

Celina Independent School District
Celina High School
2016-2017 Campus Improvement Plan

Mission Statement

Celina High School Mission Statement: Celina High School will prepare each student for college and career readiness through technology enriched curriculum, strong work ethic, and time honored tradition.

Motto

Paving the way for the future.

Vision

Celina High School Vision Statement: Preparing for the future while embracing the excellence of the past.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment at Celina High School is steadily increasing by about 20-30 students annually. C.H.S. now has 400 males and 350 females, made up of .9% American Indian, .7% Asian, 3.5% African-American, 25.6% Hispanic, 65.6% White, and 3.7% two or more races. We have seen an increase in sub-populations, specifically Hispanic. We have also seen an increase in at-risk and special education. There is underrepresentation in the gifted and talented services of Hispanic students compared to the overall population. The majority of at-risk students continue to struggle on state assessments. The majority of our teachers on campus are white females, and student-teacher ratios at around 19:1 to 23:1.

Demographics Strengths

- C-Town
- Required 90 min. tutoring per week
- Low drop out rate
- Low pregnancy rate
- Low migrant population
- High graduation rate

Demographics Needs

- Staff growth to equal student growth annually
- Student clustering to address needs individually
- Mirror faculty demographics continuation
- Continued special education testing and exiting students from program

Student Achievement

Student Achievement Summary

Celina High School achieved the "Met Standard" ranking, received one Distinction Designation, and scored 97% in System Safeguards for the 2015-2016 TEA Accountability.

Student Achievement Strengths

- Continue to use data from various sources to disaggregate information
- Hispanic ELA growth
- Accountability increases in progress
- Level 2 performance moving toward more students are achieving a level 3
- ELA improvement on STARR EOC
- Increase in ACT and SAT scores for college readiness

Student Achievement Needs

- Continue to grow communication of data to all stakeholders
- Continue to use CTE system of tracking student progress
- Target students for ELA improvement
- CTE growth
- Improve Economically disadvantaged writing and reading skills
- Target Hispanic and African American groups to raise scores equivocal to other sub-populations

School Culture and Climate

School Culture and Climate Summary

CHS follows the district code of conduct that has been approved by the CISD school board. CHS follows a common disciplinary matrix to remain consistent with all students for discipline consequences. Low drop out rates are an indication of student participation in school. A large number of students are involved in extracurricular activities. CHS offers a wide variety of student activities for involvement.

School Culture and Climate Strengths

- Students see staff as helping prepare for life
- Students are offered a wide variety of extra-curricular activities
- Fish camp for 9th-grade students in the summer
- C-Town mentoring and tutoring
- Discipline referral decrease on campus and out of classroom placements reduced
- Addition of security and safety drill knowledge
- High academic expectations and rigor
- Pride in a positive environment

School Culture and Climate Needs

- Survey culture on attitudes, belonging, and relationships on campus
- Continue to display vision and mission statements for focus
- Continue to survey safety
- Continue with student ambassadors for student input
- Continue to increase writing across the curriculum

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over 90% of staff members are considered to be highly qualified in their positions. All staff ranked no lower than proficient in their PDAS evaluations 2015-2016. There has never been an issue of recruitment of teachers at C.H.S. Our staff attendance rate is above the 90% mark. We continue to carry on a teacher leader model with our departments and provide opportunity for professional learning communities within departments. Teacher leaders meet one time per month with administration for support and collaboration on needs for the departments. The faculty meets once a month for collaboration and important information driven from central administration. This is best for practice for, a great continual improvement model. Teacher leaders provide support for professional development to teachers helping with data support, teacher observations, and face-to-face collaboration with teachers for continued growth.

Staff Quality, Recruitment, and Retention Strengths

- Attendance and retention
- Summative evaluations
- Continual observations followed by collaboration
- Self-reflections and conversations through meetings with teacher leaders and administration
- Cohesiveness of staff
- Team oriented philosophy
- Continued communication and improvement

Staff Quality, Recruitment, and Retention Needs

- Teacher mentor program
- New teacher support through curriculum direction
- Appropriate funding for professional development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Celina High School curriculum is TEKS aligned in scope and sequence through the TEKS Resource System. All teachers have access to the website which provides them with detailed information on what to teach. Teachers are responsible for developing instructional delivery of the curriculum that is responsive to their students' needs. Students are served with additional intervention instruction in multiple manners.

Curriculum, Instruction, and Assessment Strengths

- Continue to increase student performance for data
- Forethought lesson planning
- PLC continuation
- Teacher leader meetings with administration
- Form focus groups for student needs
- Higher level questioning for problem-solving
- Test alignment with EOC's in core areas
- Balance of formative and summative assessments
- Growth of Project-Based Lesson Learning

Curriculum, Instruction, and Assessment Needs

- More CTE-driven for pathways and endorsements
- Continue to grow special education support with collaboration with teachers
- Good solid lesson planning
- Quarterly planning sessions for teachers departmentally
- Proactive lesson planning for students
- Survey students for assessments and their perception

Family and Community Involvement

Family and Community Involvement Summary

There is a vast amount of community involvement with Celina High school. We have College Night, College Fair, Course Information Night, CARE organization scholarship funding, art shows, band concerts, choir concerts, dual credit information night, and personal graduation planning with parents and students. We also involve parents in ARD meetings on campus, site-based teams, bilingual meetings, GED adult preparation and testing, and school board meetings. Diverse groups are communicated with through dual language letters, phone calling systems, Hispanic parent meetings, etc. We have a paraprofessional, teacher, and community liaison to help with communication barriers as well.

Family and Community Involvement Strengths

- C-Town
- Parent contact day
- Site based team
- College Night
- College Fair
- Student course information night
- Extracurricular activities

Family and Community Involvement Needs

- Increased involvement from community stakeholders, especially parents
- Continued communication with parents
- Service friendly environment continuation
- Online registration and packet information
- Customer service oriented

School Context and Organization

School Context and Organization Summary

CHS is financially supported by Celina I.S.D. This funding includes all programs, grants, and outside facilities. The student to teacher ratio is below the state average. Time and resources are devoted to students who perform poorly on state assessments by offering intervention as well as individualized instruction. We have testing areas as well as class scheduling throughout the day for intense one to one and small group instruction to tighten achievement gaps. Teachers participate in campus decisions through site-based management techniques and team building atmospheres. Teachers have full autonomy in determining what assessments are used to evaluate individual students in the classroom. Teachers use a backward planning model to move their lessons toward assessments. Several school committees allow for teachers, parents, paraprofessionals, support staff, students, and administration to be heard and take part in problem-solving solutions for the campus. School expectations are very high academically as well as extracurricular. Most students strive to meet these challenges.

School Context and Organization Strengths

- Student to teacher ratio is below the state average
- Collaboration between teachers and administration
- Traditions and expectations continue to thrive

School Context and Organization Needs

- Continue to balance classes in a master schedule for student to teacher ratio
- Continue to support services for ELAR and college readiness
- Continue to write across the curriculum
- Meet and exceed expectations of excellence
- Continue to survey our educational community of stakeholders
- Proceed with one to one technology initiative and strong emphasis on project based lesson planning

Technology

Technology Summary

Celina High School is progressing with one-to-one technology and is a Mac-driven campus. CHS uses Google platform for education as well as many applications that are both campus based and teacher based. Additionally, laptops are provided to each student. Projectors, digital cameras, and audio-visual equipment are used in the classroom. The proficiency of staff members has increased tremendously and there is teacher buy-in to the use of technology in the classroom. Real world experience and college readiness are the goals for CHS's one-to-one initiative. All subjects use technology to some degree for instructional purposes.

Technology Strengths

- Up-to-date wireless technology availability
- PD lunch and learns and earning technology badges for teachers
- Wide variety of technology options
- Content areas use technology
- All students have a device
- Lesson plans, assignments, and drop boxes all online
- Parent portal for grade tracking for parents

Technology Needs

- Technology consistently working
- All students are in need of or required continued instruction in the most appropriate and effective use of technology skills
- Teacher check lists on instructions for teachers
- Access to websites
- Continual PD for teachers
- Departmental collaboration
- Cross discipline assignments
- Easy visitor network pass
- Continue to troubleshoot wireless network and connection issues

Comprehensive Needs Assessment Data Documentation

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

Goals







Goal 1: Celina High School 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 integration of TEKS-based curriculum and technology rich environments.

Performance Objective 1: CHS will improve student academic growth and performance through dynamic and innovative instruction which leads to all student groups meeting Level II passing standard on all STAAR/EOC tests and increasing the percent of students at Level III to 35% for all tested areas.

- Evaluation Data Source(s) 1:**
- 1) Improved student performance on local and state assessments throughout the school year.
 - 2) Increased number of students from all student groups taking advanced classes and scoring high on national assessments.
 - 3) Increased average ACT/SAT.
 - 4) Increase number of Advanced Placement and National Merit Scholars.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement and update coordinated curriculum that aligns with state standards and provides a conceptually bundled scope/sequence, specific to ELA/Reading and Math Standards.	Principal, Assistant Principals, Teacher Leader, Teacher	Lesson plans, appraisal documentation, and curriculum checks utilizing item bank from TEKS Resource System and scanned through AWARE for data analysis, student unit checks/curriculum checks Performance aligns to report card grades and to student performance on local, state, and national assessments				
2) Provide all core teachers 1/2 day planning time each nine weeks to review student performance data from unit assessments, curriculum checks, and previous STAAR/EOC. This will enable staff and teachers to identify students who need intervention and additional support.	Principal, Assistant Principal, Teacher Leader, Counselor, Teacher	Agenda, 9-weeks/unit assessments, 9-week planning document, sign-in sheets, planning minutes Teacher lesson plans demonstrating use of new or more effective classroom strategies, walkthrough documentation, and teacher evaluation documentation. Increased use of TEKS-RS system as identified by TEKS-RS analytics.				
3) Continue to provide cross curricular writing samples to the CHS ELA department to ensure high expectations for student performance in writing.	Principals, Assistant Principals, Teacher Leaders	Agenda from PD events. Lesson plans, campus walk-through data illustrating consistent implementation of plan, formal observation data. Writing samples.				








<p>4) CHS will conduct two yearly online surveys to guide and implement future CTE courses that lead to certifications, TEA endorsements, and industry certificates.</p>	<p>Principal, Assistant Principal, CTE Coordinator, Media Specialist</p>	<p>Participation/enrollment in student career choice inventory, parent communication of student career inventory, compilation of student career choice inventory data. Increased student participation across all student groups in CTE/STEM courses. Sustained continuous strand of CTE courses. Introduction of new CTE courses and/or strands. Increased performance in STEM related subject assessments.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Celina High School 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 integration of TEKS-based curriculum and technology rich environments.

Performance Objective 2: CHS will implement programs for each student to meet the passing standards for all STAAR/EOC test.

Evaluation Data Source(s) 2: 1) Improved state assessment scores.
2) Increased number of At-Risk students enrolled in CTE courses.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide flex time assistance for all students not meeting passing standards.	Principal, Assistant Principal, Testing Coordinator, Teachers	Significantly higher passing rates on students retesting STAAR.				
2) Provide for more project based curriculum opportunities to assist with higher level thinking.	Principal, Assistant Principal, Testing Coordinator, Teachers	Higher overall passing rates for all students on STAAR.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Celina High School will provide a positive, safe, and orderly school climate ensuring an environment focused on increased instructional time.

Performance Objective 1: CHS will implement an effective discipline/crisis management plan.

- Evaluation Data Source(s) 1:** 1) Decrease number of office referrals, state discipline reports.
 2) Review campus lockdown and crisis management procedures.
 3) All designated doors secured.
 4) Present findings and costs.
 5) Campus results of all safety drills.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide our staff with current discipline management techniques, (bullying, harassment, social media, etc.). Review code of conduct to ensure all state and local safety policies are updated.	Principal, Assistant Principal, and Chief of Police	Student Code of Conduct Crisis Management Plan				
2) Update CHS crisis management and provide to all staff.	Principal, Assistant Principal, and Chief of Police	Crisis management plan				
3) Continue to implement current crisis and emergency plans.	Principal, Assistant Principals, and Chief of Police	Successful school drills throughout the year. Additional ideas brought forth each school year.				
4) Continue to add additional cameras to the high school to ensure staff and student safety.	Principal, Assistant Principals, and Chief of Police	More cameras utilized at the high school.				
5) Campus administration will continue to explore alternative discipline techniques prior to any placement outside of the regular classroom setting	Principal and Assistant Principals	Less ISS, DAEP, and JJAEP placements.				
6) Campus administration will attend staff development on discipline and PEIMS coding for discipline.	Principal, Assistant Principals, and ISS Administrator	Successful completion of Region X discipline training and coding.				
7) Distribute and consistently enforce the district student code of conduct and handbook policies in order to reduce the number of exclusionary placements for all student groups.	Principal and Assistant Principals	Student record of receipt of SCOC. Student disciplinary record.				
8) Reward and recognize students demonstrating excellence in character (Student of the month and annual awards).	Principal, Assistant Principal, and Counselors	Record of students recognized.				











 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Celina High School will provide a positive, safe, and orderly school climate ensuring an environment focused on increased instructional time.

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

- Evaluation Data Source(s) 2:** 1) Decrease office referrals
 2) Improved student awareness of character traits.
 3) Decrease number of bullying referrals/reports.

Summative Evaluation 2:







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide teachers with feedback on classroom walk throughs, pre evaluation conference, T-TESS observation, and post conference	Principal, Assistant Principal	Walk through data Successful pre conference T-TESS score Final wrap up post conference				
2) Continue to offer incentives for rewarding perfect attendance of staff and students.	Principal and Assistant Principals	Increase in attendance of staff and students.				
3) Teachers are required to complete bully prevention training at the beginning of each year.	Principal and Assistant Principals	Faculty agenda, sign-in sheet, minutes Forms in Eduphoria to track bullying statements, staff will understand definition of bullying and will be more aware of and will report incidents.				
4) Provide quality character education experiences that address bullying, including cyber-bullying yearly, positive character development and peer interactions. Update the CHS website to provide bullying information and make readily available to parents.	Principal, Assistant Principals, and Counselors	Campus student and teacher surveys				
5) Provide training and mentors for new teachers.	Principal and Assistant Principals	Record of meetings. Increased retention of new teachers with emphasis on teachers with 1-2 years experience.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Celina High School will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at the campus level.

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

- Evaluation Data Source(s) 1:** 1) Increase participation of parents in academic school related activities.
 2) Student growth academically and socially through various resources at CTown.

Summative Evaluation 1:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Involve Campus Parent/Community Liaisons in outreach to increase parental participation and involvement in a variety of community outreach events and committees such as PTA, Pep-Rallies, Award Assemblies, and Organization/Club events.	Principal, Assistant Principals, Staff, Parent/Community Liaisons	Increase community satisfaction with campus communication with parents and community. Increase in family and community engagement in school functions and student academics.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Celina High School will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at the campus level.

Performance Objective 2: CHS will ensure all communication is clear and consistent and includes all stakeholders of the campus.

Evaluation Data Source(s) 2: 1) Parent feedback from campus communication sources.
 2) Higher number of 'hits' to website. Parents using the site as a means to gather information.

Summative Evaluation 2:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to utilize campus and counselor communication tools to relay information to parents/guardians. CHS will communicate important information through phone messenger, fliers, letters sent home, email, social media, and/or the campus website.	Principal, Assistant Principals, and Counselors	Increased parent communication as indicated on campus parent involvement surveys. Campus newsletters distributed. Campus and District Communication logs.				
2) Increase use of campus website.	Principal, Assistant Principals, Media Specialist	Website utilized for information, campus personnel who update website receive continued training in website features.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: CHS will hire highly qualified staff to fill all campus positions.

- Evaluation Data Source(s) 1:** 1) Highly Qualified Report, TEA, and Region X support
 2) Evaluate numbers and placement of student teachers. Maintain database of student teachers.
 3) Increase the number of new faculty to Celina ISD.

Summative Evaluation 1:









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruit high-quality staff members through use of Teacher Job Network.	Principal and Assistant Principals	All teachers hired are certified and highly qualified.				
2) Create the most productive and meaningful staff development program for all staff.	Principal and Assistant Principals	Program established for all staff members of the campus, effectiveness of program measured by meeting with team leaders at conclusion of the staff development.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: CHS will encourage and provide specific job training focused on improvement of all staff members.

- Evaluation Data Source(s) 2:**
- 1) Improved and effective teaching methods used throughout all instructional classes.
 - 2) Principal's evaluation of staff knowledge and staff input.
 - 3) Team Leaders become effective leaders within the campus.
 - 4) Teachers will feel supported and trained.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Expand Region X staff development for all staff. Utilize Region X consultants throughout the year in department and faculty meetings and staff development.	Principal, Assistant Principal	Region X trainings as indicated on campus improvement plans and needs assessments scheduled, sign in sheets from meetings, teacher lesson plans reflecting new strategies learned, walk-throughs indicating evidence of new strategies being implemented in the classroom.				
2) Define and adjust roles of Team Leaders. Define these roles according to campus needs. Provide training as needed.	Principal, Assistant Principals	Roles defined for team leaders, training conducted and provided on leadership either through Region X or Celina ISD Administration, sign in sheets and/or certificates from training.				
3) Align professional development to provide engaging training for teachers that is focused on meeting campus goals.	Principal and Assistant Principals	Training that reflects campus needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
campus administrator	David Wilson	Principal
campus administrator	Lori Gibbs	Assistant Principal
campus administrator	Lance Lemberg	Assistant Principal
Classroom Teacher	Melessa Barbknecht	CTE Teacher
Classroom Teacher	Jan Geller	Math Teacher
Classroom Teacher	Steve Nichols	Special Education
Classroom Teacher	Emily Orr	English Teacher
Classroom Teacher	Elisabeth Pope	Science Teacher
Classroom Teacher	Trey Schares	Agriculture Teacher
Classroom Teacher	Jennafer Smullin	Chemistry Teacher
Classroom Teacher	Nick York	History Teacher
Community Representative	Laura Mortenson	Community Representative
Non-classroom Professional	Kimberly McFadden	Counselor
Parent	Chris Neidhart	Parent