staff development, vertical and horizontal alignment across district, and positive feedback on performance will be provided through informational and formal evaluations.

Teachers independently evaluate student progress and modify lessons as needed for mastery of TEKS. Committees such as the site-based decision making committee are formed to help teachers and staff voice opinions and ideas. The district has high and clear expectations for students, staff, and parents. A sense of pride and satisfaction in the school district is felt throughout the community.

School Context and Organization Strengths

- Several options for staff opinions and help with district and campus decision-making
- Morale is high due to success of the district
- New employees feel welcome and appreciated

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

Problem Statement 2: Expand student learning and enrichment with clubs to help formulate positive relationships and higher level, critical thinking.

Technology

Technology Summary

At Celina Elementary School, each teacher has 6 student ipads, 1 MAC laptop for professional use, a document camera, and an interactive projector. In addition, there is a set of computer on wheels per grade level and a computer teacher that will follow and implement the TEK expectation and curriculum for each grade level. Teachers often feel limited to the projects due to limited computer access. The connectivity of the devices has improved and in turn has increased student usage. Small increments of applicable professional development is planned for the teachers and staff such as google classroom, tech pd tools, tech expo and tech or treats.

In education, like most organizations, technology is constantly evolving. Every year our district is implementing new and sometimes the cutting edge technology. Fortunately, we have an instructional technologist assigned to our campus on a consistent basis. The IT scheduled monthly lunch-and-learns to address implementation or challenges and answer staff questions. She communicates weekly, sharing ideas and recognizing staff that integrate technology into their content.

Technology Strengths

- Interactive projectors
- Lunch-and-Learns with the IT
- Weekly e-mails from the IT with ideas, suggestions, and recognition of staff
- Computer teacher
- Digital visitor sign in and out
- Instructional Technologist specialized for elementary campuses

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology ready to implement the first day of school.

Problem Statement 2: Implement digital background checks and registration paperwork.

Problem Statement 3: Additional devices for student use. (ipad/chromebooks)

Problem Statement 4: Stationary dock so faculty computers and cords stay in one place all year. Moving computers and adapters on a daily basis has caused an increase cost to replace adapters and cords and is not available when a substitute is in the classroom.

Problem Statement 5: Keyboarding skills need to be implemented and taught on the elementary campuses.

Problem Statement 6: Additional training on the 4 c's: Collaboration, Communication, Critical Thinking, and Creativity.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Community

Performance Objective 1: Celina Elementary School will expand opportunities for involvement of all families in 2018-2019. Parent involvement will increase from 25% to 50% by May 2019.

- 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Encourage weekly communication between parents and staff about upcoming events and volunteer opportunities.	Teachers Campus Administration	E-mails, newsletters, feedback from parents				
2) Translate all campus communication in spanish for bilingual participation.	Campus Administration ESL/BI Teachers Director of Bilingual Education	Increase in bilingual parental involvement				
3) Conduct a parent meeting communicating curriculum, campus needs, grading policy, changes in intervention and master schedule and/or volunteer opportunities.	Campus Administration Specials Teachers Team Leads	Parent feedback from parental involvement survey, sign-in sheets				

Goal 1: Community

Performance Objective 2: Celina Elementary School will implement career exploration programs in partnership with the community in 2018-2019. Celina Elementary will increase its community partnerships from 3 to 5 by May 2018.

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

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Encourage and invite community sponsors responsible for the Garden of Oz for ongoing support and participation.	Garden Committee Campus Administration Grade level teachers	Increase in student and community support and participation.				
2) Counselor will implement and promote Career Day, which will provide opportunities for community involvement.	School Counselor Campus Administration Teachers	Increase in parent participation, increase in exploration of programs and careers				
3) Establish additional partnerships with local businesses to support our families and students.	Campus Administration, PTA	Methodist Church, additional churches, perfect attendance bikes, school supplies, STEAM resources				
						

Goal 1: Community

Performance Objective 3: Celina Elementary School will build relationships between the district and community organizations in 2018-2019.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Include diverse groups of parents, faculty and community members in decision making through various committees. (CIP, SHAC, site-based committee, calendar)	Campus Administration	Agendas, sign-in sheets and communication regarding committees				
2) Create an atmosphere in the front office for all to feel welcome when visiting the office at Celina Elementary.	Office staff, Campus Administration	Climate Survey				
						

Goal 2: Excellence

Performance Objective 1: Celina Elementary School will develop high quality educators dedicated to continuous improvement in 2018-2019. 100% of Celina Elementary teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 2019.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Tango app will be utilized to administer TPRI to all students in grades 1-2. Data will be disaggregated to establish students in need of intervention and measure academic growth.	Principal, Team Leaders, Elementary Director of Instruction	Student increases in achievement (developed) and increase in levels of reading as demonstrated on TPRI reading assessment administered at BOY, MOY and EOY				
Funding Sources: 211-Title I - \$0.00						
2) Encourage and promote ESL endorsement for all certified employees.	Teacher Principal Assistant Superintendent	Certification of Completion				
3) Continue following Empowering Writers in accordance with the district writing plan to ensure high expectations for student performance.	Director of Curriculum & Instruction Principal	Staff development sign-in sheets or certificates, agenda from professional development events, lesson plans, campus walk-through data, increase in academic performance of students on local and state assessments.				
4) Continue to schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.	Campus Administration Director of Curriculum & Instruction	Teacher feedback, implementation/discussion/presentation of information gained from site visit.				
5) Provide necessary professional development and expand the use of our guided reading library and strategy group as an intervention among struggling students and enrichment for our Tier 1 students.	Campus Administration Director of Curriculum & Instruction Teachers	Measure of student growth by objective and reading level				
Funding Sources: 211-Title I - \$0.00						


6) Based on data gleaned from the 2016-2017 STAAR results as seen on TxReports, the area of need identified by Celina ISD is for reading at the third, fourth, and fifth grades to increase the number of students who meet or exceed final standard from our Hispanic/Latino and black population.	Director of Elementary Curriculum Campus Principal Bilingual/ESL Director Classroom Teacher	Purchase a reading intervention program and engage in guided reading training during professional development opportunities.				
Funding Sources: 211-Title I - \$8,400.00						
7) Develop a master schedule conducive to PLC implementation.	Campus Administration	Scheduled time for horizontal planning of formative assessments, data drives and planning.				
						

Goal 2: Excellence

Performance Objective 2: Celina Elementary School will promote extra curricular activities and events to maximize student education, development and wellness in 2018-2019. Student participation in activities will increase by 25%.

Evaluation Data Source(s) 2: % increase of participation in extracurricular activities
increased of extra-curricular activities offered

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Inquire the possibility of extra curricular opportunities for students, such as, chess club, spanish club, art club or Lego Robotics.	Campus Administration Sponsor Teachers	% increase in participation				
2) Provide a campus-wide assembly with secondary mentors or public speakers.	Campus Principal Campus Counselor	Office or counselor referrals, decrease in bullying reports				
System Safeguard Strategy 3) Provide students the opportunity to participate in STEAM activities.	Librarian Campus Administration Teachers	Steam lab rotation available for all students.				
Funding Sources: 211-Title I - \$0.00						
						







Goal 2: Excellence

Performance Objective 3: Celina Elementary School will provide CTE opportunities and support for all students to ensure student success. Student participation will increase from 50% to 75% in the character development program.

Evaluation Data Source(s) 3: % of graduation rate
 % increase of enrollment in CTE courses
 % of students receiving certifications

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Teachers will continue to use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall.	Director of Curriculum & Instruction Principals	Teacher lesson plans, campus walk-through data, student performance on local and state assessments				
2) Provide professional development on the 4C's; Collaboration, Communication, Critical Thinking, and Creativity.	Campus Administration Director of Curriculum and Instruction Teachers	Increase participation on climate and technology survey.				
3) Counselor will continue to promote college awareness and character development program to develop social and emotional skills.	Counselor	Bi-weekly guidance lessons, Huddle Up				
4) Teach, model, and integrate soft skills into STEAM lessons.	Librarian Teachers Campus Administration	Common language throughout campus, Bobcat Heart, Huddle Up				

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

Goal 2: Excellence

Performance Objective 4: Celina Elementary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career awareness in 2018-2019.

Evaluation Data Source(s) 4: # of systems and supports implemented
% of students indicating preparedness

Summative Evaluation 4:

Goal 3: Innovation

Performance Objective 1: Celina Elementary School will expand technological opportunities from 50% to 75% in 2018-2019.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to offer lunch-and-learns to increase teacher and student instructional technology use, and continue to expand instructional technology use for teachers and students.	Instructional Technologist Principal Director of Curriculum and Technology	Sign-in data, teacher feedback				
2) Explore the possibility of increasing student/device ratio. (ipad/chrombooks)	Instructional Technologist Principal Director of Curriculum and Technology	More devices on campus for student use.				
Funding Sources: 211-Title I - \$0.00						
3) Explore the possibility of a stationary dock for each instructional teacher.	Instructional Technologist Principal Director of Curriculum and Technology	Minimize HDMI cables, cords and damage to equipment due to plugging and unplugging.				

4) Implement keyboarding skills for grades 3-5.	Computer Teacher Principal Instructional Technologist Director of Curriculum and Technology	Keyboarding without Tears				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Innovation

Performance Objective 2: Celina Elementary School will create collaborative learning spaces in 2018-2019. Celina Elementary students and staff will increase their knowledge and application of collaborative learning spaces from 20% to 50% by May 2019.

Evaluation Data Source(s) 2: % increase in implementation of flexible classrooms

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings.	Principal Teacher Team Lead Director of Curriculum and Instruction	Sign-in sheets, increase in teacher participation/buy-in and feedback. Student growth				
Funding Sources: 211-Title I - \$0.00						
						

Goal 3: Innovation

Performance Objective 3: Celina Elementary School will develop each student to be a creative and critical thinker in 2018-2019. Increase student participation of PBL by baseline 0% to 25% by May 2019.

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	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 lessons.	Director of Curriculum and Instruction Campus Administration	Student growth, teacher feedback, observation, professional development sign-in sheets				

Goal 4: Leadership

Performance Objective 1: Celina Elementary will diversify opportunities for students to develop leadership skills in 2018-2019. Student participation will increase from 20% to 40% in behavior incentive programs and YLT.

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

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue Youth Leadership Team and increase involvement with 5th grade students.	Campus Administration Teachers Sponsor Campus Counselor	Increase of student participation, feedback from students, staff and parents				
2) Counselor will continue to provide guidance lessons to all students.	Campus Counselor Teachers	Guidance Curriculum, decrease in student discipline, teacher and student feedback				
3) Continue to promote and encourage the positive behavior support system that will be used on campus to recognize positive behaviors exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS and Bobcat Heart Referrals)	Campus Administrators Campus Counselor Teachers	Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback				
						

Goal 4: Leadership

Performance Objective 2: Celina Elementary School will develop a plan to build educator capacity for leadership in 2018-2019. Increase educator capacity for leadership from 20% to 40% by May 2019.

Evaluation Data Source(s) 2: % of district employees participating in the plan
% increase of involvement in districts leadership academy

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide leadership opportunities for experienced, well-versed staff interested in pursuing a leadership position for the following (See you at C.U.): Instructional Coach, Administration or Curriculum	Principal Lead Teachers Assistant Superintendent	Staff feedback, sign-in sheets, observation				
2) Provide teachers opportunities to lead in different capacities and participate in the decision making process.	Teachers Principal Director of Curriculum and Technology	Committees led by teacher leaders.				
						

Goal 4: Leadership

Performance Objective 3: Celina Elementary School will design a detailed plan to address organizational structures and adequately prepare for projected growth in 2018-2019.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to utilize campus mentoring for new staff.	Campus Administration Team Leads Teachers	Agenda from meetings, teacher feedback				
2) Implement new teacher monthly meetings with campus administration.	Campus Administration New teachers	Agenda from meetings, sign-in sheets				
3) Collaboratively develop a campus vision and mission statement specific to Celina Elementary.	Faculty & Staff Campus Leadership	Shared vision and mission for the campus creates ownership, all staff working toward same goal.				
						

Goal 5: Stewardship

Performance Objective 1: Celina Elementary will provide equitable distribution of financial resources throughout the district in 2018-2019.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Establish a committee to meet quarterly to be an advocate for instructional resources and expenditures, which will ensure transparency within the campus.	Campus Administration Secretary Campus Counselor Team Leads	Agenda from meetings, fiscal responsibility and use of funds				

Goal 5: Stewardship

Performance Objective 2: Celina Elementary School will 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:

Goal 5: Stewardship

Performance Objective 3: Celina Elementary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs for all students in 2018-2019.

- Evaluation Data Source(s) 3:** % of students and parents indicating satisfaction
 # of supports provided based on counselor reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue annual training/instruction on campus crisis and emergency plans.	Campus administration School Counselor SRO	Scheduled trainings/meetings, staff sign in sheets from trainings, staff knowledge and implementation of code of conduct.				
2) Increase the number of security cameras in the unstructured environments of the campus; such as the cafeteria and gymnasium.	Security/Chief Manson Campus Leadership	Reduced discipline referrals from unstructured environments.				

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	3	Provide students the opportunity to participate in STEAM activities.

Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	5			\$0.00
2	1	6			\$8,400.00
2	2	3			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
Sub-Total					\$8,400.00
Grand Total					\$8,400.00