

Celina Independent School District
Celina Junior High
2019-2020 Campus Improvement Plan



Mission Statement

The mission of Celina Junior High is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.

Vision

Paving the way for the future.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 4
 - School Culture and Climate 5
 - Staff Quality, Recruitment, and Retention 6
 - Curriculum, Instruction, and Assessment 7
 - Parent and Community Engagement 8
 - School Context and Organization 9
 - Technology 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - Goal 1: Community 15
 - Goal 2: Excellence 17
 - Goal 3: Innovation 21
 - Goal 4: Leadership 24
 - Goal 5: Stewardship 25
- Campus Funding Summary 28
- Addendums 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Breakdown by Ethnicity

- African American 3.9%
- Hispanic 21.4%
- White 66.7%
- American Indian 2.1%
- Asian .8%
- Two or more races 5.2%

- Special Programs
- Bi/ESL 1% (4)
- GT 9.6% (37)
- SPED 8.5% (33)

Mobility rate

-7.2%

We believe that our numbers accurately represent the needs of our student population. We are not over or under-represented in our special programs.

Demographics Strengths

- Continue to review sub-groups of students identified as special education with an emphasis on Hispanic students in special education.
- Address increase of Hispanic population and minority groups.
- Address the needs of At-Risk students on the Jr. High campus we have 101 students that qualifying as At-Risk

Student Achievement

Student Achievement Summary

- We are at or above state averages for all assessments and categories (approaches, meets, masters) → even the Econ-Disadv percentage remained above the state for the majority 2018 assessments
- 7th-grade reading and writing made growth from 2017 to 2018
- 7th-grade math and reading had growth in the Hispanic populations from 2017 to 2018

Student Achievement Strengths

Positive Impact: For the 7th and 8th grade, ESL pullout program percentages have improved.

Although the performance scores are low for SPED, they have shown GREAT improvement in all content areas in the approaching grade level or above category.

The addition of Reading Strategy class has had a positive impact on student reading scores.

6th grade is concerned about meeting the LLI program requirements without the staff to support the program - ACE is not best used for students who need intermittent tutoring versus the students who need a set class for daily intervention - or does this open up some class periods for the English teachers to utilize this program based on staffing and master schedule for the 2019 school year

JH is seeing some growth with the AMI program - but is looking to restructure to more of a math lab setting for built-in support for those struggling students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students reading at or below a 4th grade reading level. **Root Cause:** Students arriving on campus with as low level readers, some of these are SPED, ESL students.

School Culture and Climate

School Culture and Climate Summary

Students are treated fairly by the other children in school. More than half of the students feel they are treated fairly by the adults in the building. More than half of the students surveyed feel that teachers really care about them.

School Culture and Climate Strengths

- Respect is given and received by staff and students resulting in a positive learning environment
- Expectations are clear and consistent
- Common areas are well monitored and safe
- Survey results reveal our implementation of PBIS has been successful in many areas.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While 45% feel they do not feel bullied, 47% do feel like they are teased or picked on. The positive side of this is that they are able to distinguish between the two, but more needs to be done about the teasing. **Root Cause:** Need for structured time for teachers and students to share their voice and concerns.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and paraprofessionals are highly qualified according to state and federal guidelines. The Highly Qualified status of Campus staff reflected in the annual Highly Qualified Report to TEA. Historically, the retention rate of the school is high. Therefore, recruitment needs are small. When a teaching position is vacant, recruitment is done through the Region 10 Teacher Job Network.

Staff Quality, Recruitment, and Retention Strengths

6GC and CJH retained 95% of teachers from the previous school year.

Suggestion to add three new teachers due to new campus configuration and course offering.

New teachers to Celina ISD are required to attend a 3-day new hire training in August.

CJH staff is being sought out by CISD to fill openings within the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Implement procedures that are more rigorous and efficient that give an objective score or hiring classroom teachers and paraprofessionals. **Root Cause:** Improving the quality of teachers hired for the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The RTI process this year is addressing some needs in this alignment process. As of this spring, the LLI groups formed will contribute to an underlying issue that should show improved data in this alignment as well.

Science and math (8th) shared learning objectives and support each other in instruction when common threads were found in the curriculum.

Science and English (7th) shared learning objectives through communicating learning in expository writing.

Curriculum, Instruction, and Assessment Strengths

- PLC planning has had a positive impact on instruction and assessment.
- New classes have been added including STEM I & II, Theatre, Spanish, GT/advanced course, career investigation
- Writing across the curriculum is being used to promote higher order thinking skills
- ACE time provided to students for homework help and reteaching.
- Teachers are provided (1) 1/2 days each nine weeks for planning.

Parent and Community Engagement

Parent and Community Engagement Summary

Historically, the Campus has communicated with students' families and the community through traditional means (e.g. notices sent home with students, letters mailed to homes, information posted on the district website, parent portal). The campus and district continue to communicate through other means of technology such as School Messenger, 411, district and campus Remind, Google Classroom, and various social media accounts including club specific accounts. The community is very involved in all athletic and extracurricular events. They support the various activities through participation in multiple booster clubs and community groups focused on CISD support. These groups include, but are not limited to, Bobcat Moms, Quarterback Club, CEF, PTA, Band Boosters, etc.

Parent and Community Engagement Strengths

- Multiple Clubs and organizations for community involvement provided on campus:
 - CEF, PTA, Band Booster Parents, Bobcat Moms, Quarterback Club, parent meetings, athletic programs, intro to athletics, Grace Bridge, 180 Degrees, Discover DC, Chamber of Commerce, local churches, FCA, Facebook announcements, local fire and police departments
- Committees that involve community and family
 - Calendar Committee, Academic Planning, Campus Improvement
- Services that Support students in special programs:
 - Families who speak languages other than English predominantly speak Spanish. These families benefit from ESL and GED classes for adults, the CISD webpage's ability to be translated into 10 different languages, and services of the district's ESL Director/parent liaison.
 - Special Olympics for students with Special needs
- Activities that involve community and families:
 - field trips, guest speakers, band contests, Principals' 100, career exploration and exposure, Implementation of One-to-One Initiative, Grandparents luncheon, New student lunch, Principal's coffee, Donuts with Dad, Muffins with Mom, Registration Fair, PTA Reflections, Science Fair, Career Day, Clothe a Child, Food Drive, Toy Drive, Fundraisers, Student Showcase, Pep Rally Speakers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Streamline to improve communication within the community and families. **Root Cause:** There are too many means of communication being utilized throughout the campus which lead to miscommunication and missed information.

School Context and Organization

School Context and Organization Summary

This school year added LLI learning program for students that need intervention that will assist in addressing individuals educational gaps.

For students who are performing poorly, we provide accelerated math and reading instruction, ACE tutoring, writing lab interventions, access to the study lab for all students, and assign SPED students to work with SPED teachers during ACE time. We also track students on a weekly basis that are consistently unsuccessful in multiple classes.

During ACE period we are having RTI tutorials as needed for student growth and closing the gaps.

Teachers create all student assessments that are used to evaluate individual students and the program as a whole. Teachers are directed to the district to use Euphoria and TEKS resource as the source for the assessments. The district also addresses the time frame for TEKS checks and evaluations. Most teachers use a common assessment.

School Context and Organization Strengths

- 6th grade - AMI implemented this year, ACE tutorials by multiple teachers
- 7th/8th grade - AMI, ARI, ACE tutorials, study lab tracking, ZAP, RTI meetings/tutorials, EIT process
- 6th-8th - PLC grade levels meet weekly to discuss common assessments using the TEKS Resource System question bank.
- Group also decides on retest options/opportunities based on assessment data.
- 6th-8th grade - PLC has opened a line of communication between grade level departments - allowing for vertical alignment and assessment discussions.
- 7th-8th grade - Weekly CTT meetings have allowed more meaningful discussion about student needs and progress in all subject areas.
- Parent survey revealed parents are happy with the location, campus spirit, classroom environment, and welcoming and friendly staff.

Technology

Technology Summary

District and campus expectations is for everyone to use technology to continue moving towards full integration in the classroom, not just replication of paperwork.

Online instructional materials are evaluated for appropriateness and accuracy by individual teacher discretion allowing autonomy and creativity for their class.

Student's have access to wifi on the entrance to the building. If a desktop machine is needed a before school appointment can be made at the JH.

Technology upgrades will include new devices next year. The device selected will depend on the result of the decision matrix currently being evaluated.

Technology Strengths

The JH has desktop machines in Tech Apps and STEM classrooms, plus a few in the library.

Students:

- 6th Center - 1:1 Chromebooks kept in the house and checked out daily
- JH - 1:1 iPads checked out for the year

Teachers:

- 6th Center - MacBook and Chrome-book
- JH - MacBook and iPad for all Classroom teachers

The staff agrees/has a strong belief (82%) that technology enhances student learning per Bright Bytes (BB) survey. This was a decrease from last year's results. The student results for technology enhancing student learning was 68%.

Tech Tuesday/Wednesday has increased the teacher comfort level and learning of new technology applications and allowed for some planning time to implement in the classroom. Overall result is more usage overall in all classrooms. The student impact includes using the devices for academics, increasing their confidence in using their device and making learning more fun

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Tobacco, alcohol, and other drug-use data
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Community

Performance Objective 1: Maintain and expand opportunities for involvement of all families.

- Evaluation Data Sources:** % 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: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide an opportunity for new families to meet with staff for district/campus orientation (in-person and virtual) Strategy's Expected Result/Impact: Increased participation from new parents. Sign in sheets Monitor: Campus principals and lead teachers Funding Sources: - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain participation of Grandparent Luncheon Strategy's Expected Result/Impact: Expand to 6th grade campus and increase overall participation Sign in sheets Monitor: Campus principals, secretaries, district food services Funding Sources: Resources for the lunch - 199 -- CISD - \$200	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Community

Performance Objective 2: Streamline meaningful and effective communication with the community.

Evaluation Data Sources: % of community satisfied with communication based on survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Educate parents about accessing campus, classroom, and student information through enrollment packet, meet-the-teacher, new parent meeting, and Bobcat 101 Strategy's Expected Result/Impact: Increased parent awareness of campus, classroom, and student information Monitor: Campus principal, instructional technologist, teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff consolidates communication methods to Google Classroom, Calendar, email, and/or Remind. Strategy's Expected Result/Impact: Staff consistently uses preferred venues for communication with community Monitor: Campus administrators and teachers	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				









Goal 1: Community

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

Evaluation Data Sources: # of district personnel on city educational committees
 # of community organization volunteers at campuses

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain partnership with Celina Chamber of Commerce in support of Principal's 100 initiative Strategy's Expected Result/Impact: Opportunities for students to interact with community organizations and businesses monthly Student notification forms to parents about trip. Monitor: Campus principal, PBIS	Formative			Summative
	Sept	Nov	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Pursue new and maintain current partnerships with businesses and organizations within immediate and extended communities</p> <p>Strategy's Expected Result/Impact: Community organizations and businesses within immediate and extended communities have opportunities to interact and fund student activities</p> <p>Sign in sheets from meetings.</p> <p>Monitor: Campus principals, sponsors, coaches</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





















Goal 2: Excellence

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

- Evaluation Data Sources:** % increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the current master schedule allows for both grade-level and vertical planning (e.g. PLC/CTT)</p> <p>Strategy's Expected Result/Impact: Improve staff collaboration to allow staff to address individual student needs</p> <p>The 2019-2020 CJH Master Schedule</p> <p>Monitor: Campus principal and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Structure teacher-led professional development during PLC/CTT and staff development days</p> <p>Strategy's Expected Result/Impact: Teachers have an opportunity to develop and expand leadership skills and content knowledge</p> <p>PD Calendar for 2019-2020</p> <p>Monitor: Campus principal, instructional technology specialist, and staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue and expand PBL development in content and cross-curriculum</p> <p>Strategy's Expected Result/Impact: Provide more opportunities for student to participate in PBL assignment</p> <p>Training for staff to attend PBL and PD days to plan each semester.</p> <p>Monitor: Campus principal and staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Vertically and horizontally align student writing strategies and instructional resources</p> <p>Strategy's Expected Result/Impact: Students have a chance to consistently incorporate writing strategies and instructional resources in subject areas</p> <p>Monitor: Campus principal, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The staff will have update training on the use of MTSS and RTI each semester.</p> <p>Strategy's Expected Result/Impact: The students will receive intervention based on their current data and needs.</p> <p>Select staff to attend MTSS Institute in September 2019</p> <p>Monitor: Principal and AP</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

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

Evaluation Data Sources: % increase of participation in extracurricular activities
increased of extra-curricular activities offered

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Provide club/activities during ACE/school day (i.e. archery, fishing, Knot Your Average Bobcat, ecology club, horticulture club, robotics) Strategy's Expected Result/Impact: Increase number and participation of extra-curricular activities. Student participation in activities. Monitor: Campus principal and teachers	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

Performance Objective 3: Ensure students are equipped with soft skills necessary to succeed in college/career readiness

Evaluation Data Sources: % increase of participation in extracurricular activities
increased of extra-curricular activities offered

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunity for students to participate in Getting Things Done for Teens curriculum, by David Allen. Strategy's Expected Result/Impact: Students learn and incorporate time-management and productivity skills in their daily activities. Monitor: Campus principal and teachers TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Provide GT students the opportunity to explore careers in high-demand Texas industries</p> <p>Strategy's Expected Result/Impact: Students gain knowledge of expectations related to in-demand Texas careers (i.e. interview skills)</p> <p>Attend Workforce Solutions job fair.</p> <p>Monitor: Campus principal and GT sponsor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a student-led career fair disseminating information gathered during exploratory CCMR/CTE-related activities.</p> <p>Strategy's Expected Result/Impact: Students lead and learn about soft-skills necessary to be competitive in a 21st-century global environment</p> <p>Monitor: Campus principals and teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Acquire MAPS testing as a universal screener to be utilized in reading and math to meet all student needs (ie SpEd)</p> <p>Strategy's Expected Result/Impact: Administrators and teachers are able to use current data to implement differentiated instruction according to student needs.</p> <p>Students scores from the MAPS testing</p> <p>Monitor: Campus principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate multiple-intelligence inventory survey to equip students for better learning strategies</p> <p>Strategy's Expected Result/Impact: Students will be aware of their learning styles and techniques.</p> <p>List of students learning styles and techniques to best teach students.</p> <p>Monitor: Campus principal and teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources: % increase in courses offered
 % increase in enrollment/participation
 # increase in device to student ratio
 # increase in teachers participating in quality training

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue with technology training and implementation through PLCs and Professional Development days.</p> <p>Strategy's Expected Result/Impact: Provide new and updated technologies and increase fluency for tech integration in classroom environment.</p> <p>Use of new IPADS and sign in sheets for training.</p> <p>Monitor: Campus principals and Instructional Technology Specialist (ITS).</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Install Apple TVs and provide training for teachers to use in classrooms</p> <p>Strategy's Expected Result/Impact: Teachers are able to meaningfully incorporate Apple TVs into classroom instruction.</p> <p>Receipt of Apple TV's</p> <p>Monitor: Campus principal and teachers</p> <p>Funding Sources: - 199 -- CISD - \$6,500</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers professional development to maximize the use of G-Suite and prioritized apps for classroom use</p> <p>Strategy's Expected Result/Impact: Teachers become more proficient and efficient in use of G-Suite and prioritized apps.</p> <p>Campus PD training schedule, and sign in sheets.</p> <p>Monitor: Campus principal, instructional technology specialist, and teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers implement higher-levels of SAMR models in classroom instruction</p> <p>Strategy's Expected Result/Impact: Teachers create lesson plans noting higher-levels of SAMR strategies</p> <p>Teachers lesson plans</p> <p>Monitor: Campus principal, instructional technology specialist, and teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces

Evaluation Data Sources: % increase in implementation of flexible classrooms
 # increase in teaming areas

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Allocate funds for flexible seating options in classroom and common areas.</p> <p>Strategy's Expected Result/Impact: Innovative teaming areas for student collaboration</p> <p>Purchase of new desks</p> <p>Monitor: Campus principals and teachers</p> <p>Funding Sources: - 199 -- CISD - \$5,000</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus design committee will visit surrounding district to provide input on future campus design</p> <p>Strategy's Expected Result/Impact: Creative and collaborative learning spaces will be designed and implemented based on committee input.</p> <p>Committee notes and sign in sheets.</p> <p>Monitor: Campus principal and campus design committee</p>	Formative			Summative
	Sept	Nov	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Innovation

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

Evaluation Data Sources: % 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: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement PBLs that encourage students to create a product utilizing MakerSpace.</p> <p>Strategy's Expected Result/Impact: Students learn and create products through Buck Institute model for PBLs</p> <p>Provide training in the Fall of 2019 and sign in sheets as well as lesson plans</p> <p>Monitor: Campus principal and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate themed-based literature circles to supplement ELAR instruction</p> <p>Strategy's Expected Result/Impact: Students are able to analyze a variety of texts critically</p> <p>Purchase of new novels for reading class.</p> <p>Monitor: Campus principals and ELAR teachers</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Create and implement individualized math learning pathways Strategy's Expected Result/Impact: Students will have access to various levels of pacing, providing higher achievement for all ability levels. Master schedule Monitor: Campus principal and math teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Leadership

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

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Expand 6GC opportunities for students to serve as educational mentors to preK and K students Strategy's Expected Result/Impact: Build leadership capacity in students Monitor: Campus principals	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide leadership opportunities for established students to welcome new students into the campus climate and culture Strategy's Expected Result/Impact: Increased student ownership of campus culture and climate Student list of students participating in the program. Monitor: Campus principal, sponsors, and counselor	Formative			Summative
	Sept	Nov	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide GT students opportunity to explore careers in high-demand Texas industries Strategy's Expected Result/Impact: Students gain knowledge of expectations related to in-demand Texas careers (i.e. interview skills) Monitor: Campus principal and GT sponsor	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Leadership

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

Evaluation Data Sources: % of district employees participating in the plan
 % increase of involvement in districts leadership academy

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain opportunities for teachers to lead vertical and grade-level PLCs Strategy's Expected Result/Impact: Teachers will develop a capacity for leadership Master schedule Monitor: Campus principal and lead teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain opportunities for teachers to lead in-district and out-of-district professional development. Strategy's Expected Result/Impact: Teachers develop research-based professional development and increase professional learning network PLC calendar and agendas Monitor: Campus principals and lead teachers	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Stewardship

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

Evaluation Data Sources: # of top financial ratings and recognition
 % of financial resources spent on instruction and student activities

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue professional development for teachers in grant writing Strategy's Expected Result/Impact: Teachers approach grant writing with greater clarity and confidence.</p> <p>Provide PD for staff sign in sheets Monitor: Campus principals</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Departments continue giving input for campus funds through budget process Strategy's Expected Result/Impact: Access to campus budget is objective and fair</p> <p>Campus 2019-2020 budget Monitor: Campus principal and staff</p>	Formative			Summative
	Sept	Nov	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Stewardship

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Add full-time Spanish Teacher Strategy's Expected Result/Impact: 180+ students will participate in Spanish, receiving HS credit Additional staff Monitor: Campus principal Funding Sources: - 199 -- CISD - \$51,000	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Add full-time 6th-grade interventionist Strategy's Expected Result/Impact: 6th-grade campus will service eligible students for intervention throughout the school day Monitor: Campus principal	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Add another 8th-grade ELAR teacher to accommodate new ELAR TEKS Strategy's Expected Result/Impact: Campus will separate ELAR into reading and writing classes Moved Tech Apps teacher to ELAR Monitor: Campus principal	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Add full-time reading strategist/LLI instructor, 7-8th Strategy's Expected Result/Impact: Students in need of intervention will receive it in the recommended ratio of 5:1 New Staff Monitor: Campus principal	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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 Sources: % of students and parents indicating satisfaction

of supports provided based on counselor reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue evaluating and improving the PBIS program Strategy's Expected Result/Impact: Continued decline of office referrals and increased student citizenship # of office referrals during the school year Monitor: Principal and PBIS team	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Extend and expand education of anti-bullying and harassment both in the classroom and campus-wide Strategy's Expected Result/Impact: Students will understand the difference between bullying and teasing, therefore reducing incidents and reports of bullying and creating a safer learning environment Monitor: Campus principals, teachers, and counselor	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide racial/cultural diversity training for staff Strategy's Expected Result/Impact: Teachers will be able to appropriately identify, report, and handle issues that arise from racial/cultural diversity Monitor: Campus principals	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Plan campus safety training with Celina PD and CISD Police each semester to promote school safety. Strategy's Expected Result/Impact: Staff will be equipped to handle safety issues should any occur. PD Calendar and sign in sheets Monitor: Campus Principal and AP TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Campus Funding Summary

199 -- CISD					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Resources for the lunch		\$200.00
3	1	2			\$6,500.00
3	2	1			\$5,000.00
5	2	1			\$51,000.00
Sub-Total					\$62,700.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$62,700.00
+/- Difference					-\$62,700.00

Addendums