

Celina Independent School District
Celina Primary School
2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina Primary School opened in 2017-18 after the district reconfigured its campuses. Celina Primary School is located in Celina, TX, a small, rural city about 30 miles outside of the Dallas metroplex. Celina ISD continues to grow approximately 9% each year, with potential escalated growth in upcoming years. Celina Primary School serves all eligible pre-kindergarten students, identified PPCD students, and kindergarten students from across Celina ISD.

Kindergarten enrollment in 2018-2019 is slightly up compared to 2017-2018. There are 9 sections of kindergarten, one of them is bilingual. All kindergarten classes have 22 or 23 students with the exception of the bilingual class which has 11.

2018-19 campus population consists of; 7 EE's, 40 Pre-K, and 191 kindergarten students for a total of 244 students on campus. Special populations include 13 ESL, 27 bilingual, and 5 homeless/McKinney Vento.

We have identified 65 students at-risk. Celina Primary currently has no migrant students. Celina Primary School has a mobility rate of less than 3% with a stability rate of 97%.

Identified students who qualify are served in special programs such as; PPCD, PreKindergarten, ESL, and Bilingual. Most students do not exit these programs until upper elementary grades, therefore; our exit numbers are very low.

The staff of Celina Primary School mirrors the demographics of the students they serve. Kindergarten teacher to student ratios are ar 1:22. Pre-kindergarten class ratios is 1:11.

Demographics Strengths

Summary of Strengths:

- Low mobility rate
- Early intervention programs
- Highly qualified staff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 17% of teachers are not ESL Certified **Root Cause:** ESL certification has not been a requirement in the past.

Student Achievement

Student Achievement Summary

Celina Primary School teachers use multiple assessment measures to monitor student progress. Students are assessed at multiple checkpoints throughout the school year. Prekindergarten uses CIRCLE and ESGI. Kindergarten uses TX-KEA, TPRI, DRA, and ESGI.

Celina Primary School does not have an interventionist. Kindergarten teachers provide their students with intervention in the classroom in the form of small group or 1:1 instruction. Teachers share two instructional aides. The aides work with students who need additional support.

Students who are not making progress are referred to the MTSS (Multi-tiered Support System) Team. Students with a suspected disability are referred for a special education evaluation. This year 6 prekindergarten and 7 kindergarten students were identified with a disability.

Instructional aides, specials teachers and other staff members cover kindergarten classes once per week for one hour so the kindergarten team can have a common PLC/Planning time. During these meetings, the kindergarten team discusses: lesson plans, student data, assessments, grades, rubrics, and curriculum.

Student Achievement Strengths

- Balanced literacy model
- Multiple assessment measures
- Small group instruction
- Multi-tiered Student Support Team

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Not enough time for the whole kindergarten team to plan together. **Root Cause:** Teachers do not have a common planning time.

Problem Statement 2 (Prioritized): Consistent multi-tiered intervention system in kindergarten **Root Cause:** Kindergarten does not have an established multi-tiered intervention system

Problem Statement 3 (Prioritized): Students do not have access to an interventionist **Root Cause:** We do not have an interventionist on our campus

School Culture and Climate

School Culture and Climate Summary

Campus Vision Statement: To cultivate a positive, collaborative learning community that creates and promotes responsible, compassionate, independent students who have a passion for learning.

Campus Mission Statement: Provide innovative, meaningful and collaborative student-centered learning opportunities.

Celina Primary School has a safe and friendly environment. The building was recently re-purposed and updated to meet the needs of its young learners. The building is safe and secure. All the doors are kept locked. There are video cameras throughout the building and at every exit. The School Marshall Program was implemented this year. Parents report that their children are happy and enjoy coming to school. Staff and students have positive relationships. Praise and encouragement are a natural part of our campus culture.

Celina Primary School teachers have their own classroom management and organization system. Bucket Fillers tickets and awards are used school-wide to promote and encourage positive behavior. The Kelso's Choices program is introduced by the school counselor during guidance lessons and implemented school-wide by all staff members. Student discipline referrals are minimal and rarely severe enough to require the involvement of an administrator. Teachers have a system for communication with families about their student's behavior. Positive behavior is celebrated as a campus using a ticket reward system on Fridays' and during our Celebration of Learning every nine weeks.

Office visits due to behavior issues have been mainly of students with disabilities or a suspected disability. Discipline outside of the classroom is handled by the counselor and principal on an individual basis. The counselor utilizes restorative practices to teach students appropriate pro-social behavior and conflict resolution skills.

Alphabest is offered after school for a fee. Due to the age of Celina Primary School students, Celina Primary School does not offer any extracurricular activities or clubs.

School Culture and Climate Strengths

- Positive reinforcement
- School pride
- Bucket Filler Awards (for students and staff)
- Guidance lessons aligned to student needs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Consistent discipline from classroom to classroom **Root Cause:** We do not have a discipline referral flowchart

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Celina Primary School teaching staff hold a valid Standard Teaching Certificate issued by the state of Texas. Every teacher is working in an area they are certified to teach, making them highly qualified. All paraprofessionals are highly-qualified in the area they work in.

The campus principal conducts walk-throughs, observations, and evaluations. All certified teaching staff is evaluated using the T-TESS instrument. The principal meets with each teacher at the beginning and end of the year to establish performance goals and monitor progress on those goals.

The district offers an Aspiring Administrator and an Instructional Coaching program for staff who are interested. Teachers also have the opportunity to attend high-quality professional development throughout the school year. Teachers lead and collaborate on site-based committees.

Some professional development is mandatory for all staff and comes from the district level. At the campus level, professional development is designed based on teacher input, needs identified in the Campus Needs Assessment, and student needs. Staff can also request professional development in areas of interest and/or need. Pre-K teachers turn in a professional development plan. All teachers participate in at least 50 hours of PD each school year. By continuously providing professional development, our campus is able to maintain instructional consistency from classroom to classroom. New teachers to the district are able to get the same professional development offered to existing staff in previous years. Professional development offered from the curriculum department ensures staff is equipped with the skills needed to execute the objectives outlined in the district's strategic plan.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified staff
- Professional development opportunities
- Mentors for new staff
- Teacher input on professional development
- Rigorous interview process

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): New staff needs the same training offered to existing employees in previous years **Root Cause:** Our growing community results in the need to hire additional staff

Problem Statement 2 (Prioritized): The new teacher mentoring program does not fully support all the needs of staff new to the district. **Root Cause:** The mentoring programs in Celina ISD, at the district and campus level, are in their infancy phase.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Texas Resource System (TRS) is the adopted curriculum used by Celina Primary School. TRS is aligned to the Kindergarten TEKS and Texas PreK Guidelines. Supplementary resources are vetted by the curriculum department to ensure they are aligned.

Teachers collaborate during planning on graded assignments and common grade level assessments. Teachers use data results to refer students to the Multi Tiered System Support Team (MTSS).

Celina Primary teachers align their instruction and assessments to the TEKS and Pre-Kindergarten Guidelines. Teachers set high expectations for all students. Student data is discussed during Professional Learning Community (PLC) meetings.

Students visit the STEAM Lab on a weekly basis. STEAM lessons allow students to develop and use 21st century skills such as: collaboration, communication, critical thinking, and creativity. STEAM activities are also implemented in the individual classrooms as well.

Teachers provide additional support in their classroom through small group and 1:1 instruction. Some students receive additional assistance by an instructional aide. Students who are not working on grade level or meeting academic/behavior expectations and need intervention above and beyond what is taught in the classroom are referred to the MTSS team.

Students in Kindergarten are assessed using TPRI at the middle and end of the school year. The DRA is used to assess students' reading levels at the beginning, middle, and end of the year. Students are also assessed in each core subject every 9 weeks. ESGI is used to monitor student progress and data is used to guide instruction. PreK uses CIRCLE to monitor progress at the BOY, MOY, and EOY and ESGI to monitor progress throughout the school year.

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC Meetings during school
- Curriculum aligned to TEKS and TX PreK Guidelines
- Common assessments and rubrics
- Instruction, framework, and assessment alignment with district
- Multi-tiered Support System
- Multiple assessment measures
- STEAM Lab
- PE daily

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Kindergarten has difficulty meeting as a whole team **Root Cause:** Kindergarten teachers do not have a common planning time

Problem Statement 2 (Prioritized): Kindergarten teachers lack vertical alignment opportunities with 1st grade **Root Cause:** PreK and Kindergarten are on a separate campus

Parent and Community Engagement

Parent and Community Engagement Summary

Celina Primary School has a site-based Family Involvement Committee. Events are planned throughout the year to involve parents and the community. Sign in sheets are used to track the number of people who attend school events. Parents are invited to events during and after school such as: Meet the Teacher, Principal/Parent Coffee, Title I Information Meeting, Parent Teacher Conference Day, Open House, Class parties, Field Trips, Back to School Dance, Celebration of Learning every 9 Weeks, Track and Field Day, Color Run, Polar Express Night (302 in attendance), Family STEAM Night (127 in attendance), Valentine Music Programs, Watch D.O.G.S. program, Pre-Kindergarten Parent Trainings, Volunteer Breakfast, Kindergarten Graduation and PTA sponsored events.

A parent communication survey was sent out at the beginning of the school year to all Pre-K and Kindergarten families.

Community members, business members, parents, and staff attend our Campus Needs Assessment meeting to address continuous school improvement. During this meeting, we look for areas of strength within our school and areas where we can improve. Results from our Campus Needs Assessment drive our Campus Improvement Plan

PreKindergarten parents were surveyed about their parent training interests. Based on Pre-K parent input, 3 Pre-K parent trainings have been planned. There is a low attendance in PreK parent trainings. One attended the morning training in the fall. Eight attended the evening training in January. A Pre-K program evaluation will be sent home at the end of the year to help guide our high-quality Pre-K program the following year.

Our partnerships with PTA and C.A.R.E. allows involvement for the direction of funding and the scheduling of activities. Parents from our campus were on the calendar committee and Bond Committee.

On the first day of school, in conjunction with the CEF, Celina Primary School hosts a Boohoo Yahoo breakfast. The principal and the counselor also host a Parent Coffee early in the school year to inform parents about school resources and supports. School Watch D.O.G.S. program is in place to engage fathers and father figures in their child's education. The Celina Primary PTA is also very instrumental in involving parents and getting them to volunteer and stay involved.

Based on our home language survey, we have identified 5 languages on our campus. Most of our families speak English or Spanish. School communication is provided in English and Spanish (newsletter/Information flyers). There is staff available for parents who need an interpreter.

Student and families at Celina Primary School have access to various special programs including: Bilingual/ESL, 504, Prekindergarten, PPCD, Special Education, MTSS, Gifted and Talented and the Food Bag Program.

Celina Primary School has partnerships with community organizations to support students and families in need. Partnerships include: Clothe-A-Child, First United Methodist Church Food Bag Program, Grace Bridge toy drive, Grace Bridge food drive, Bikes and Bibles, Blue Santa with the Police Dept., and Celina Education Foundation.

Parent and Community Engagement Strengths

Celina Primary School provides special programs to meet the needs of students.

- PreKindergarten
- Bilingual Education
- ESL
- 504

- PPCD
- Special Education
- GT
- Information provided in both English and Spanish

Community Partnerships:

- Grace Bridge
- Police Department
- United Methodist Church
- Clothe-a-child

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): School activities conflict with activities on other campuses therefore parent attendance is sometimes low **Root Cause:** Schedule conflict between family, community, and school events

Problem Statement 2 (Prioritized): Low parent attendance at prekindergarten parent trainings **Root Cause:** Schedule and child care conflicts

School Context and Organization

School Context and Organization Summary

Central administration supports our school by providing curriculum materials and training opportunities for the implementation of the curriculum as needed. The curriculum coordinator sometimes attends PLC meetings. The technology department assists with campus technology needs and personnel to train staff to use technology at the instructional level.

The kindergarten team has nine classes and is split into three rotations. Three teachers share the same planning period at one time. On Tuesdays, kindergarten classes are covered for 1 hour so all 9 kindergarten teachers can plan and meet as a PLC. Students have PE for 30 minutes and a different specials for 30 minutes each day. One time per week students attend the STEAM Lab for 45 minutes.

The most common subject kindergarteners struggle in is reading/language arts. Teachers ELAR time is their biggest instructional block. Teachers reteach in small groups for problem areas. Math instructional time is 90 minutes, ELAR is 175 minutes, Science and Social Studies are 30 minutes each.

Celina Primary School has site-based committees (campus culture committee, parent involvement committee, and, Technology Committee). These committees have decision-making power. Many of the ideas that come from these site-based committees drive what we do as a campus. There is also a team leader group that meets and collaborates monthly to plan, problem solves, and make campus-wide decisions. Teachers are surveyed and data is used to make campus-wide decisions. In addition, central office administration surveys teachers yearly and has a monthly face to face meeting with teachers during their lunchtime. Teachers are included in IDLT and curriculum adoption decisions.

Some assessments are district and state mandated such as: TPRI and TELPAS. Other assessments such as DRA and ESGI are used by teachers to inform instruction and measure student progress. Teachers design the majority of the assessments they give.

Celina ISD holds monthly public and announced School Board Meetings. These meetings are open so anyone can attend. For big district decisions such as the development of the district's bond election, staff and parents from all campuses were organized to create the plan. The district also includes staff and the community in the yearly development and approval of the district calendar.

Based on district survey data, parents and the community are happy with the school and staff at Celina Primary School. They feel the teachers are great and that the atmosphere is welcoming. Some parents wish PreKindergarten and Kindergarten were on the same campus as 1st-5th grade. Parents and staff also wish we had a newer building.

Our goal as a campus is to prepare our students with a strong foundation so they can be successful in the next grade level.

School Context and Organization Strengths

- PE offered daily
- Art Class
- STEAM Class
- PLC Weekly
- Supportive central administration

- Teacher created assessments
- Support from C.A.R.E.
- Support from PTA
- Viable Curriculum
- Curriculum resource-rich

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Prekindergarten and kindergarten students lack older student role models. **Root Cause:** Celina Primary School only serves Prekindergarten and kindergarten students.

Technology

Technology Summary

Celina Primary Staff is satisfied with the amount of technology available to them and their students. Teachers currently have a Macbook laptop, 6 student iPads, a document camera, and interactive boards. Celina Primary School also has a Computer Lab and a STEAM Lab which includes different types of technology devices (desktop computers, Alive Studio, Square Pandas, Bee-bots, Osmos, etc.). There are 30 iPads with keyboards on a technology cart available for teachers to check out from the library for classroom use.

Staff technology proficiency varies from teacher to teacher. Some members of the staff are very comfortable with technology whereas other members are seeking growth in this area. We share the instructional technologist with the two other elementary campuses. The instructional technologist has worked 1:1 with some of our teachers this year. Title I funds were used to send 4 teachers to TCEA a technology conference for teachers. Students are learning to use the iPads in their classroom, as well as, operate the computers in the computer lab. In STEAM class students are acquiring early coding skills.

Technology in preK and kindergarten is used to enhance the learning process for both students and staff. At this level, students are being introduced to technology and learning how to use it responsibly. Celina Primary classroom teachers use technology mainly in language arts and math instruction (less often in science and social studies). Teachers use videos, interactive learning games, and iPad apps. Students also use technology in the STEAM lab. In the STEAM lab students use technology to solve problems and develop soft skills.

Celina Primary School uses Texas Resource System as their core curriculum. Teachers use online assessment tools to assess and monitor students' progress. Kindergarten uses TX-KEA, TPRI, and ESGI. PreKindergarten used CIRCLE and ESGI. All of these assessment require the use of either a computer or iPad.

Technology Strengths

- 6 New iPads in every classroom
- Document camera in every classroom
- Interactive whiteboard in every classroom
- MacBook for every classroom teacher
- 30 iPad Cart
- Computer and STEAM IA
- STEAM Lab (part of specials rotation)
- Computer Lab (part of specials rotation)
- Access to a technology coach
- Google District
- Web-based assessments and progress monitoring
- Web-based curriculum and lesson planning

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Large class size in kindergarten **Root Cause:** The size of the community is growing

Priority Problem Statements

Problem Statement 3: 17% of teachers are not ESL Certified

Root Cause 3: ESL certification has not been a requirement in the past.

Problem Statement 3 Areas: Demographics

Problem Statement 12: Not enough time for the whole kindergarten team to plan together.

Root Cause 12: Teachers do not have a common planning time.

Problem Statement 12 Areas: Student Achievement

Problem Statement 4: Consistent discipline from classroom to classroom

Root Cause 4: We do not have a discipline referral flowchart

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 10: New staff needs the same training offered to existing employees in previous years

Root Cause 10: Our growing community results in the need to hire additional staff

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 1: Kindergarten has difficulty meeting as a whole team

Root Cause 1: Kindergarten teachers do not have a common planning time

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: School activities conflict with activities on other campuses therefore parent attendance is sometimes low

Root Cause 13: Schedule conflict between family, community, and school events

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 9: Prekindergarten and kindergarten students lack older student role models.

Root Cause 9: Celina Primary School only serves Prekindergarten and kindergarten students.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 14: Large class size in kindergarten

Root Cause 14: The size of the community is growing

Problem Statement 14 Areas: Technology

Problem Statement 6: Consistent multi-tiered intervention system in kindergarten

Root Cause 6: Kindergarten does not have an established multi-tiered intervention system

Problem Statement 6 Areas: Student Achievement

Problem Statement 11: The new teacher mentoring program does not fully support all the needs of staff new to the district.

Root Cause 11: The mentoring programs in Celina ISD, at the district and campus level, are in their infancy phase.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Kindergarten teachers lack vertical alignment opportunities with 1st grade

Root Cause 5: PreK and Kindergarten are on a separate campus

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Low parent attendance at prekindergarten parent trainings

Root Cause 8: Schedule and child care conflicts

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 7: Students do not have access to an interventionist

Root Cause 7: We do not have an interventionist on our campus

Problem Statement 7 Areas: Student Achievement

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data







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


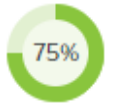
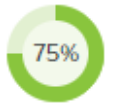

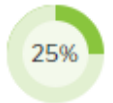




Goals

Goal 1: Community

Performance Objective 1: Celina Primary School will provide a variety of opportunities for involvement of all families in 2019-20. Parent participation and involvement in school programs and events will increase from 2018-19 by 10% by May 21, 2020.

Evaluation Data Sources: # of school events
 # of participants at school family events
 # of volunteers
 # of Watch D.O.G.S.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent communication preference survey will be sent home at the beginning of the school year.</p> <p>Strategy's Expected Result/Impact: Data collected from the parent communication survey will be used to send communication home based on parental preference.</p> <p>Monitor: Administration Teachers</p> <p>Funding Sources: - 199 -- CISD - \$100</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration, PTA, and site-based parental involvement committee will work collaboratively to plan parental involvement opportunities throughout the school year.</p> <p>Strategy's Expected Result/Impact: -Increase parental and community involvement and participation in school programs and events -Increase the number of opporunties available for parents to be involved and participate</p> <p>Monitor: Administration</p> <p>Funding Sources: - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus communication will be provided in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: -Increased parental and community involvement and participation in school programs and events -Better communication with Spanish speaking families</p> <p>Monitor: Administration</p> <p>Funding Sources: - 199 -- CISD - \$0</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent/community volunteers will be recognized for their contribution and support.</p> <p>Strategy's Expected Result/Impact: -Increased volunteer and community involvement and participation in school programs and events -Increased number of volunteers -Recognize volunteers for their contribution and support</p> <p>Monitor: Administration Counselor Teachers</p> <p>Funding Sources: - 211-Title I - \$200</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the number of parents who attend prekindergarten parent trainings.</p> <p>Strategy's Expected Result/Impact: -Increased parental involvement from prekindergarten families -Increased student achievement -Smooth transition from Prekindergarten to kindergarten</p> <p>Monitor: Administration PreK Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: - 211-Title I - Parent Involvement - \$1,000, - 199 -- CISD - HQ PK Rider 78 - \$300</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: School activities conflict with activities on other campuses therefore parent attendance is sometimes low **Root Cause:** Schedule conflict between family, community, and school events

Problem Statement 2: Low parent attendance at prekindergarten parent trainings **Root Cause:** Schedule and child care conflicts








Goal 2: Excellence

Performance Objective 1: Celina Primary School will develop and hire high-quality educators dedicated to continuous improvement in 2019-20. 100% of Celina Primary School teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 21, 2020.

Targeted or ESF High Priority

Evaluation Data Sources: # of professional development opportunities
 # of teachers who participate in district initiated staff development
 % of teachers who are ESL certified

Strategy 1 Details	Reviews			
Strategy 1: Provide information and encourage existing teachers to become ESL certified to meet the needs of our growing Bilingual/ESL population. Strategy's Expected Result/Impact: -100% of teaching staff ESL Certified by end of 2019-20 school year Monitor: Administration Bilingual Coordinator Problem Statements: Demographics 1 Funding Sources: - 199 -- CISD - \$0	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Only hire teachers who are ESL certified. Strategy's Expected Result/Impact: - 100% of teaching staff ESL certified end of 2019-20 school year Monitor: Administration Problem Statements: Demographics 1	Formative			Summative
	Sept	Nov	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will observe and meet with 1st grade teachers to facilitate vertical alignment. Strategy's Expected Result/Impact: - Allow time for teachers to visit and discuss curriculum with 1st grade to maintain vertical alignment Monitor: Administration Curriculum Coordinator Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: - 199 -- CISD - \$200	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Include a common planning time in the master schedule for kindergarten teachers to meet as grade level. Strategy's Expected Result/Impact: -Grade level collaboration on lesson planning, assessment, data desegregating, and PLC conversations Monitor: Administration Problem Statements: Student Achievement 1	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				












Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 17% of teachers are not ESL Certified Root Cause: ESL certification has not been a requirement in the past.
Student Achievement
Problem Statement 1: Not enough time for the whole kindergarten team to plan together. Root Cause: Teachers do not have a common planning time.
Curriculum, Instruction, and Assessment
Problem Statement 2: Kindergarten teachers lack vertical alignment opportunities with 1st grade Root Cause: PreK and Kindergarten are on a separate campus

Goal 2: Excellence

Performance Objective 2: Celina Primary School will provide all students with foundational CTE development opportunities in 2019-20. 100% of students will participate in STEAM class.

Evaluation Data Sources: % of students exposed to STEM/STEAM opportunities












Strategy 1 Details	Reviews			
Strategy 1: Provide students opportunities and resources to participate in weekly STEAM activities. Strategy's Expected Result/Impact: -Increased opportunities for students to participate in STEAM lessons -Student growth in the areas of: science, technology, engineering, arts, and math Monitor: Administration Teachers Technology Committee Funding Sources: - 211-Title I - \$2,000	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire a STEAM Instructional Aide to plan and facilitate weekly STEAM lessons aligned to state standards. Strategy's Expected Result/Impact: - All students will participate in STEAM Lessons -Exposure to pre-CTE skills Monitor: Administration STEAM IA Funding Sources: salary of STEAM IA - 211-Title I - \$20,000	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

Performance Objective 3: Celina Primary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success in 2019-20. 100% of students will participate in the school character development program and soft skills learning activities.

Targeted or ESF High Priority







- Evaluation Data Sources:** # of guidance lessons facilitated by the counselor
 # of student discipline referrals
 # of students receiving awards
 # of students participating in SEL Lessons

Strategy 1 Details	Reviews			
Strategy 1: Implement campus wide character development program to develop students' social, emotional and soft skills. Strategy's Expected Result/Impact: -Decrease in student referrals -Postive campus culture Monitor: Administration Counselor Teachers IAs	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teach, model and integrate soft skills into STEAM lessons. Strategy's Expected Result/Impact: -Decrease in student referrals -Postive campus culture Monitor: Administration Counselor STEAM IA Funding Sources: - 199 -- CISD - \$0	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Survey teachers to learn what social emotional lessons best fit their students' needs. Strategy's Expected Result/Impact: -Lessons tailored to student/class needs Monitor: Administration Counselor Teachers Funding Sources: - 199 -- CISD - \$500	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Participate in college and career week. Strategy's Expected Result/Impact: -Expose students to different careers Monitor: Administration Counselor	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 3: Innovation

Performance Objective 1: Celina Primary School will develop each student to be a creative and critical thinker in 2019-20. 100% of Celina Primary School students will access the STEAM Lab by May 21, 2020. 100% of kindergarten students will and participate in project-based learning lessons by May 23, 2019.




Evaluation Data Sources: % increase in project/problem based lessons
 % increase in teachers trained in PBL
 % of classrooms using the STEAM Lab

Strategy 1 Details	Reviews			
<p>Strategy 1: Include time for each class to visit the STEAM lab in the master schedule.</p> <p>Strategy's Expected Result/Impact: -Increased proficiency with collaboration, communication, creative problem solving, science, technology and math skills.</p> <p>Monitor: Administration STEAM IA</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: fixed assests and consuables. - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
		 40%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 1: Celina Primary School will develop a plan to build educator capacity for leadership in 2019-20. Increase the number of teachers in leadership roles from to 100% by May 21, 2020.

Evaluation Data Sources: # of teachers participating in Team Leader Roles
 % of teachers participating in site-based committees
 % increase of involvement in CISD's leadership academy
 # of teachers is district committees

Strategy 1 Details	Reviews			
<p>Strategy 1: Recommend and encourage teachers to join the district's leadership academy.</p> <p>Strategy's Expected Result/Impact: -Increased teacher leadership capacity and effectiveness -Shared leadership responsibility and decision making</p> <p>Monitor: Administration</p>	Formative			Summative
	Sept	Nov	Mar	June
	 5%	 40%	 100%	












Strategy 2 Details	Reviews			
Strategy 2: Distribute leadership responsibility among teachers (Team Lead, PLC, Campus Committees, and District Committees) . Strategy's Expected Result/Impact: -Increased teacher leadership capacity and effectiveness -Shared leadership responsibility and decision making Monitor: Administration	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administration will participate in leadership professional development offered in and outside of the district. Strategy's Expected Result/Impact: -Increased leadership capacity -Improved student achievement -Develop better campus systems and protocols Monitor: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211-Title I - \$3,000	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				








Goal 5: Stewardship

Performance Objective 1: Celina Primary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students in 2019-20. 100% of our students will participate in character development education.

Evaluation Data Sources: % of students participating in guidance lessons
 % of students using character development vocabulary and strategies
 # of supports provided based on counselor reports

Strategy 1 Details	Reviews			
Strategy 1: Continue to collaborate with the 6th Grade Center throughout the school year to provide older role models for our students. Strategy's Expected Result/Impact: -Build a sense of community among schools -Positive student role models for younger students to follow Monitor: Administration 6th Grade Center Principal	Formative			Summative
	Sept	Nov	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a discipline office referral flowchart to use campus wide.</p> <p>Strategy's Expected Result/Impact: -Consistency with discipline across classrooms -Universal language -Improved student behavior -Decrease in number of office referrals</p> <p>Monitor: Administration Counselor Teachers</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: professional development - 211-Title I - \$2,000, professional services - 211-Title I - \$1,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for new staff to assimilate and bond with existing staff and learn the Bobcat Way.</p> <p>Strategy's Expected Result/Impact: -Strong campus culture -Healthy campus climate -Increase Celina Bobcat pride - Teacher retention</p> <p>Monitor: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Explore campus wide character development program options such as: CHAMPS, PBIS, etc.</p> <p>Strategy's Expected Result/Impact: -Improved classroom management -Consistency with student discipline -Improved student behavior</p> <p>Monitor: Administration Counselor</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: tranining and implentation materials - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Hire additional support staff to support students in the classroom. Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Technology 1 Funding Sources: Instructional Assistant Salaries - 211-Title I - \$40,000	Formative			Summative
	Sept	Nov	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Consistent discipline from classroom to classroom Root Cause: We do not have a discipline referral flowchart
Technology
Problem Statement 1: Large class size in kindergarten Root Cause: The size of the community is growing

Campus Funding Summary

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100.00
1	1	3			\$0.00
1	1	5		HQ PK Rider 78	\$300.00
2	1	1			\$0.00
2	1	3			\$200.00
2	3	2			\$0.00
2	3	3			\$500.00
Sub-Total					\$1,100.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,000.00
1	1	4			\$200.00
1	1	5		Parent Involvement	\$1,000.00
2	2	1			\$2,000.00
2	2	2	salary of STEAM IA		\$20,000.00
3	1	1	fixed assests and consuables.		\$2,000.00
4	1	3			\$3,000.00
5	1	2	professional development		\$2,000.00
5	1	2	professional services		\$1,000.00
5	1	4	tranining and implentation materials		\$2,000.00
5	1	5	Instructional Assistant Salaries		\$40,000.00
Sub-Total					\$75,200.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$76,300.00
+/- Difference					-\$76,300.00

Addendums