

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



Mission Statement

The mission of the District, as the primary educational entity, is to provide a safe, caring, structured learning environment where teachers educate and motivate students to become productive citizens of their community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Celina Intermediate 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 integrations of TEKS-based curriculum and technology rich environments.	14
Goal 2: Celina Intermediate school will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.	17
Goal 3: Celina Intermediate will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at campus and district levels.	21
Goal 4: Celina Intermediate will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.	23
State System Safeguard Strategies	24
Federal System Safeguard Strategies	25
2016-2017 Campus Improvement Committee	26
Campus Funding Summary	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

District has kept up with the rapid growth of this community.

Demographics Strengths

District has made it possible for us to maintain the state student to teacher ratio.

Demographics Needs

Due to the increased number of students moving in that require intervention it has become difficult to maintain small intervention groups.

Student Achievement

Student Achievement Summary

Increased number of students in need cause intervention classes to be less effective.

Student Achievement Strengths

Data analysis allows the school to meet the changing academic needs of the student population.

Student Achievement Needs

Due to socioeconomic factors and language barriers many parents are unable to provide academic support at home.

School Culture and Climate

School Culture and Climate Summary

Staff and students feel safe in their surroundings due to the numerous practice & drills put in place throughout the year.

School Culture and Climate Strengths

Staff is knowledgeable of the campus safety policies and procedures.

School Culture and Climate Needs

Despite efforts by the district to adapt physical space to meet an increased student population, physical space in the building is very limited.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Academic improvements have been noted as a result of the district's decision to allow campus administrators to tailor professional development to their campus' academic needs.

Staff Quality, Recruitment, and Retention Strengths

Areas identified as needing improvement are addressed through professional development.

Staff Quality, Recruitment, and Retention Needs

Not all professional development programs are tailored to meet the needs of all grade levels/subject areas, therefore programs have to be adapted to meet the needs of each.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TRS is a great tool to assess students' mastery of the TEKS, as well as teachers adapting to the usage of the new system.

Curriculum, Instruction, and Assessment Strengths

Assessments used from TRS allows teacher's to assess students' mastery of the TEKS being taught.

Curriculum, Instruction, and Assessment Needs

Teachers need to incorporate more uniformity in the rigor of various assessments.

Family and Community Involvement

Family and Community Involvement Summary

Our campus offers numerous opportunities for parent involvement, such as: Meet the Teacher, Open House, Parent Informational Meeting, Got Math? night, and Family Literacy. Community involvement is encouraged through contributions to events such as Family Literacy program.

Family and Community Involvement Strengths

Our campus has a community partnership with several organizations such as, C.A.R.E., PTA, and Adult ESL classes which provide monetary contributions and volunteered services. Our school staff also contributes to individual student needs as they arise.

Family and Community Involvement Needs

The need exists for better communication between the school and non-English speaking parents.

School Context and Organization

School Context and Organization Summary

District has provided the TRS system to allow for uniformity in the rigor of assessments across grade levels.

School Context and Organization Strengths

Time is incorporated into the master schedule for tutoring and intervention for low-performing students.

School Context and Organization Needs

Teachers feel limited by district guidelines that limit the source/choice of assessments.

Technology

Technology Summary

Technology in the district is evolving to more appropriately meet the needs of both students and staff.

Technology Strengths

District provides programs that support academic goals in both reading and math.

Technology Needs

Staff is frustrated by the technological issues encountered by limited band-width.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices






Goals

Goal 1: Celina Intermediate 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 integrations of TEKS-based curriculum and technology rich environments.

Performance Objective 1: The Intermediate campus will improve student academic growth and performance through dynamic and innovative instruction which leads to 100% of all student groups meeting Level II passing standard on all STAAR 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.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and update coordinated curriculum that aligns with state standards and provides a conceptually bundled scope/sequence, TEKS interpretation/guidance, unit checks/curriculum checks, and provides support for instructional staff.		District Instructional Directors Principals	Lesson plans, appraisal documentations, 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 assessment.				
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, review Instructional Focus Documents, Year at a Glance, and Scope and Sequence.		District Instructional Directors Principals	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) Track Level III performance data of all students using AWARE, Think Through Math, I-Station, and intervene for students that are close to achieving Level III performance on STAAR.		District Instructional Directors Principals	Greater number of students achieving Level III on STAAR from year to year.				

<p>4) Provide staff development for reading and writing instruction in accordance with the district writing plan to ensure high expectations for student performance.</p>		<p>District Instructional Directors Principal</p>	<p>Staff development sign-in sheets or certificates. Agenda from Professional Development events. Lesson plans, campus walk-through data illustrating consistent implementation of plan, formal observation data. Increase in academic performance of students on local, state, and federal assessments.</p>				
<p>Funding Sources: 211-Title I - \$0.00, 255--Title II - \$0.00, 263--Title III - \$0.00</p>							
<p>5) Provide intervention programs that support academic growth for all students (EIT, AMI/ARI, study lab) small group instruction, tutoring, in-class tier 1 and 2 instructional strategies, ELL/SIOP strategies, ESL classes/in-class support. Data analysis meetings after each curriculum check to provide intervention for struggling students based on assessment scores & low performing SE's.</p>	<p>1</p>	<p>District Instructional Directors Principals</p>	<p>Campus AMI and ARI class rosters. Campus ESL Rosters. ESL performance and level monitoring document. Student improvement on assessments.</p>				
<p>Funding Sources: 211-Title I - \$0.00, 255--Title II - \$0.00, 263--Title III - \$0.00</p>							
<p>6) Teachers will model the use of academic vocabulary and increase the depth and complexity of instruction.</p>		<p>District Instructional Directors Principals</p>	<p>Teacher lesson plans, campus walk-through data, student performance on local, state and national assessments.</p>				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 1: Celina Intermediate 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 integrations of TEKS-based curriculum and technology rich environments.

Performance Objective 2: The Intermediate campus will implement programs and strategies to improve academic performance for At-Risk students.

Evaluation Data Source(s) 2: 1) Improved state assessment scores.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) District and campus administrators will work together to monitor number of Hispanic students in the special education program.		District Instructional Directors Principals	Decrease in Hispanic population served by the special education program.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.		District Instructional Directors Principals	Student performance on local and state assessments, program evaluations. Improved student growth for indicator two for STAAR.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Teachers will integrate instructional strategies designed to increase comprehension for ELL learners. The intermediate campus has incorporated flexible grouping allowing for targeted instruction monitored with assistance by ESL support.		District Instructional Directors Principals	Increased number of administrators and teachers trained in ELPS and effective teaching strategies. Increased number of ELL/dual language teacher trained in effective reading and writing strategies. Increased academic performance of students.				
Funding Sources: 211-Title I - \$0.00, 263--Title III - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy 4) Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.		District Instructional Directors Principals	Teacher lesson plans, walk-through data, teacher observation/evaluation. Improved performance on local, state and national assessments including STAAR and TELPAS.				
Funding Sources: 255--Title II - \$0.00							
5) Teachers will meet with campus administration and/or directors of instruction to discuss struggling students & placement of intervention, after each curriculum check.		District Instructional Directors Principals	Improved performance on local , state and national assessments including STAAR and TELPAS.				

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


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

Performance Objective 1: Celina Intermediate school 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor provides guidance lessons every 9 weeks.		Principals Counselor	Scheduled trainings/meetings, staff sign in sheets from trainings, staff knowledge and implementation of code of conduct.				
2) Update campus crisis management plans and provide information to all staff.		Principals CISD Chief of Police	Campus crisis management plan updated and shared with all staff.				
3) Continue annual training/instruction on campus crisis and emergency plans.		Principals CISD Chief of Police	Implementation of campus crisis management plan by substitute if the need arose.				
4) Continue with PBIS, and CHAMPS to ensure campus climate remains positive and student code of conduct is enforced.		Principals Counselor Teachers	Discipline referrals continue to decline. Campus morale is positive.				
5) Campus administration will continue to explore alternative discipline techniques prior to any placement outside of the regular classroom setting.		Principals Counselor	Decrease in exclusionary placements.				
6) Campus administration will attend staff development on discipline and PEIMS coding for discipline.		Assistant Superintendent of Administrative Services PEIMS coordinator & campus coordinator Principals	Decrease in errors in coding on PEIMS and student placement.				






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.	Campus Administration Teachers	Student record of receipt of SCOC. Student disciplinary record.	✓	✓	✓	
8) Reward and recognize students demonstrating excellence in character (Bobcat HEART, Superintendent's award, annual awards, Principal's Pride awards).	Campus Administration Counselors Teachers	Record of students recognized.	✓	✓	✓	
						

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

Performance Objective 2: Celina Intermediate 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.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal Pride awards & Bobcat HEART awards to be given to students who exhibit specific character traits.		Counselor Teachers Principals	Less discipline referrals. Students exhibiting positive behavior/character traits	✓	✓	✓	
2) Counselor will investigate development and/or selection of program for campus wide character education.		District Instructional Directors Principal Counselor	Counselor meeting minutes to discuss character trait of the month, decision on development of consistent district-wide character trait for each grading period.	✓	✓	✓	
3) Continue to offer incentives for rewarding perfect attendance of staff and students.		District Business Office Principals PEIMS/attendance clerk	Increase in attendance of staff and students. Receipt of gifts given (gift cards & bikes)	✓	✓	✓	
4) Provide character education lessons once a week using "R-Time" curriculum to enhance positive character development and peer interactions.		District Instructional Directors Teachers	Campus student and teacher survey. Annual community surveys. Counselor character development lesson plans and logs of presentations.	✓	✓	✓	
5) Intermediate campus will provide mentors for new teachers.		District Instructional Directors Campus Administration	Communication with mentor and teacher of how the year progressed (pro's & con's).	✓	✓	✓	
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Celina Intermediate 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 Intermediate will work to increase parental and community involvement at all district and campus events.

Evaluation Data Source(s) 1: 1) Increase participation of parents in academic school related activities.
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
1) Involve District Parent/Community Liaisons in outreach to increase parental participation and involvement in a variety of community outreach events and committees such as PTA, Donuts with Dads, Muffins with Moms, Family Involvement night, Award Assemblies, Principal/Counselor coffee & tea, etc., Bobcat Heart awards, Principal's Pride awards, Huddle Up,		Campus Administration District Parent/Community Liaisons Teachers	Increase community satisfaction with District communication with parents and community. Increase in family and community engagement in school functions and student academics. Parent surveys				
2) Intermediate campus will host periodic parent meetings on a variety of topics to inform, promote and encourage parent participation. (Got Math, Texas Reads One Book, Open House, Meet the Teacher etc.)		District Parent/Community Liaison Campus Administration Teachers	Increase in participation and communication for parents of all student groups with emphasis on our bilingual parents as evidenced by sign-in sheets, parent surveys.				
3) Intermediate campus will include diverse groups of parents and faculty in decision-making through various committees (Campus Improvement Plans, SHAC, calendar, site-based committee, etc.)		Campus Administration	Agendas, sign-in sheets, and communication regarding committees.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Celina Intermediate 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: The Intermediate campus will improve communication among all stakeholders of the campus.

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

Summative Evaluation 2:

Strategy Description	Title I	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. Intermediate campus will communicate important information through phone messenger, letters sent home, email, social media, and/or the campus website.		Campus Administration	Increased parent communication as indicated on campus parent involvement surveys. Campus newsletters distributed. Campus communication logs.				
2) Increase use of campus websites as well as make needed improvements to each. Update website to become more user-friendly and improve features.		Campus Administration District Director of Technology	Website utilized for information as indicated by parent involvement survey, updates to website completed, campus personnel who update websites receive continued training in website features.				
3) Continue to contribute campus news articles to the local media for publication.		Campus Administration	Copies of articles published.				
4) Use of Remind 101 at campus level.		Campus Administration Teachers	Increased parent communication at campus level.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Celina Intermediate will improve job specific training for all employees.

Evaluation Data Source(s) 1: 1) Improved and effective teaching methods used throughout the campus.

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 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Expand Region 10 staff development for all staff. Utilize Region 10 consultants throughout the year in department and faculty meetings.		District Instructional Directors Principals	Region 10 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.		District Instructional Directors Principals	Roles defined for team leaders, training conducted and provided on leadership either through Region 10 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 district and campus goals.		District Instructional Directors Principal	Training that reflects campus and district needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback.				
Funding Sources: 255--Title II - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	District and campus administrators will work together to monitor number of Hispanic students in the special education program.
1	2	2	Utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.
1	2	3	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners. The intermediate campus has incorporated flexible grouping allowing for targeted instruction monitored with assistance by ESL support.
1	2	4	Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	District and campus administrators will work together to monitor number of Hispanic students in the special education program.
1	2	2	Utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.
1	2	3	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners. The intermediate campus has incorporated flexible grouping allowing for targeted instruction monitored with assistance by ESL support.
1	2	4	Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Stacy Ceci	Principal
Administrator	Kaylynn Reedy	Assistant Principal
Administrator	Lauri Welch	Counselor
Classroom Teacher	Chelsea Ashworth	Teacher
Classroom Teacher	Katt Brown	Teacher
Classroom Teacher	Carol Hansen	Teacher
Classroom Teacher	Cindy Knight	Teacher
Paraprofessional	Misti Schramme	Instructional Aide

Campus Funding Summary

255--Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	2	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
263--Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00