

Celina Independent School District
Lykins Elementary
2019-2020 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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 6
 - Student Achievement 7
 - School Culture and Climate 9
 - Staff Quality, Recruitment, and Retention 11
 - Curriculum, Instruction, and Assessment 12
 - Parent and Community Engagement 13
 - School Context and Organization 14
 - Technology 15
- Priority Problem Statements 16
- Goals 17
 - Goal 1: Community 18
 - Goal 2: Excellence 21
 - Goal 3: Innovation 27
 - Goal 4: Leadership 29
 - Goal 5: Stewardship 32
- Campus Funding Summary 34
- Addendums 35

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Improvement Planning Data:

District Goals

Campus Goals

Current and/or prior year(s) campus and/or district improvement plans

Campus and/or district planning and decision making committees

State and federal planning requirements

Accountability Data:

State of Texas Assessment of Academic Readiness (STAAR)

Texas English Language Proficiency Assessment System (TELPAS)

Local Diagnostic Reading Assessments (DRA and TPRI)

Local Common Assessments

Student Data: Student Groups

Special Programs data: Section 504, Gt, Homeless, Dyslexia

Economically Disadvantaged Performance

Special Education population performance

At-risk, including performance, progress, discipline, and attendance

MTSS Data (Multi-Tiered Student Supports)

Student Data:

Behavior and other indicators

Attendance

Mobility Rate

Discipline Records

Student and Community Surverys

Class size average by grade and subject

School Safety Data

Employee Data:

Professional Learning Community data

Staff Surveys

State certificates and highly qualified data

Teacher/Student Ratio

Campus Leadership Data

Professional development needs

T-TESS

Parent/Community Data:

Parent surveys and/or other feedback

Parent Involvement Rate and Opportunities

Support Systems and Other Data:

Communication Data

Budget/Entitlements and Expenditure Data

Demographics

Demographics Summary

Celina, TX is a small, rural city about 30 miles outside of the metroplex: Celina Elementary continues to grow approximately 9% each year, with potential escalated growth in upcoming years.

2018-2019 campus population consist of: 115 first grade, 105 second grade, 105 third grade, 115 fourth grade, and 113 fifth grade students for a total of 553 students on campus. Special populations include 21 ESL, 67 bilingual, 2 homeless/McKinney Vento, 143 free lunch, and 6 reduced.

72 students receive special education services with 31 of those students receiving speech therapy as their primary disability. According to our records 32 out of 553 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 at 5.8%.

Based on beginning of the year TPRI readiness test, 164 students did not meet reading readiness indicators, 92 are LEP, 2 are serviced CPS, and 2 are considered homeless for a total of 229 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 2017-2018 STAAR reports indicate the lowest performing subgroup is our 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 MobyMax, Flex groups, LLI, ARI, AMI, HWT, MTA, and after school tutoring. MTSS 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 MTSS 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 schedule to update parents and/or to make any changes to students RTI plan. Additional MTSS meetings are scheduled on an as needed basis as students are identified as struggling and/or dismissed from the process.

The data reflects our campus is performing above state average in all content areas. The primary focus of implementing PLC's is for all student growth, specifically to see the increase in percentage of students performing at meets and massters 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: Improve engaging, targeted intervention for math grades 1-5 that's research based and effective.

Problem Statement 3: Increase the percentage of students meeting the growth indicator on the STAAR progress/growth measure in reading and math.

Problem Statement 4: PLC built into master schedule. Focus efforts on differentiated instruction and formative assessments with students.

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 Watch Dog Dads. 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. Teachers and campus administrators are creating a flow chart of positive reinforcers and consequences for student behavior. Our parent surveys referenced bullying, which we are aware it will increase with the age of our students. The change in job description for our school counselor, she has been able to schedule bi-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, 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, although based upon climate surveys, the teachers are interested in implementing a "Homework Hub" to support struggling 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.
- Watch Dog Dads

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Improve staff/parent communication to increase opportunities for parents and community involvement.

Problem Statement 2: Additional security camera in unstructured areas, where majority of our discipline issues arise.

Problem Statement 3: Behavior expectations/initiatives need to be campus-wide, used to fidelity, for consistency and proficiency, and offer a form of bullying prevention to promote positive character.

Problem Statement 4: Implement a "Homework Hub" for struggling students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the 2017-2018 TAPR, Celina Elementary School has 37.6 teachers, 2 professional support teachers, and 2 administration. 76.9% of teachers hold Bachelor's Degree and 23.1% hold a Master's Degree. The largest percentage of our teacher population have between 6-10 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 95. 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
 - All certified teachers are GT certified.
 - Increase in ESL certifications on campus
 - Support staff are all highly-qualified
 - Administration match teacher strengths with student need
 - Supportive technology department
 - Supportive administration

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Prepare to deal with rapid student growth with increasing diversity of our student population.

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 MTSS team consist of the principal, assistant principal, special education teacher, counselor, homeroom teacher and child's parent(s). MTSS 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
- MTSS for RTI
- Intervention and Enrichment

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Progress monitoring tool for math.

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

Problem Statement 3: Implement Instructional Coach on campus to improve professional development deployment and consistency, help with both vertical and horizontal alignment, and assist with the PLC process.

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

Parent and Community Engagement

Parent and Community Engagement 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, Watch Dog Dads, Camp Jolt, 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.

Parent and Community Engagement 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 Parent and Community Engagement Needs

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

Problem Statement 2: Explore and implement extra curricular activities, such as art club, chess club, robotics club.

Problem Statement 3: Create an atmosphere in the front office for all to feel welcome when visiting Celina Elementary.

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. Celina Elementary is committed to providing flexible learning environments that promote collaboration among engaged learners and educators. 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. Professional learning needs are determined based on demonstrated and observed needs. With the growth of our special education population, additional staff is required with training of job expectations and responsibilities will need to be provided. Additional support staff in unstructured environments is essential for students safety.

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
- PLC
- Open door (Pineapply chart) for classroom observations.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Additional special education personnel for student academic and behavioral needs, and student safety.

Problem Statement 2: Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

Problem Statement 3: Expand student learning and enrichment with clubs to help formulate positive relationships and higher level, critical thinking.

Technology

Technology Summary

The expectation for technology at Celina Elementary is to provide a seamless application of technology in our daily lesson plans. CES believes technology should be used to help further the learning and student's understanding of our curriculum. At CES, each 1st-3rd grade 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. However, the teachers would like to have the classroom ipads and laptops preloaded with district approved apps and websites that would benefit each specific grade level prior to school starting. Teachers would also like to see a team of 5th grade students who would be in charge of installing, researching, trouble-shooting, and implementing apps that can be used in the classroom. They could go around and support teachers and students with the use of technology, similar to the high schools SWAT team. 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 professional development to address implementation or challenges and answer staff questions. She communicates weekly, sharing ideas and recognizing staff that integrate technology into their content. Often technology is used as a progress monitoring instrument. Teachers would like to research and expand the use of MobyMax to a more kid-friendly, engaging website, like Istation, Study Island or Freckle.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology ready to implement on the first day of school with apps loaded that are age appropriate.

Problem Statement 2: Additional devices for student use for classrooms in grades 4 and 5.

Problem Statement 3: Students are tired of MobyMax. Teachers would like more engaging progress monitoring tool, such as Istation, Study Island or Freckle.

Problem Statement 4: Stationary computers for faculty so 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 it is not available when a substitute is in the classroom.

Problem Statement 5: Additional training on the 4 c's: Collaboration, Communication, Critical Thinking, and Creativity.







Priority Problem Statements








Goals

Goal 1: Community

Performance Objective 1: Celina Elementary School will expand opportunities for involvement of all families in 2019-2020. Parent involvement will increase from 25% to 50% by May 2020.

- 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


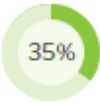
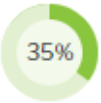
Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage weekly communication between parents and staff about upcoming events and volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: E-mails, newsletters, feedback from parents, increase in parental volunteers</p> <p>Monitor: Teachers Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Translate all campus communication in Spanish for bilingual participation.</p> <p>Strategy's Expected Result/Impact: Increase in bilingual parent involvement</p> <p>Monitor: Campus Administration ESL/BI Teachers Director of Bilingual Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Explore strategies/tools which support our families in their desire to be part of their child's education, such as curriculum meetings, parent involvement nights for free of charge, Watch Dog Dads, and other opportunities to become involved.</p> <p>Strategy's Expected Result/Impact: Parent feedback from parental involvement survey, sign-in sheets from events, evaluation of activities to ensure a successful impact on learners</p> <p>Monitor: Campus Administration Specials Teachers Team Leads</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Community

Performance Objective 2: Celina Elementary School will implement career exploration programs in partnership with the community in 2019-2020. Celina Elementary will increase its community partnerships from 3 to 5 by May 2020.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve community sponsors responsible for the Garden of Oz for ongoing support and participation.</p> <p>Strategy's Expected Result/Impact: Google calendar</p> <p>Monitor: Garden Committee Campus Administration Grade level teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				

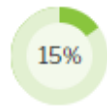
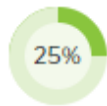





Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will implement and promote Career Day, which will provide opportunities for community involvement.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation, increase in exploration of programs and careers</p> <p>Monitor: School Counselor Campus Administration Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish additional partnerships with local businesses to support our families and students.</p> <p>Strategy's Expected Result/Impact: Letter to Methodist Church, Additional Churches, Perfect Attendance bikes, school supplies, Sign Gypsies, STEAM resources, Celina PD</p> <p>Monitor: Campus Administration PTA</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Community

Performance Objective 3: Celina Elementary School will build relationships between the district and community organizations in 2019-2020.

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

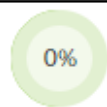

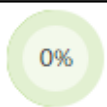
Strategy 1 Details	Reviews			
<p>Strategy 1: Include diverse groups of parents, faculty, and community members in decision making through various committees. (CIP, SHAC, site-based committee, calendar)</p> <p>Strategy's Expected Result/Impact: Agendas, sign-in sheets and communication regarding committees</p> <p>Monitor: Campus Administration</p>	Formative			Summative
	Sept	Nov	Mar	June










Strategy 2 Details	Reviews			
Strategy 2: Create an atmosphere in the front office for all to feel welcome when visiting the office at Celina Elementary. Strategy's Expected Result/Impact: Climate Survey Monitor: Office Staff, Campus Administration	Formative			Summative
	Sept	Nov	Mar	June
	 15%	 25%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				



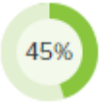

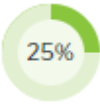




Goal 2: Excellence


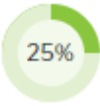





Performance Objective 1: Celina Elementary School will develop high quality educators dedicated to continuous improvement in 2019-2020. 100% of Celina Elementary teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 2020.

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

Strategy 1 Details	Reviews			
Strategy 1: TANGO app will be utilized to administer TPRI to all students in grades 1 and 2. Data will be disaggregated to establish students need of intervention and measure academic growth. Strategy's Expected Result/Impact: Student increases in achievement (development) and increase in levels of reading as demonstrated on TPRI reading assessments administered at BOY, MOY and EOY (TANGO usage report) Monitor: Principal Team Leaders Elementary Director of Instruction Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: Assessment - 211-Title I - \$6,000	Formative			Summative
	Sept	Nov	Mar	June
	 0%	 0%	 0%	

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Empowering Writers in accordance with the district writing plan to ensure high expectations for student, aligning common assessments vertically throughout campus</p> <p>Strategy's Expected Result/Impact: Staff development sign-in sheets, certificates from training, agenda from professional development events, lesson plans, campus walk-through data, increase in academic performance of students on local and state assessments</p> <p>Monitor: Director of Curriculum and Instruction Principal</p> <p>Funding Sources: Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.</p> <p>Strategy's Expected Result/Impact: Teacher feedback, implementation/discussion/ presentation of information gained from site visit</p> <p>Monitor: Campus Administration Director of Curriculum and Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Measure of student growth by objective and reading level (certificates and invoices)</p> <p>Monitor: Campus Administration Director of Curriculum and Instruction Teachers</p> <p>Funding Sources: Instruction - 211-Title I - \$6,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				







Strategy 5 Details	Reviews			
<p>Strategy 5: Implement use of Instructional Coach on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with PLC process.</p> <p>Strategy's Expected Result/Impact: PLC data, professional development, sign-in sheets and certificates</p> <p>Monitor: Campus Administration Director of Curriculum and Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Trainings/Conferences - 211-Title I - \$6,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Based on data gleaned from the 2017-2018 and 2018-2019 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for reading at third, fourth and fifth grades to increase the number of student who are advanced or exceed growth measurement standard</p> <p>Strategy's Expected Result/Impact: Purchase reading intervention program and engage in guided reading training during professional development opportunities (Fountas and Pinnell, Rooted in Reading, LLI)</p> <p>Monitor: Director of Elementary Curriculum and Instruction Campus Principal Bilingual/ESL Director Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Reading Intervention Materials - 211-Title I - \$10,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Align formative and summative assessments for better indication of student needs and mastery of content and standards.</p> <p>Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement</p> <p>Monitor: Classroom teachers Director of Curriculum and Instruction Campus Administrator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Nov	Mar	June
				



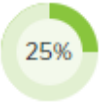




Strategy 8 Details	Reviews			
Strategy 8: Provide paraprofessionals inclusion support professional development and trainings. Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates Monitor: Campus Administration Director of Curriculum and Instruction	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

Performance Objective 2: Celina Elementary School will promote extra curricular activities and events to maximize student education, development and wellness in 2019-2020. Student participation in activities will increase by 25%.

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



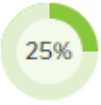
Strategy 1 Details	Reviews			
Strategy 1: Expand extra curricular opportunities for students, such as, chess club, spanish club, art club, Lego Robotics Strategy's Expected Result/Impact: % increase in participation and student clubs Monitor: Campus Administrator Sponsor Teachers PTA Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a campus-wide assembly with secondary student mentors or public speakers Strategy's Expected Result/Impact: Reduction in office or counselor referrals, decrease in bullying reports, list of events that occurred, roster of students Monitor: Campus Principal Campus Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: Assembly - 211-Title I - \$2,000	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and increase opportunity to participate in STEAM activities.</p> <p>Strategy's Expected Result/Impact: STEAM lab rotation available for all students grades 1-5</p> <p>Monitor: Librarian Campus Administration Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources:** % of graduation rate
 % increase of enrollment in CTE courses
 % of students receiving certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments</p> <p>Monitor: Director of Curriculum and Instruction Campus Principals Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Professional development - 211-Title I - \$4,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on the 4 C's; Collaboration, Communication, Critical Thinking, and Creativity Strategy's Expected Result/Impact: Increase participation on climate and technology surveys, sign-in sheet Monitor: Campus Administration Director of Curriculum and Instruction Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Promote college awareness and implement character development program bi-weekly to develop social and emotional skills. Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up Monitor: Campus Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teach, model, and integrate soft skills into STEAM lessons. Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up Monitor: Librarian Classroom Teachers Campus Administration	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify 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 2019-2020.

Evaluation Data Sources: # of systems and supports implemented
 % of students indicating preparedness

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer technology professional development to increase teacher and student instructional technology use, and continue to expand instructional technology use for teachers and students.</p> <p>Strategy's Expected Result/Impact: Sign-in data, teacher feedback</p> <p>Monitor: Instructional Technologist Principal Director of Curriculum and Technology</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore the possibility of increasing student/device ratio. (ipad/chromebooks)</p> <p>Strategy's Expected Result/Impact: More devices on campus for student use.</p> <p>Monitor: Instructional Technologist, Principal, Director of Curriculum and Technology</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer student and staff technology that is ready for use on the 1st day of school with apps that are age and grade level appropriate.</p> <p>Strategy's Expected Result/Impact: Teacher feedback, device use data</p> <p>Monitor: Instructional Technologist, Technology Department, Director of Curriculum and Technology</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Explore the possibility of utilizing a more student friendly and engaging progress monitoring tool and web-based intervention program.</p> <p>Strategy's Expected Result/Impact: Survey, Student usage data, student academic growth data</p> <p>Monitor: Classroom Teachers Campus Administrator Director of Curriculum and Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Innovation

Performance Objective 1: Celina Elementary School will expand technological opportunities from 50%-75% in 2019-2020.

Evaluation Data Sources: % increase in courses offered

% increase in enrollment/participation
 # increase in device to student ratio

Strategy 1 Details	Reviews			
Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings. Strategy's Expected Result/Impact: Sign-in sheets, increase in teacher participation/buy-in, feedback, and student growth Monitor: Campus Principal Team Lead Director of Curriculum and Instruction	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a master schedule that is conducive to a successful PLC implementation. Strategy's Expected Result/Impact: Scheduled time for horizontal planning of formative assessments, vertical alignment opportunities, common assessments, data dives and planning Monitor: Campus Principal Director of Curriculum and Instruction Schoolwide and Targeted Assistance Title I Elements: 2.6	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



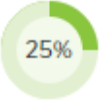




Performance Objective 2: Celina Elementary School will create collaborative learning spaces in 2019-2020. Celina Elementary students and staff will increase their knowledge and application of collaborative learning spaces from 20% to 50% by May 2020.

Evaluation Data Sources: % increase in implementation of flexible classrooms.

Goal 3: Innovation

Performance Objective 3: Celina Elementary School will develop each student to be creative and critical thinkers in 2019-2020. Increase student participation of PBL by baseline 0% to 25% by May 2020.




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











Strategy 1 Details	Reviews			
Strategy 1: Implement initial and ongoing training of instructional staff in project based lessons. Strategy's Expected Result/Impact: Student growth, teacher feedback, observation, professional development sign-in sheets Monitor: Director of Curriculum and Instruction Campus Administration Classroom Teachers	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 1: Celina Elementary will diversify opportunities for students to develop leadership skills in 2019-2020. Student participation will increase from 20%-40% in behavior incentive programs and YLT.

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus. Strategy's Expected Result/Impact: Increase of student participation, feedback from students, staff and parents Monitor: Campus Administration Counselor Teacher Sponsors Classroom Teachers	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote and encourage the positive behavior support system that will be used on campus to recognize positive behavior exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS, Bobcat Heart Referral, Huddle Up)</p> <p>Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback</p> <p>Monitor: Campus Administration Campus Counselor Classroom Teachers CES staff</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a committee to discuss and implement behavior expectation/initiatives that are implemented campus-wide, used to fidelity for consistency and proficiency, to promote positive behavior and minimize discipline and/or bullying opportunities</p> <p>Strategy's Expected Result/Impact: Discipline records, parent survey, student survey, teacher survey</p> <p>Monitor: Campus Administration Campus Counselor Parents Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 2: Celina Elementary School will develop a plan to build educator capacity for leadership in 2019-2020. Increase educator capacity for leadership from 20%-40% by May 2020.

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

Strategy 1 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Staff feedback, sign-in sheets, observation Monitor: Principal Lead Teachers Assistant Superintendent	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers opportunities to lead in different capacities and participate in the decision making process. Strategy's Expected Result/Impact: Committees led by teacher leaders Monitor: Teachers Principal Director of Curriculum and Instruction	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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 2019-2020.

Evaluation Data Sources: % of detailed plan implemented

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus mentoring for new staff. Strategy's Expected Result/Impact: Agenda from meetings, teacher feedback, documentation of days they met Monitor: Campus Administration Team Leads New Teachers	Formative			Summative
	Sept	Nov	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement new teacher monthly meetings with campus administration. Strategy's Expected Result/Impact: Agenda from meetings, sign-in sheets Monitor: Campus Administration New Teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaboratively develop a campus vision and mission statement specific to Celina Elementary. Strategy's Expected Result/Impact: Shared vision and mission for the campus creates ownership, all staff working toward same goal Monitor: Faculty and Staff Campus Leadership	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Stewardship

Performance Objective 1: Celina Elementary will provide equitable distribution of financial resources throughout the district in 2019-2020.

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a committee to meet quarterly to be an advocate for instructional resources and expenditures, which will ensure transparency within the campus. Strategy's Expected Result/Impact: Agenda from meetings, fiscal responsibility and use of funds Monitor: Campus Administration Secretary Campus Counselor Team Leads	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Stewardship

Performance Objective 2: Celina Elementary School will meet fast growing needs of our student population anticipating and preparing enrollment gains.

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








Strategy 1 Details	Reviews			
Strategy 1: Consider additional instructional aid to provide support for at-risk students. Strategy's Expected Result/Impact: Paraprofessional schedule, improve student academic scores on STAAR Monitor: Campus Administration, District Administration Funding Sources: Instructional Staff - 211-Title I - \$22,000	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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 2019-2020.

Evaluation Data Sources: % of students and parents indicating satisfaction
 # of supports provided based on counselor reports

Strategy 1 Details	Reviews			
Strategy 1: Provide annual training/instruction on campus crisis and emergency plans. Strategy's Expected Result/Impact: Scheduled trainings/meetings, staff sign-in sheets from trainings, staff knowledge and implementation of code of conduct Monitor: Campus administration School Counselor Celina ISD Police Chief Celina Police Department	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of security cameras in the unstructured environments of the campus. Strategy's Expected Result/Impact: Reduced discipline referrals from unstructured environments Monitor: Security/Chief Manson Campus Leadership	Formative			Summative
	Sept	Nov	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase trained special education personnel for students academic needs and student safety. Strategy's Expected Result/Impact: Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources Monitor: Campus Administration District Administration	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Assessment		\$6,000.00
2	1	2	Training		\$2,000.00
2	1	4	Instruction		\$6,000.00
2	1	5	Trainings/Conferences		\$6,000.00
2	1	6	Reading Intervention Materials		\$10,000.00
2	2	2	Assembly		\$2,000.00
2	3	1	Professional development		\$4,000.00
5	2	1	Instructional Staff		\$22,000.00
Sub-Total					\$58,000.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$58,000.00
+/- Difference					-\$58,000.00

Addendums