

**Celina Independent School District**  
**Celina Primary School**  
**2020-2021 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Celina Primary School serves all kindergarten and qualifying Prekindergarten and PPCD (Preschool Program for Children with Disabilities) students in Celina ISD. Students range in ages from 3-6. As of 12/3/19, there are 261 Students enrolled (EE 13, PK 47, Kindergarten 201)(Male 138 (52.86%) and Female 123 (47.13%).

Students may enroll in kindergarten if they are age 5 by September 1st of the current school year. Prekindergarten students must meet one of the [qualifying criteria established by the state of Texas](#). To enroll in PPCD, students must be identified with a disability.

Enrollment by Ethnicity	Count	% Group Enrolled
American Indian/Alaskan	1	0.38%
Asian	1	0.38%
Black/African American	8	3.07%
Hispanic/Latino	87	33.33%
White	152	58.24%
Hawaiian/Pacific Islander	0	0
Two or more races	12	4.6%

Student Groups	Count	% Group Enrolled
LEP	36	13.79%
Immigrant	4	1.53%
Economic Disadvantage	81	31.03%
Military Connected	10	3.83%
Foster Care	1	0.38%
Dyslexia	0	0
At-risk	73	27.97%
Special Education	26	9.96%

<b>Homeless</b>	<b>1</b>	<b>0.38%</b>
Eligible for Free/Reduced Meal	78	29.89%

All teaching staff at Celina Primary School are certified by the state of Texas, hold a valid TX teaching certificate, and teach within the area of their certification. All classroom teachers are ESL (English as a Second Language) certified. Instructional aides all meet the Texas criteria as highly qualified.

In 2019-2020, five out of 40 or 12.5% of staff members at Celina Primary School are bilingual. This is slightly lower than in 2018-19 when it was 13.15%. There are five different home languages at Celina Primary School. The primary home language is English and Spanish is second. The other three home languages are: Russian, Arabic, and Portuguese.

### **Demographics Strengths**

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

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Staff need additional support to better manage students with behavior problems. **Root Cause:** Student with behavior problems disrupt the learning process

# Student Learning

## Student Learning Summary

### STAAR Results Disaggregated by Race/Ethnicity

Celina Primary School is paired with O'Dell Elementary for its accountability rating. Overall Achievement was a 94/A. Student Achievement was a 92/A. School Progress was a 90/A. Closing the Gaps was a 100/A. Eighty percent of Hispanic students and 80% of American Indian students at O'Dell performed at approaching grade level or above grade level on the STAAR, compared to 97% of African-American students, 95% of White students, 91% of Asian students, 100% of multi-racial students, and 88% of economically disadvantaged students.

At Celina Primary School student achievement data is disaggregated by teachers individually in the classroom and as a grade level during PLC meetings. As a team, teachers look at multiple data points throughout the school year and discuss areas of strength/need and create future lessons using this information. Classroom teachers also use data from TPRI, DRA, and ESGI to create small individualized groups within their classroom and identify students needing MTSS (Multi-Tiered Systems of Support).

### Student Assessments

All Celina Primary kindergarten students are given the Texas Primary Reading Inventory (TPRI). This assessment is administered three times per year (BOY, MOY, and EOY). This test assesses Kindergarten students' proficiency and progress on comprehension and phonemic awareness. DRA is given at the BOY and EOY. There is some overlap between what is assessed by TPRI and ESGI which allows teachers to compile multiple measures on the same skill. In 2020, kindergarten teachers will begin using MAP to test students' math and fluency skills. MAP testing will take place in February and May.

Prekindergarten students are assessed at the BOY, MOY, and EOY using CIRCLE. CIRCLE assesses early reading and math skills. Prekindergarten teachers also use ESGI to test skills every 9 weeks.

In kindergarten, student data indicates that students who have an identified or suspected disability, summer birthdays (June-August), identified as ESL, and/or who did not attend pre-kindergarten start off behind their peers and often require MTSS (Multi Tiered Systems of Support) intervention to catch up or stay on grade level.

Prekindergarten students are all at risk due to the qualifying criteria of the program. Most Celina Primary School Prekindergarten students qualify on the basis of language, low-socioeconomic status, or foster care.

Since the introduction of ABC Bootcamp, we have seen growth in our students in the area of letter identification and sounds. This is evident by the use of ESGI progress monitoring and MOY TPRI scores.

By using ESGI as a regular assessment tool teachers are able to easily identify students who are making progress. We believe students are making progress due to the balanced literacy model we follow as a district. Students struggling are making progress through early intervention using a Multi-Tiered System of support.

### MTSS (Multi-Tiered System of Supports)

Prekindergarten and kindergarten intervention is provided by the classroom teacher, instructional assistants, and other support staff. The resource teacher and the resource aide both provide support to students identified with special needs or those who are in the evaluation process.

Instructional assistants work with struggling students during whole group and small group instruction. Instructional assistants also support by administering 1:1 assessments so teachers do not have to stop instruction to assess students.

### **Student Learning Strengths**

- Multiple assessment measures
- Efficient MTSS Process
- Data and MTSS Meetings
- Sense of unity, pride, and teamwork
- Parental support
- Instructional aides available to provide support in the classroom

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. **Root Cause:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

**Problem Statement 2:** The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school.

**Problem Statement 3 (Prioritized):** Teachers need additional guidance and support to implement curriculum and new TEKS. **Root Cause:** District curriculum department is too small to provide adequate support to teaching staff.

**Problem Statement 4 (Prioritized):** Behavior issues impede student progress and disrupt classroom instruction. **Root Cause:** Lack of staff to support and staff training to handle students with discipline issues.

**Problem Statement 5 (Prioritized):** Kindergarten teachers need a common planning time. **Root Cause:** School schedule does not permit common planning. Not enough specials staff to allow the teachers to have a common planning time.

**Problem Statement 6 (Prioritized):** Instructional assistants need training on how to best support struggling learners. **Root Cause:** Instructional assistants are not trained to work with struggling students.

**Problem Statement 7 (Prioritized):** Parents need training on how to best support their student at home. **Root Cause:** Parents do not know how to work with their child at home.

# Priority Problem Statements

**Problem Statement 8:** Staff need additional support to better manage students with behavior problems.

**Root Cause 8:** Student with behavior problems disrupt the learning process

**Problem Statement 8 Areas:** Demographics

**Problem Statement 1:** Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically.

**Root Cause 1:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** Teachers need additional research based materials to support students in the MTSS process.

**Root Cause 6:** Lack of research based intervention materials

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class.

**Root Cause 7:** Students lack self-control and self-regulation skills.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 2:** Teachers need additional guidance and support to implement curriculum and new TEKS.

**Root Cause 2:** District curriculum department is too small to provide adequate support to teaching staff.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Behavior issues impede student progress and disrupt classroom instruction.

**Root Cause 3:** Lack of staff to support and staff training to handle students with discipline issues.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 9:** Kindergarten teachers need a common planning time.

**Root Cause 9:** School schedule does not permit common planning. Not enough specials staff to allow the teachers to have a common planning time.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 4:** Instructional assistants need training on how to best support struggling learners.

**Root Cause 4:** Instructional assistants are not trained to work with struggling students.

**Problem Statement 4 Areas:** Student Learning



**Problem Statement 5:** Parents need training on how to best support their student at home.

**Root Cause 5:** Parents do not know how to work with their child at home.

**Problem Statement 5 Areas:** Student Learning





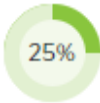



# Goals





## Goal 1: Community


**Performance Objective 1:** Celina Primary School will provide a variety of opportunities for the involvement of all families in 2020-21. Parent participation and involvement in school programs and events will increase from 2020-2021 by 5% by May 21, 2021.


**Evaluation Data Sources:** # of school event offerings  
 # in attendance at school events  
 # of volunteers  
 # of Watch D.O.G.S.


**Summative Evaluation:** Significant progress made toward meeting Objective


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parental Involvement Committee will plan and execute at least 3 school events.</p> <p>-Back to School Dance            -Polar Express Night            -Family STEAM Night</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased attendance and involvement in school sponsored events</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Parental Involvement Committee Chair</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruit male role models to volunteer on campus through Watch D.O.G.S. Program.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase male parent/guardian involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the number of prekindergarten parents who attend parent trainings.</p> <ul style="list-style-type: none"> <li>-Parent interest survey</li> <li>-Provide childcare</li> <li>-Offer same training multiple times</li> <li>-Provide food</li> <li>-Provide free materials for all participants</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> -Increased parental involvement and support with their students education</p> <ul style="list-style-type: none"> <li>-Increased student achievement</li> <li>-Decreased office referrals</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor PreK Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Training materials for parents/guardians - 211-Title I - \$2,000, Comp time pay for staff providing childcare - 211-Title I - \$100</p>	Formative			Summative
	Sept	Nov	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify







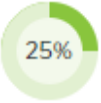

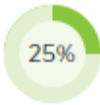







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## Goal 2: Excellence

**Performance Objective 1:** Celina Primary School will develop and hire high-quality educators dedicated to continuous improvement in 2020-2021. 100% of Celina Primary School teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 21, 2021.

**Evaluation Data Sources:** # of professional development opportunities offered in district and out of district  
 # of staff who participate in district initiated staff development  
 # of teachers who are CPI trained  
 # of instructional aides who participate in professional development

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a campus Student Success Committee to support teachers with students with challenging behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease the number of office referrals and time spent out of the classroom -Improved student behavior -Teachers better equipped to manage students with challenging behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Resource Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Problem Statements:</b> Student Learning 1, 4 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff with training and support in managing students with problem behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decreased office referrals and time spent out of the classroom due to problem behavior -Increase student achievement -Increased campus morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Student Success Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Build in days for kindergarten to work on long term curriculum planning.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased student performance -Increased curriculum depth of knowledge -Increased campus morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

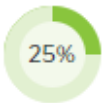

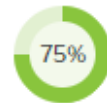




**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff need additional support to better manage students with behavior problems. <b>Root Cause:</b> Student with behavior problems disrupt the learning process
<b>Student Learning</b>
<b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.
<b>Problem Statement 4:</b> Behavior issues impede student progress and disrupt classroom instruction. <b>Root Cause:</b> Lack of staff to support and staff training to handle students with discipline issues.
<b>Problem Statement 5:</b> Kindergarten teachers need a common planning time. <b>Root Cause:</b> School schedule does not permit common planning. Not enough specials staff to allow the teachers to have a common planning time.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. <b>Root Cause:</b> Students lack self-control and self-regulation skills.

**Goal 2: Excellence**

**Performance Objective 2:** Celina Primary School will provide all students with foundational CTE development opportunities in 2020-21. 100% of students will participate in STEAM lessons.

**Evaluation Data Sources:** campus schedule  
provide STEAM class within the weekly specials rotation

<b>Strategy 1 Details</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Introduce students to early CTE skills during STEAM Class. <b>Strategy's Expected Result/Impact:</b> -Increased critical thinking and problem solving skills -Exposure to early coding and STEM challenges <b>Staff Responsible for Monitoring:</b> Principal STEAM IA  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>Funding Sources:</b> STEAM IA and ART IA - 211-Title I - \$46,000	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
 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 2020-21. 100% of students will participate in the school character development program, social-emotional lessons, 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

# of staff who participate in SEL training

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff with training and materials needed to promote students social and emotional development.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4 - Perceptions 1</p> <p><b>Funding Sources:</b> Social and Emotional Staff Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**









Student Learning
<p><b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p>
<p><b>Problem Statement 4:</b> Behavior issues impede student progress and disrupt classroom instruction. <b>Root Cause:</b> Lack of staff to support and staff training to handle students with discipline issues.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. <b>Root Cause:</b> Students lack self-control and self-regulation skills.</p>

**Goal 3: Innovation**

**Performance Objective 1:** Celina Primary School will develop each students' computer literacy skills in 2020-21. 100% of Celina Primary School students will be introduced early technology skills by May 21, 2021.

- Evaluation Data Sources:** % of students who participate in computer class  
 % of students who participate in STEAM class  
 # of staff who participate in technology related professional development  
 # of staff integrating technology into instruction

**Summative Evaluation:** Exceeded Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continuous staff development in the area of technology integration and clear/common expectations for the use of technology campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase staff confidence and proficiency in the use of technology                      -Technology embedded into lessons                      -Increase student proficiency in the care and responsible use of technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Instructional Technology Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4: Leadership**

**Performance Objective 1:** Celina Primary School will develop educator capacity for leadership in 2020-21. Increase the number of opportunities for staff to lead in various roles by 10% by May 21, 2021.

- Evaluation Data Sources:** # of teachers participating in Team Leader Roles  
 # of staff participating in site-based committees  
 # of staff participating in CISD's leadership academy  
 # of teachers on district committees

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ample opportunities for various staff members to take on leadership roles and responsibilities.</p> <p><b>Strategy's Expected Result/Impact:</b> -Staff lead professional development to improve staff effectiveness</p> <ul style="list-style-type: none"> <li>-Team Leaders support grade level teams</li> <li>-Campus Committee Chairs lead campus wide initiatives</li> <li>-District Committee Representatives give a voice for our campus</li> <li>-Increased commitment from staff</li> <li>-High campus culture and morale</li> <li>-Empowered staff</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	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 2020-21. 100% of our students will participate in character development education and SEL lessons.

#### Targeted or ESF High Priority

- Evaluation Data Sources:** % of students participating in guidance lessons  
# of discipline referrals  
# of CPI trained staff  
# of staff who participate in SEL professional development  
# of staff who participate in behavior/classroom management professional development

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide CPI training to all staff who work directly with students.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase capacity of staff to manage student with discipline problems</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Learning 4 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide continuous behavior management training to all staff who work directly with students.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Student Success Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide students with explicit instruction on self-regulating techniques, problems solving, and character development.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Supplemental Instructional Material - 211-Title I - \$3,000, Staff Development - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Staff need additional support to better manage students with behavior problems. <b>Root Cause:</b> Student with behavior problems disrupt the learning process</p>

### Student Learning

**Problem Statement 1:** Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. **Root Cause:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

**Problem Statement 4:** Behavior issues impede student progress and disrupt classroom instruction. **Root Cause:** Lack of staff to support and staff training to handle students with discipline issues.

**Problem Statement 6:** Instructional assistants need training on how to best support struggling learners. **Root Cause:** Instructional assistants are not trained to work with struggling students.

### Perceptions

**Problem Statement 1:** Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. **Root Cause:** Students lack self-control and self-regulation skills.

### Goal 6: Academic Excellence

**Performance Objective 1:** Celina Primary School will increase the number of students who begin school kindergarten-ready in 2020-2021 by 20%.

#### Targeted or ESF High Priority

**Evaluation Data Sources:** # of students entering kindergarten ready

# of students who participate in Kindergarten Bootcamp

# of parents who participate in Kindergarten Bootcamp training

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer 20% of incoming kindergarten students and their parents 3 days of kindergarten readiness and social emotional development training by means of a summer Kindergarten Bootcamp. <b>Strategy's Expected Result/Impact:</b> -Increased number of students beginning school kindergarten ready	Formative			Summative
	Sept	Nov	Mar	June

<p>-Build parent capacity to support their student's social emotional and academic development          -Decrease the number of students requiring intervention          -Decrease number of students retained in kindergarten  <b>Staff Responsible for Monitoring:</b> Principal          Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Classroom and Parent Training Materials - 211-Title I - \$4,000, Staff Extra Duty Compensation - 211-Title I - \$3,000</p>				
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**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. <b>Root Cause:</b> Students lack self-control and self-regulation skills.

**Goal 6: Academic Excellence**

**Performance Objective 2:** Celina Primary School will decrease the number of students retained in 2020-2021.

- Evaluation Data Sources:** # of students retained in kindergarten
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff with MTSS and intervention training and materials to support struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> -More MTSS resources to support students during intervention time            -Increased student achievement            -Shorter time needed to close learning gaps            -Instructional assistants better equipped to work with struggling learners            -Decreased number of failing students</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Counselor            MTSS Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Researched based intervention materials - 211-Title I - \$3,000, Professional Development - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Instructional assistants need training on how to best support struggling learners. <b>Root Cause:</b> Instructional assistants are not trained to work with struggling students.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers need additional research based materials to support students in the MTSS process. <b>Root Cause:</b> Lack of research based intervention materials</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Merrill	Classroom and STEAM IA		
Gabriela Medina	Classroom and Art IA		

# Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Training materials for parents/guardians		\$2,000.00
1	1	3	Comp time pay for staff providing childcare		\$100.00
2	2	1	STEAM IA and ART IA		\$46,000.00
2	3	1	Social and Emotional Staff Training		\$2,000.00
3	1	1	Staff Training		\$2,000.00
5	1	3	Supplemental Instructional Material		\$3,000.00
5	1	3	Staff Development		\$2,000.00
6	1	1	Classroom and Parent Training Materials		\$4,000.00
6	1	1	Staff Extra Duty Compensation		\$3,000.00
6	2	1	Researched based intervention materials		\$3,000.00
6	2	1	Professional Development		\$3,000.00
<b>Sub-Total</b>					\$70,100.00
<b>Grand Total Budgeted</b>					\$0.00
<b>Grand Total Spent</b>					\$70,100.00
<b>+/- Difference</b>					<b>-\$70,100.00</b>

# Addendums