

Celina Independent School District
Celina Primary School
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Safe, Civil, Collaborative Culture	13
Goal 2: Effective Teaching in Every Classroom	19
Goal 3: Guaranteed and Viable Curriculum	21
Campus Funding Summary	22
Addendums	23

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%

Homeless	1	0.38%
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

- Free and Reduced Lunch Program
- Weekend Food Bag Program
 - 25 students or 10% of our students
- Highly Qualified Staff and High Staff Retention Rate
- Pre-K/Kindergarten Focused Building
- PPCD Program
- Pre-K Program
- ESL and Bilingual Programs
- Enrichment Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs). **Root Cause:** Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.

Problem Statement 2 (Prioritized): A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance. **Root Cause:** Enrollment of students in state custody has increased.

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 and Community support
- Instructional aides available to provide support in the classroom

- Comprehensive Social-Emotional Learning Program
- Very Experienced Bilingual School Counselor
- High Quality Consistent Guidance Lessons
- Morning Meeting
- Campus-wide Positive Behavior Incentives
- Added an Interventionist in 2020-2021
- Pre-Kindergarten Program for At-risk Students
- Bilingual Program
- Dedicated Early Childhood Campus

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 (Prioritized): Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 3 (Prioritized): The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 4 (Prioritized): There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues. **Root Cause:** Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.

Problem Statement 5 (Prioritized): Kindergarten teachers need a common planning time. **Root Cause:** The school schedule does not allow for a common planning time for kindergarten teachers nor does the school have enough staff to cover 13 teachers for 45 minutes.

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

Problem Statement 7 (Prioritized): Parents need training on how to best support their child's academic and social-emotional development. **Root Cause:** Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

Problem Statement 8 (Prioritized): Staff did not collaborate and share student data with grade levels below or above them. **Root Cause:** Due to having to move to remote instruction in March of 2020, staff did not have an opportunity to collaborate and share student data with the grade above or below them.

Priority Problem Statements

Problem Statement 7: The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs).

Root Cause 7: Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.

Problem Statement 7 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 12: The kindergarten report card does not accurately reflect or convey to parents what students' have mastered, what skills they are progressing in, or areas of academic weakness.

Root Cause 12: The kindergarten report card requires teachers to assign students number grades.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 5: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class.

Root Cause 5: Students come to school with a deficit in self-control and self-regulation skills.

Problem Statement 5 Areas: Perceptions

Problem Statement 8: A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance.

Root Cause 8: Enrollment of students in state custody has increased.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21.

Root Cause 9: Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 9 Areas: Student Learning

Problem Statement 13: The current kindergarten curriculum and scope and sequence does not meet the needs of our kindergarten students.

Root Cause 13: There was not enough support and direction from the district's previous curriculum department coordinator.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 15: Staff absences increased by 20% from 2019-2020.

Root Cause 15: Due to COVID-19 health guidelines staff were required to be absent for a set amount of days.

Problem Statement 15 Areas: Perceptions

Problem Statement 10: The timeline and process for identifying students with a disability is lengthy.

Root Cause 10: Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 10 Areas: Student Learning

Problem Statement 14: All Title I funds are being used to pay for staff salaries.

Root Cause 14: Celina ISD is a rapidly growing district and the state allocated budget has not caught up to meet the needs of the growth.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 16: When compared to 2019-2020, Celina Primary school saw a decrease in parent and community involvement.

Root Cause 16: Due to COVID-19 and TEA health guidelines, parent and community involvement opportunities were limited and often restricted.

Problem Statement 16 Areas: Perceptions

Problem Statement 2: There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues.

Root Cause 2: Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Kindergarten teachers need a common planning time.

Root Cause 6: The school schedule does not allow for a common planning time for kindergarten teachers nor does the school have enough staff to cover 13 teachers for 45 minutes.

Problem Statement 6 Areas: Student Learning

Problem Statement 3: Instructional assistants need training on how to best support struggling learners.

Root Cause 3: Instructional assistants are not formally trained to work with struggling students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parents need training on how to best support their child's academic and social-emotional development.

Root Cause 4: Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

Problem Statement 4 Areas: Student Learning

Problem Statement 11: Staff did not collaborate and share student data with grade levels below or above them.

Root Cause 11: Due to having to move to remote instruction in March of 2020, staff did not have an opportunity to collaborate and share student data with the grade above or below them.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data








Goals

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 1: Celina Primary School will provide a variety of opportunities for the involvement of all families in 2021-22. Parent participation and involvement in school programs and events will increase from 2019-2020 by 5% by May 26, 2022.

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			
Strategy 1: Plan and execute a minimum of three school-wide events and three parent trainings by May 26, 2022. Strategy's Expected Result/Impact: -Increased attendance and involvement in school sponsored events -Community engagement and participation -Increase parent participation in monthly Coffee with the Counselor meetings Staff Responsible for Monitoring: Principal, Counselor, and Parental Involvement Committee Chair Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: When compared to 2019-2020, Celina Primary school saw a decrease in parent and community involvement. Root Cause: Due to COVID-19 and TEA health guidelines, parent and community involvement opportunities were limited and often restricted.








Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 2: Celina Primary School will develop educator capacity for leadership in 2021-22. Increase the number of opportunities for staff to lead in various roles by 10% by May 26, 2022.

Evaluation Data Sources: # of teachers participating in Team Leader Roles

of staff participating in site-based committees
 # of teachers on district committees

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Share leadership roles, responsibilities, and decisions making opportunities amongst various staff.</p> <p>Strategy's Expected Result/Impact: -Staff led professional development to improve staff effectiveness -Team Leaders support grade level teams -Campus Committee Chairs lead campus wide initiatives -District Committee Representatives give a voice for our campus -Increased commitment from staff -High campus culture and morale -Empowered staff</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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
	 5%	 25%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 3: Celina Primary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students in 2021-22. 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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with continuous, explicit instruction on self-regulating techniques, problems solving, and character development.</p> <p>Strategy's Expected Result/Impact: -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>Staff Responsible for Monitoring: Principal, Counselor, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 4 - Perceptions 1</p> <p>Funding Sources: Supplemental Instructional Material - 211-Title I - \$3,000, Staff Development - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff with additional training and resources so they can better support and serve their students with a high number of ACEs who are displaying difficulty managing strong emotions and struggling academically.</p> <p>Strategy's Expected Result/Impact: -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 -Decrease in retention -Positive school culture</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Resource Teacher, and Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs). Root Cause: Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.</p> <p>Problem Statement 2: A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance. Root Cause: Enrollment of students in state custody has increased.</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 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 3: The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 4: There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues. **Root Cause:** Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.

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 come to school with a deficit in self-control and self-regulation skills.

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 4: Celina Primary School will increase parent orientation and understanding of school expectations of PreK and Kindergarten and create a digital parent handbook specific to our school by August 16, 2021.

Evaluation Data Sources: # of parents in attendance
of presentations

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Celina Primary School will provide a PreK and a Kindergarten Parent Orientation prior to the first day of school.</p> <p>Strategy's Expected Result/Impact: -Increase parent understanding of student expectations for behavior and academics -Increase parent communication -Improved student overall performance -Increased parent involvement and support</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Problem Statements: Student Learning 1, 2, 7 - Perceptions 3</p>	Formative			Summative
	Sept	Nov	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

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 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 7: Parents need training on how to best support their child's academic and social-emotional development. **Root Cause:** Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

Perceptions

Problem Statement 3: When compared to 2019-2020, Celina Primary school saw a decrease in parent and community involvement. **Root Cause:** Due to COVID-19 and TEA health guidelines, parent and community involvement opportunities were limited and often restricted.

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 5: Celina Primary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success in 2021-22. 100% of students will participate in the district's 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




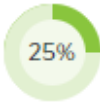

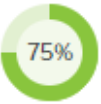




of student discipline referrals

of students receiving awards

of students participating in SEL Lessons

of staff who participate in SEL training

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with training and resources needed to promote students' emotional agility and resiliency.</p> <p>Strategy's Expected Result/Impact: -Increased teacher confidence and skills in delivering SEL lessons -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4 - Perceptions 1</p> <p>Funding Sources: Social and Emotional Staff Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina Primary School will provide parents with training on how to support their child's academic and social-emotional development at home.</p> <p>Strategy's Expected Result/Impact: # of office referrals # of parent participation</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 7 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs).</p>
<p>Root Cause: Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.</p>
<p>Problem Statement 2: A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance.</p>
<p>Root Cause: Enrollment of students in state custody has increased.</p>
Student Learning
<p>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.</p>

Student Learning

Problem Statement 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 3: The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 4: There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues. **Root Cause:** Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.

Problem Statement 7: Parents need training on how to best support their child's academic and social-emotional development. **Root Cause:** Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

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 come to school with a deficit in self-control and self-regulation skills.

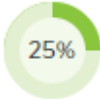

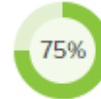




Goal 2: Effective Teaching in Every Classroom

Performance Objective 1: Celina Primary School will provide training for all kindergarten teachers to complete the Science of Teaching Reading HB3 requirement in 2021-22. 100% of Celina Primary School kindergarten teachers will complete the Science of Teaching Reading training by August 2022.

HB3 Goal

Evaluation Data Sources: Science of Teaching Reading Certificate

Summative Evaluation: Significant progress made toward meeting Objective

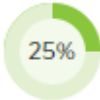









Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with CISD Administrative team to ensure all required staff complete the Science of Teaching Reading HB3 mandate.</p> <p>Strategy's Expected Result/Impact: -Improve reading instruction -Increase reading scores</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Effective Teaching in Every Classroom

Performance Objective 2: Celina Primary School will increase teacher efficacy and instructional consistency across programs and grade levels. 100% of teachers will participate in on going peer observations by May 26, 2022.

- Evaluation Data Sources:**
- Peer observation schedule
 - Peer observation feedback forms
 - Administrator walkthrough data and classroom observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote and increase teacher efficacy through regular peer observations.</p> <p>Strategy's Expected Result/Impact: -Increase teaching team efficacy</p> <ul style="list-style-type: none"> -Promote the use of high yeild strategies -Consistent instructional practices campus-wide <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Include kindergarten long-term planning days and team leader collaboration time within the campus calendar.</p> <p>Strategy's Expected Result/Impact: -Increased student performance</p> <ul style="list-style-type: none"> -Increased curriculum depth of knowledge -Increased campus morale -Increase teacher efficacy -Consistent instructional practices across grade level <p>Staff Responsible for Monitoring: Principal and Team Leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	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>				

Performance Objective 2 Problem Statements:

Student Learning











Problem Statement 5: Kindergarten teachers need a common planning time. **Root Cause:** The school schedule does not allow for a common planning time for kindergarten teachers nor does the school have enough staff to cover 13 teachers for 45 minutes.

Goal 3: Guaranteed and Viable Curriculum

Performance Objective 1: Celina Primary School will provide training for 100% of PreKindergarten and Kindergarten teachers on the use of new language arts curriculum by May 26, 2022.

Evaluation Data Sources: -Training dates
-Sign in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide continuous training and support for classroom teacher in the use of SAVVAS.</p> <p>Strategy's Expected Result/Impact: -Increased fidelity and effectiveness of the use of the new language arts curriculum</p> <p>Staff Responsible for Monitoring: Principal and Curriculum Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support the implementation of the revised Kindergarten Scope and Sequence and new standards based report card.</p> <p>Strategy's Expected Result/Impact: -Consistent curriculum implementation and pacing across grade level</p> <p>-TEKS aligned lessons</p> <p>-Common grading practices</p> <p>Staff Responsible for Monitoring: Principal, Team Leaders, and Curriculum Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








School Processes & Programs
<p>Problem Statement 1: The kindergarten report card does not accurately reflect or convey to parents what students' have mastered, what skills they are progressing in, or areas of academic weakness. Root Cause: The kindergarten report card requires teachers to assign students number grades.</p> <p>Problem Statement 2: The current kindergarten curriculum and scope and sequence does not meet the needs of our kindergarten students. Root Cause: There was not enough support and direction from the district's previous curriculum department coordinator.</p>

Goal 3: Guaranteed and Viable Curriculum

Performance Objective 2: Celina Primary School prekindergarten teachers will work collaboratively with the curriculum department to write a prekindergarten scope and sequence and skills based report card aligned to the prekindergarten guidelines by May 2022.

- Evaluation Data Sources:**
- planning dates
 - completed scope and sequence
 - completed report card in both English and Spanish

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule time for PreK teachers to work collaboratively with the curriculum coordinator to create the scope and sequence and design a new skills based report card.</p> <p>Strategy's Expected Result/Impact: -scope and sequence aligned to new ELAR curriculum -increased student achievement -teachers' deep understanding of PreK Guidelines and curriculum implementation -skills based report card to better communicate and demonstrate learning progress</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and PreK Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The kindergarten report card does not accurately reflect or convey to parents what students' have mastered, what skills they are progressing in, or areas of academic weakness. Root Cause: The kindergarten report card requires teachers to assign students number grades.</p>

Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplemental Instructional Material		\$3,000.00
1	3	1	Staff Development		\$2,000.00
1	5	1	Social and Emotional Staff Training		\$2,000.00
Sub-Total					\$7,000.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$7,000.00
+/- Difference					-\$7,000.00

Addendums