

Celina Independent School District
Celina Elementary School
2016-2017 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina, Texas is a small, rural city 30 miles outside of the metroplex. Celina Elementary continues to grow approximately 9% each year.

2016-2017 campus population consist of: 3 EE's, 39 pre-k, 206 kindergarten, 187 first grade, and 162 second grade students for a total of 597 students on campus.

Student Achievement

Student Achievement Summary

After analyzing the data, staff determined that the Tier III model currently in place for RTI needs to continue to maintain, if not decrease our special education referrals and sustain our high test scores. In addition, continue to increase the social and academic vocabulary for the ELL's. In order to accomplish this, small group instruction for ARI, AMI and Reading Recovery will continue. The implementation of guided reading groups with supplemental supplies, such as Tumblebooks and Imagine Learning will be maintained for the ELL's. We will implement Number Talks to pre-k through 5th grade students to support number sense. We will implement LLI, Leveled Literacy Intervention, for reading intervention and continue to explore the possibility of implementing a research based math intervention.

Student Achievement Strengths

- **Progress monitoring throughout the year
- **Guided Reading Groups- meet individual student needs
- ** Intervention groups- AMI, ARI, Reading Recovery, Imagine Learning, Handwriting without Tears, MTA
- **Small group instruction in math with supplemental supplies in centers
- ** Tool or instrument for math progress monitoring
- **LLI professional development
- **Implementation of Number Talks vertically between pre-k through 5th grade

Student Achievement Needs

- **Low scores on math curriculum checks with at-risk students

**Research based math intervention program

**Additional time for intervention such as before or after school tutorials

School Culture and Climate

School Culture and Climate Summary

CES has an inviting and friendly atmosphere that creates a welcoming and safe environment for students 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 Referrals, Positive Incentive Chart for Bobcat Behavior, Adopt a Child, Math Hall of Fame, and Word Wall Recognition. The rapport the faculty creates with the parents and community is key to success.

School Culture and Climate Strengths

- **School-wide theme
- **High Expectation
- **Beautiful Facility
- **Supportive Administration
- **Positive Reinforcement
- **Teacher/Staff Collaboration
- **Pride
- **Technology
- **Parents are comfortable talking with child's teacher
- **Social media, newsletters sent out via e-mail each Monday
- **Parental Involvement Events
- ** Parent/Teacher Conference Day built into the district calendar

School Culture and Climate Needs

- **User-friendly campus and teacher websites
- **Sharing with parents ways in which they can be involved in the school
- **Communication with incoming kindergarten students on grade level expectations

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CES test data reflects the quality of our teachers. At the conclusion of the 9 weeks, teachers administer various assessment instruments both formative and summative in nature such as TPRI, DRA2, curriculum checks and running records to determine student progress. Grade level meetings follow these test where discussion centers around curriculum adjustments as well as student intervention plans. Administration and faculty place students in the most effective specialist/programs to ensure success. Teacher performance will be available to the teacher by personal conference, grade level meetings, written response, or through Eduphoria. The average number of years our teachers have been educating the students of Celina ISD is 9 years. The turnover rate is very low, however, accommodations must be made for new staff with a mentor to ensure all their needs are met. Administration's goal is to meet all staff members needs through weekly team meetings, monthly faculty meetings, open door policy, quick response to e-mails, and professional development inservice days. During the summer of 2016, teachers attended 3 professional development days that included Number Talks, DRA, Leveled Literacy Intervention and Johnny Can Write, which is an extension of our 2015 training, Johnny Can Spell. Guided reading is an integral part of students reading instruction, and will continue to be supported with the expansion of the leveled reader (literacy) library. The leveled readers facilitate reading instruction for the most basic beginners and continues to challenge the most fluent independent readers. Tabor Rotations for math instruction is a model in which we have implemented, which provides small group instruction in math.

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
- ** Administration support of staff

Staff Quality, Recruitment, and Retention Needs

- ** Weekly technology trainings

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. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. CES will utilize the three tiered model for RTI to determine appropriate student interventions. All students are given the TPRI at BOY, MOY and EOY as well as DRA2 with the exception of kindergarten who administer DRA2 only MOY and EOY. It is imperative that whole group and small group instruction is driven by TEKS objectives and consistency is maintained throughout the district by following 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 Early Intervention Team (EIT) consists of the principal, special education teacher, counselor, homeroom teacher and child's parent(s). EIT is used to determine if additional assistance is needed to monitor success of intervention and student growth.

Curriculum, Instruction, and Assessment Strengths

** Unit test in reading and math in AWARE for grades 1 and 2

**Math placement test

**DRA2/TPRI results

**Teacher created assessments

**Imagine Learning for ELL and SPED students

**Interventions implemented

**EIT for RTI

Curriculum, Instruction, and Assessment Needs

** Progress monitoring tool for math

Family and Community Involvement

Family and Community Involvement 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 classrooms, and provide fund raising opportunities. School board, PTA officers, and other committee members serve as liasons between the school district and community. CES encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent involvement in Fun Day, Field Day, Open House, Art Show, music programs, book fair, and special programs information night. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to access and attendance through parent portal. Pullout programs such as Title 1 Reading Recovery, Accerlerated Reading Instruction, HWT, Accelerated Math Instruction, ESL, Gifted and Talented, Dyslexia, Resource, and Content Mastery are implemented to help monitor and establish student growth.

Family and Community Involvement Strengths

- **District and community high sense of pride and academic and athletic accomplishments
- **Scholarships offered by organizations
- **Bilingual Classes (ESL) for parents
- **Support of local businesses
- **Parent Informational Meetings on Special Programs/Services
- **Communication between parents and school (newsletter, e-mails, social media)
- **Curriculum Parent Night for all parents

Family and Community Involvement Needs

- **Parent use of district website

**Parents aware of manners in which to be involved

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. Implementation of staff development, vertical 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.

School Context and Organization Strengths

**Several opportunities for teachers to voice opinions and help with district decision-making

**Morale is high due to success as a district

**New employee feel welcomed and appreciated

School Context and Organization Needs

**Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

Technology

Technology Summary

At CES, each teacher has 6 students 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 TEKS expectation and curriculum for each grade level.

Technology Strengths

**Computers provided for student and teacher use

**COWS for each grade level

**Interactive projectors

**Document Camera

**ipads

**Computer teacher

**Digital visitor sign-in/sign-out- Raptor

Technology Needs

**Sense of feeling overwhelmed with new application implementation

**ITS limited time per campus to facilitate classroom technology integration support

**Frustration when technology is not working and support to remedy the situation quickly

**Technology for instruction ready to implement on first day of school

** Weekly technology training for staff

**Digital criminal background check

Comprehensive Needs Assessment Data Documentation

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

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 committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices




Goals

Goal 1: Celina ISD will ensure all students demonstrate academic growth as measured by local, state and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integrations of TEKS-based curriculum and technology rich environments.

Performance Objective 1: Celina Elementary will expect all student groups to be developed on state reading assessments Texas Primary Reading Inventory in order to be prepared for future state assessments.

- Evaluation Data Source(s) 1:**
- 1.) Student progress throughout the school year.
 - 2.) Teams will evaluate progress towards TEKS alignment in all subject areas K-12, Use TEKS Resource System alignment in all areas K-12, Use of Texas Resource System Curriculum Guide.
 - 3.) AWARE and other technology programs will be used to disaggregate data and assess student's progress.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Tango app will be utilized to administer TPRI to all students in k-2. Data will be disaggregated and used through the system to establish students in need of intervention and/or intervention small groups.</p>	8	Principal, Team Leaders, Elementary Director of Instruction	Student increases in achievement (developed) and increase in levels of reading as demonstrated on TPRI reading assessment administered at BOY, MOY, and EOY.				
<p>Critical Success Factors CSF 7</p> <p>2) TEKS Resource System Instructional Focus Document will be used to plan instruction for students. Teams will meet at the end of each grading period to study the TEKS for each unit and gain a deeper understanding of the alignment of standards.</p>	4	Principal, Team Leaders, Elementary Director of Instruction	Alignment of resources, teacher better understanding of TEKS as demonstrated by teacher feedback, teacher team meetings/planning time/PLC discussions				
<p>Critical Success Factors CSF 2</p> <p>3) DRA-2 to all students in k-2 will be administered three times per year. Data will be disaggregated and used through the system to establish independent reading levels.</p>	8	Principal, Team Leaders, Elementary Director of Instruction	Student increases in achievement and increase in levels of reading as demonstrated on DRA-2 reading assessment administered at BOY, MOY and EOY.				

<p align="center">Critical Success Factors CSF 4</p> <p>4) The web-based intervention Imagine Learning will be utilized as a research based vocabulary program for all students, for all of our ELL and bilingual students.</p>	9	Principal, Teachers, Assistant Principal, Elementary Director of Instruction	Increase in academic vocabulary and improved test scores.	✓	✓	✓	
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue









Goal 1: Celina ISD will ensure all students demonstrate academic growth as measured by local, state and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integrations of TEKS-based curriculum and technology rich environments.







Performance Objective 2: Celina Elementary will implement programs and strategies to improve academic performance for at-risk students.

- Evaluation Data Source(s) 2:** 1.) Improved assessment scores
 2.) Students feel supported and continue to make their education a priority
 3.) Student's grades and motivation improve

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Expand the use of AWARE to disaggregate data.		Teachers, Principals, Elementary Director of Instruction	Use data to form small group instruction				
2) Increase use of and resources of Tabor Rotations for small group instruction.		Teachers, Principal, Elementary Director of Instruction	Classroom assessments, instruction, walk-throughs and evaluations, teacher feedback, progress monitoring as documented through AHA math				
3) Expand instructional technology use for teachers and students with ipads.	4	Principal, Elementary Director of Instruction	Increase in student use of technology, Teacher feedback				
4) Increase the range of student body that is eligible for summer school.		Principal, Elementary Director of Instruction	Student performance, progress monitoring data				
5) Explore the possibility of increased intervention, tutoring and/or mentoring before or after school.	1	Principal, Elementary Director of Instruction, Community Liason	Student progress on local assessments and curriculum checks				

6) Vertically align core subjects by using vertically alignment documents in TEKS Resource System during team and core team meetings.	3	Teachers, Principal, Elementary Director of Instruction	Grade level meeting minutes				
7) Continue to provide specifically directed Title 1 reading to identified students in K, 1st and 2nd.	10	Teachers, Principal, Specialist Teachers, Elementary Director of Instruction	Differentiated instruction by small group, progress monitoring results, istation data, master schedule				
8) Offer after school tech training for all elementary staff to increase teacher and student instructional technology use, and continue to expand instructional technology use for teachers and students.	4	Technology Curriculum Coach, Principal, Elementary Director of Instruction	Sign-in data, Teacher feedback				
Critical Success Factors CSF 1 CSF 2	1	Teachers, Principal, Elementary Director of Instruction	Data provided by AWARE				
9) Continue to use TEKS Resource System assessment tool to align unit TEKS checks in grades 1 & 2 with STAAR information and disaggregate data in AWARE, along with TANGO, TPRI and DRA.							
10) Research web-based math intervention for primary students and progress monitoring tools.	2	Principal, Elementary Director of Instruction, Teachers	Teacher feedback, Student feedback				
Critical Success Factors CSF 1	9	Principal, Assistant Principal, Teachers, Director of Instruction	Growth in student performance.				
11) Implement the Elementary Writing Plan that was adopted by the district., and provide training as necessary.							
12) Expand the Mentor Text that are available for staff to use for instruction.		Principal, Librarian, Assistant Principal, Teacher, Director of Instruction	Evidence of student's making connections to text, growth in comprehension scores, increase in student vocabulary.				
13) Increase staff knowledge of ELP's in support of our ELL's.		Principal, Assistant Principal, ESL teacher, Hispanic Liason, Teacher, Director of Instruction	Growth in academic language of our ELL students.				








14) Coordinate site visit to Early Childhood Centers for pre-k teachers.	3, 7	Principal, Director of Instruction, Assistant Principal	Meet bi-weekly to team plan and discuss schools observed.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Celina ISD will ensure all students demonstrate academic growth as measured by local, state and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integrations of TEKS-based curriculum and technology rich environments.

Performance Objective 3: Celina Elementary will expand advanced academic resources to improve student services and student performances.

- Evaluation Data Source(s) 3:** 1.) Improve assessment scores
 2.) Students knowledge base will expand to a more advance level because of higher rigor

Summative Evaluation 3:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Explore research-based math intervention to increase goal mastery of fact families and math facts.		Principal, Teachers, Elementary Director of Instruction	Mastery of addition by the end of 1st grade, and mastery of subtraction and addition by the end of 2nd grade.				
2) Explore the possibility of providing campus/district with a GT coordinator to eliminate general ed teachers and assistant principal of that duty.	5	Elementary Director of Instruction, Principal, Assistant Principal	Reduced work load and student success in Gifted and Talented program.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Celina ISD will ensure all students demonstrate academic growth as measured by local, state and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integrations of TEKS-based curriculum and technology rich environments.

Performance Objective 4: Celina Elementary will increase course offering to meet the need of the diverse learners.

Evaluation Data Source(s) 4: 1.) Increased effective instructional technology use in the classroom.
2.) Increased student engagement in the classroom.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Encourage current employees and new hires to become ESL certified, GT certified, attend SIOP professional development, and maintain their highly qualification.</p>	4	Principal, Teachers, Elementary Director of Instruction	Increased number of employees gain their certification				
2) Increase use of campus and classroom websites	6	Teachers, Principal, Technology Curriculum Coach	observations, parent feedback, campus communication				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Explore the possibility of servicing the parents criminal background checks digitally. (See Love Joy ISD)</p>	6	Technology Department, Central Administration, Principal, District Directors of Instruction	Provide consistency across district without tracing paperwork, everything is digital.				
4) Provide teachers/staff with additional technology support.	6	Technology Department, IT, Principal, Elementary Director of Instruction	Provide tech rep on campus more than one day per week to assist with technology instruction and training.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.

Performance Objective 1: Celina Elementary will implement an effective discipline crisis management plan.

- Evaluation Data Source(s) 1:** 1.) Decrease number of office referrals
 2.) Review campus lockdown and crisis management procedures
 3.) All designated doors secured
 4.) Campus results of drills

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to promote and encourage positive behavior support system will be utilized on campus to recognize positive behaviors exhibited by students. Charts in the classroom will denote positive efforts made by students. (CHAMPS)	3	Teachers, Principal	Decrease office referrals, increase in student motivation, positive parent feedback on parental involvement survey, teacher feedback				
2) Explore the possibility of fencing the playground area for student safety.		Principal	Increased student safety				
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Attend professional development and expand Restorative Discipline on campus.	4	Principal, Assistant Principal, Counselor, Teachers	Student participation, fewer discipline referrals				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.

Performance Objective 2: Celina Elementary will promote positive staff morale and student character development.

Evaluation Data Source(s) 2: Character Education Program

Summative Evaluation 2:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue use of Sunshine Committee for faculty and staff.		Counselor, Principal, Committee	Feedback from staff				
2) Continue weekly grade level meeting and explore the possibility of PLC's.	4	Principal, Teachers	Greater collaboration among grade level teams, discussion and improvement in classroom best practices, walk-through data				
3) Provide a No Bullying campus-wide assembly with secondary mentors or public speakers.		Principal, Counselor	Office or counselor referrals, decrease in bullying reports				
4) Implement a grade level planning day at the end of each grading period to prepare alignment and rigor for upcoming SE's.	1, 2	Principal, Assistant Principal, Director of Instruction, Teachers	Team collaboration, critical thinking, advanced rigor, differentiated instruction				
5) Provide opportunities for faculty and staff to visit the intermediate school, observe and become familiar with one another, the procedures and expectations.	2	Principal	Eliminate or minimize staff anxiety.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Celina ISD will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at campus and district levels.

Performance Objective 1: Celina Elementary will work to increase parental and community involvement at all district and campus events.

Evaluation Data Source(s) 1: 1.) PTA update and membership totals
2.) Increased bilingual parent communication/participation

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Translate all communication newsletters in spanish for bilingual participation.</p>	1	Teachers, Principal, ESL and/or bilingual teacher	Increase in bilingual parental involvement				
<p>Critical Success Factors CSF 5</p> <p>2) Continue to conduct a parent meeting communicating curriculum, campus needs, standards based report cards, and changes in intervention and master schedule to parents and/or guardians.</p>	10	Principal, Team Leaders	Parent feedback from parental involvement survey, sign-in sheet				
<p>Critical Success Factors CSF 5</p> <p>3) Provide family literacy night for all students and parents to promote parental involvement and family literacy.</p>	6	Campus Administration, Team Leads	Sign-in sheets, parent survey				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Goal 3: Celina ISD will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at campus and district levels.

Performance Objective 2: Celina Elementary will improve two-way communication among all stakeholders of the district.

- Evaluation Data Source(s) 2:**
- 1.) Parent feedback from campus and district communication sources
 - 2.) High number of 'hits' to website. Parent using the site as a means to gather information
 - 3.) Higher number of parents utilizing parent portal
 - 4.) Positive parent and staff feedback
 - 5.) Find a system that works with our current technology and that is affordable
 - 6.) Successful training as indicated on teacher training surveys

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Continue the use of the e-mail form of communication/listserv to parents from principal about upcoming events, changes of schedules or any additional information provided by campus website and social media sites.</p>	6	Principal, Director of Technology	Number of parents involved in e-mail chain, increased parent communication as noted on parental involvement survey				
<p>2) Implementation and use of the Garden of Oz into our science curriculum.</p>	6	Principal	Garden Club utilizes parent, staff, and student volunteers.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Celina Elementary will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 1: Celina Elementary will hire the most qualified staff to fill all district positions.

- Evaluation Data Source(s) 1:**
- 1.) Highly Qualified Report, TEA, and Region 10 support
 - 2.) Evaluate numbers and placement of student teachers, maintain database of student teachers
 - 3.) Screened applicants will be highly qualified
 - 4.) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
 - 5.) Report of employees that have been through the fingerprinting process
 - 6.) Recruit new staff to Celina ISD
 - 7.) Create the most productive and meaningful mentoring program for new CISD staff

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to utilize campus mentoring for new staff.	1	Principal, Lead Teachers	Evaluation information provided by new staff, campus morale				
2) Implement on campus new teacher monthly meetings with administration.	5	Principal, Assistant Principal	Staff survey, campus morale and support				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Celina Elementary will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 2: Celina Elementary will improve job specific training for all employees.

- Evaluation Data Source(s) 2:** 1.) Celina ISD is updated in new and proven effective teaching methods.
 2.) Principal's evaluation of staff knowledge and staff input.
 3.) Instructional Coaches and Team Leaders become effective leaders within each campus.
 4.) Teachers will feel supported and trained.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 7</p> <p>1) Continue to visits to surrounding districts of comparable size will be established in order to collaborate with other professional educators on classroom instruction, design, and best practices.</p>	4	Principal, Elementary Director of Instruction	Teacher feedback, implementation/discussion/presentation of information gained from site visit				
<p>Critical Success Factors CSF 5</p> <p>2) Continue the use of providing a teacher/parent conference day in the district calendar.</p>	6	District Calendar Committee	Provide all teachers and parents an substantial amount of time to conference with parents, provide significant information, and have a two-way line of communication.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Continue the use of instructional data and teacher surveys to provide campus professional development.</p>	4	Principal, Assistant Principal, Director of Instruction, Teachers	Highly qualified staff, teacher feedback, student performance				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Tango app will be utilized to administer TPRI to all students in k-2. Data will be disaggregated and used through the system to establish students in need of intervention and/or intervention small groups.

Title I

Schoolwide Program Plan

Celina Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Celina Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state certified professional teachers is an important component of our schoolwide plan. Procedures in use at Celina Elementary to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
4. Monitor effectiveness of teachers by frequent walk-throughs.
5. Provide time for teachers to observe master teachers in the classroom.
6. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
7. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Celina Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting effective, state certified teachers and highly qualified paraprofessionals.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Celina Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

2016-2017 Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Starla Martin	Principal
Administrator	Sara Arrington	Assistant Principal
Classroom Teacher	April Covington	Kindergarten Teacher
Classroom Teacher	Tami Hoover	2nd Grade Teacher
Classroom Teacher	Amanda Jones	Pre-K Teacher
Classroom Teacher	Ann Vulpitta	1st grade teacher
Community Representative	Cleve Rasor	Community Representative
District-level Professional	Starlynn Wells	Elementary Curriculum Director
Non-classroom Professional	Davise Riley	Special Education Teacher
Non-classroom Professional	Amanda Herron	Counselor
Parent	Holly Farrow	Parent