

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

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Top 25% Student Progress

Postsecondary Readiness



**Board Approval Date:** October 18, 2016

## **Mission Statement**

*The mission of Celina Junior High is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.*

## **Vision**

*Paving the way for the future.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

CJH demographic population groups have remained constant for the past several years. Our main categories are:

White - 66%

Hispanic/Latino - 28%

Economically Disadvantaged - 28%

Within this building, over the past three years, the Hispanic population has remained within a couple percentage points.

The economically disadvantaged has been as high as 35% and as low as 28%.

### Demographics Strengths

Two years ago, the sixth grade split off the campus to form the middle school. Considering just the seventh and eighth grades, the student population has grown this year by 9.7%. Even though student population has grown, the student demographic ratios remain level over the past three years with the exception of the economically disadvantaged sub-population.

The student attendance rates have remained steady at about 97% for the past three years, even with the change in attendance laws and policies.

## Demographics Needs

- Continue to review sub-groups of students identified as special education with emphasis on Hispanic students in special education.
- Address increase of Hispanic population and minority groups.

## **Student Achievement**

### **Student Achievement Summary**

For the past three years Celina Middle/Junior High School has been rated as Met-Standard including the following distinctions:

12-13 - Mathematics and Top 25%

13-14 - Reading/ELA, Mathematics, Science, Top 25%, and Post Secondary Readiness

14-15 - Mathematics and Science

### **Student Achievement Strengths**

Over the past three years, CJH has maintained 86% or better on Index 1, meaning that 86% of all test taken met standard. In addition to the distinctions, the past three years CJH has surpassed the target score in all indecies.

### **Student Achievement Needs**

Less than 70% of Celina ISD ELL and Special Education student groups met standard on STAAR Reading and Math, grades 7-8.

Improve ELL and special education student groups passing rate on state assessments to 70%.

Decrease the difference in the percentage of Hispanic students in Special Education and the percentage of Hispanic students in Celina ISD to 1% or less.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Based on the climate survey from previous years, there were two dramatic shifts. One beginning in 2013-2014 school year and the second during the 2014-2015 school year. The second one was based on the implementation of the Positive Behavior Intervention System. This system primarily changes the way adults interact with students and provides for positive reinforcement for students doing the right thing. The initial roll-out caused such a dramatic impact that several parents commented to faculty about how the building felt more welcoming and visitor friendly.

### **School Culture and Climate Strengths**

PBIS is a faculty driven, administrator supported system. A select team of faculty member have been intimately involved shaping, presenting and encouraging the implementation of the system. This has provided a more cohesive team mentality which has brought the campus together and built positive relationships across the campus.

### **School Culture and Climate Needs**

In the area of school culture and climate, there is still room for improvement in the area of consistency in the implementation of PBIS as a school wide system. There needs to be an avenue to evaluate the effectiveness of system as a whole and ensure consistent enforcement of the PAWS guidelines for all staff. Another area of need is to consider expanding the impact of the PBIS system by creation of common, campus-wide disciplinary techniques within and outside the classroom.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All Faculty recruiting is handled through Reion 10 Teacher Job Network. All teachers hired have met the Highly Qualified standards as identified by NCLB.

### **Staff Quality, Recruitment, and Retention Strengths**

The faculty, generally, are willing to try new things and support initiatives as presented.

### **Staff Quality, Recruitment, and Retention Needs**

Teachers have expressed a need for more training in areas of new implementation. Another area of need is in the are of accountability and training on program evaluation of new initiatives.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The curriculum established by the state of Texas and organized and supported through TEKS-RS are used in CJH. All faculty members had the opportunity to provide input into the development of the YAG and utilize the IFD. Teachers use the assessment builder through TEKS-RS as a means to ensure students are prepared at the appropriate depth and complexity. Core faculty members use AWARE as a means to capture data and manipulate data for the purpose of planning future instruction.

### **Curriculum, Instruction, and Assessment Strengths**

- Aligned curriculum and instructional focus documents.
- Robust assessment items in Eduphoria Aware (added a new item bank this year)
- Minimal teacher turnover each year.
- ACE time provided to students for homework help and reteaching.
- Teachers given 1/2 days each nine weeks for planning.

### **Curriculum, Instruction, and Assessment Needs**

- Review the effectiveness of double blocking math.
- Review the effectiveness and need for the 8-period day.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents and community members are involved in multiple committees and the PTA. Every year, a new Site Based team is formed involving a handful of parents and community members. In addition the community is very involved in all athletic events and supports the various activities through participation in multiple booster clubs and community groups focused on CISD support including, Bobcat Moms, Quarterback club, CARE, PTA, Band Boosters, etc.

### **Family and Community Involvement Strengths**

- Multiple clubs and organizations for community and family involvement.
- Campus provides parent nights for 1:1 Ipad implementation.

### **Family and Community Involvement Needs**

- Recordings for families not able to attend family nights and meetings.
- Explore YouTube channel for publicizing recordings.

## **School Context and Organization**

### **School Context and Organization Summary**

In the 2015-2016 school year, the district began a writing initiative that requires multiple writing pieces throughout the year and has a focused method for pre-k through 12. Other goals that are a focus across the district include raising the level of ESL/ELL and special education student meeting standard on the STAAR for Reading and Math

### **School Context and Organization Strengths**

- Increased consistency of policies and procedures.
- District steps to address future population growth.

### **School Context and Organization Needs**

- Vertical alignment implementation in all subjects
- Instructional design advisory board for technology integration and curriculum alignment
- Continue preparing for increased enrollment and facilities planning

# Technology

## Technology Summary

The 2015-2016 school year brought much new technology to Celina Junior High. We are now a one-to-one campus with each child having an iPad mini. The teacher received their iPad one week before the students arrived back on campus and the students received them the third week of September. During the previous Spring and Summer, we have a core team of teacher get trained in Google education and iPad implementation. During the in-service week, we had a day of iPad training with a trainer from Region 10 exposing us to several apps and providing ideas about how to use them in class. We also had a day of training on Google Education. The encouragement was for teachers to become familiar with the iPads and slowly integrate them into instruction. The initial goal was for everyone to use an app by Thanksgiving break. Then we encouraged them to begin using Google classroom. By Christmas break, all teachers had created a classroom and had their students enrolled. After Christmas break, the technology team began a badges program in which all teacher completed short training sessions in order to receive a badge. This has been highly succesful. All teachers have completed at least one badge and several have completed all beginner badges. Most teachers are using apps on a weekly basis and we are seeing improved engagement with our students.

## Technology Strengths

- Implementation of 1:1 Ipad program
- Teachers have access to technology tools
- Administrators, teachers and students have strong foundational skills (Brightbytes survey Spring 2016)

## Technology Needs

- Digital citizenship
- Increase collaboration and communication using technology
- Increase bandwidth as more tools require outside access
- Increase specific professional development for Google Apps for Education.
- increase specific training for integration of technology into lessons to increase student engagement and success.

# 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
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- 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
- Homeless data
- Gifted and talented data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

#### **Employee Data**

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# 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:** The campus will expect 100% of each student group to meet Level II passing standard on all STAAR/EOC tests and increase the percent of students at Level III to 35% for all tested areas.

- Evaluation Data Source(s) 1:**
- 1) Student progress throughout school year.
  - 2) Teams will evaluate progress towards TEKS alignment in all subject areas 7-8, Use of TEKS Resource System
  - 3) AWARE and other technology programs will be used to disaggregate data and assess students' progress.
  - 4) Students prepared for exams and the data/scores reflect this.

## Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TEKS checks using released STAAR questions for higher rigor and consistency. CBA each grading cycle using unit assessments from TRS.	Campus Administration; Campus Teacher Leaders; Classroom Teachers	Improvement in all testing. Student unit/curriculum checks performance aligns to report card grades and to student performance on STAAR.				
2) Track Level III performance data of all students by using AWARE, and intervene for students that are close to achieving Level III performance on STAAR.	Campus Administration; Classroom Teachers	Greater number of students achieving Level III on STAAR from year to year.				
3) Continue incentives for rewarding perfect student attendance.	Campus Administration	Increased attendance of students.				
4) Research and implement best practice strategies for the 8th American History curriculum to improve the quality of instruction and lead to improve STAAR scores.	Campus Administration Classroom Teachers	Increased academic performance of students on STAAR.				
5) CJH will identify strategies for increasing TEKS and vertical alignment. We will continue the use of the TEKS Resource System, lesson plans and campus subject meetings to improve alignment and student performance.	Principals, Teacher Leaders and subject teams.	Teacher lesson plans, sign-in sheets from meetings and increased use of new strategies in the classroom.				
6) Provide teachers 1/2 day planning time each nine weeks to review Instructional Focus Documents, Year at a Glance Scope and Sequence and assessment items from TEKS-RS.	Principals and Lead Teachers.	Agenda, Sign-in, Planning Minutes.				

 = 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:** The campus will implement programs and strategies to improve academic performance for At-Risk and sub group students.

- Evaluation Data Source(s) 2:** 1) Improved state assessment scores.  
 2) The campus will make improvements in the development of "SIG" goals for AMI and ARI students.  
 3) Student's motivation and grades improve.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide daily tutorials during ACE time.	Campus Administration, Campus Counselor, Classroom Teachers	Reduction of student failures.				
2) Implement "SIG" plan that will target instruction for students not meeting standard during the 15-16 school year.	Campus Administration Intervention teacher	Improved fluency, comprehension and reading test scores; improved TEKS check, unit and curriculum test scores. Documentation from SIG goals.				
3) Establish a mentor for encouragement and accountability for male At-Risk students.	Campus administrators; teachers; counselor	Increased motivation and performance on STAAR assessments.				
<b>State System Safeguard Strategy</b> 4) Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.	District Instructional Coordinators and Principals	Increased academic performance of students. Teacher Lesson plans.				

**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:** The campus will expand advanced academic resources to improve student services and student performance.

- Evaluation Data Source(s) 3:**
- 1) Improve state assessment scores
  - 2) Students' knowledge base will expand to a more advanced level because of higher rigor
  - 3) Increase in student achievement at Level III on STAAR/EOC

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize AWARE to assist with data disaggregation and TEKS/curriculum check implementation.	Campus Administration, Teacher Leaders and District Secondary Director of Instruction	Improved TEKS/Curriculum Check data, STAAR results.				
2) Continue to monitor and evaluate rigor of advanced courses.	Campus Administration; Secondary Director of Instruction; Advanced Course Teachers	Teacher lesson plans, campus walk-through data, student performance on STAAR. Increase number of students scoring level III on STAAR.				
3) Reinforce the use of academic vocabulary and align writing strategies that will increase critical thinking skills.	Campus Administration; All Teachers; District Secondary Director of Instruction	Teacher lesson plans, campus walk-through data, student performance on STAAR.				
4) Ensure TEKS/unit/curriculum checks focus on readiness standards as opposed to supportive standards.	Campus Administration; Classroom Teachers and Teacher Leaders.	Increase number of students showing growth on STAAR.				


5) Expand training for teachers to serve the accelerated/GT populations.	Campus Administration District Instructional Coordinator	Certificates and sign-in sheets from training.				
6) Encourage all CJH teachers to become GT/ESL certified.	Campus Administration District Instructional Coordinator	Increased number of teachers with 30 hours of GT and 6 hour update training. Increase number of ESL certified teachers.				

**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:** CJH will increase course offerings to meet the needs of the diverse learners.

- Evaluation Data Source(s) 4:**
- 1) Students and parents aware of career choices and student course selection based on career interests.
  - 2) Increased effective instructional technology use in the classroom.
  - 3) Increased student engagement.
  - 4) Increased student passing on STAAR/EOC assessments.

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to support teachers with classroom technology integration.	District Director of Technology, Technology Integrations Specialists, Campus Principal, and Technology integration team.	Classroom technology integration as indicated on teacher lesson plans and administration walk-throughs, Teacher survey at the end of the year on technology integration/implementation and support.				
2) Build the STEM program to support more students.	District Secondary Instructional Coordinator and Campus Principal.	Increase in student technology classes as indicated with students course selections in the spring.				
						

**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 5:** CJH reading and writing scores will continue to increase for the following sub-populations; Hispanics, Special Education, and LEP students.

**Evaluation Data Source(s) 5:** STAAR results.

**Summative Evaluation 5:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Provide ELPS and effective teaching strategies training to administrators and teachers.</p>	Principals and district instructional coordinators.	increased STAAR, TELPAS and EOC scores.				
<p><b>State System Safeguard Strategy</b></p> <p>2) Implement a CISD writing and reading accountability plan to ensure monitoring of ELL, Hispanic and Special Education students.</p>	Principals, teacher leaders and district instructional coordinators.	Improved STAAR, TELPAS and EOC scores.				
<p>3) Writing across the curriculum. Teachers will use a short answer template for six short answer questions during the grading cycle.</p>	Teachers Principal	Students writing samples and the use of the short answers template.				
Funding Sources: 199 -- CISD - \$35.00						
						

**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:** The campus will implement an effective discipline plan and emergency management plan.

- Evaluation Data Source(s) 1:** 1) Decrease number of office referrals, state discipline reports.  
 2) Review the campus emergency management procedures for the campus.  
 3) All designated doors secured.

**Summative Evaluation 1:**

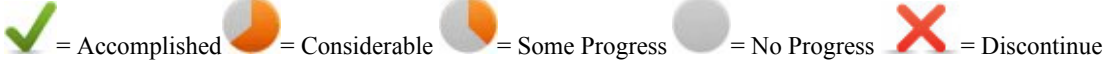
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Re-design the campus classroom management system to aligned with the campus PBIS system.	Campus Administration; Campus Counselor; All Teachers	Fewer discipline referrals, increased instructional time, student accountability.				
2) Enforce school safety policies addressing visitor check-in, classroom disruption, announcements, and update campus emergency management plan.	Campus Administration	Improved campus safety report.				
3) Redesign of the PBIS program that will provide daily rewards that will reduce the number of office referrals.	Campus Administration; PBIS team, and all teachers.	Reduce number of office referrals and decreased ISS placement.				
4) Provide staff development related to consistent, positive, and effective discipline management including bullying and review code of conduct at each campus.	Supt., Assist. Supt., District Instructional Coordinator, Campus Admin., Campus Counselor.	Scheduled trainings/meetings, staff sign-in sheets from trainings, staff knowledge and implementation of code of conduct at each campus.				
5) Encourage and reward staff for participation with PBIS.	Campus Administration; PBIS team, and all teachers.	Improve campus culture, reduce number of office referrals and decreased ISS placement				
						

**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:** The campus will promote positive staff morale and student character development.

**Evaluation Data Source(s) 2:** 1) Campus character education program will decrease office referrals.  
 2) Improve student awareness of character traits.

**Summative Evaluation 2:**






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide staff development on recognizing and preventing bullying behaviors. Use resources available through Region 10.	Campus Counselor	Improved student behavior observed, fewer discipline referrals. fewer counselor referrals.				
2) Conduct guidance lessons targeting appropriate treatment of others, kindness, friendship, tolerance, bullying, etc...	Campus principal and Campus Counselor	Fewer discipline referrals. fewer counselor referrals.				
3) Select (2) students of the month for each grade level.	Campus Administration; Campus Counselor	Improve campus culture				
4) Teacher and Support Staff Member of the month and Year.	Campus Administration	Improved Teacher and Staff morale.				
5) Birthday lunches for staff celebrations each month.	District Administration; Campus Administration, Campus Counselor	Improve in staff relationships and campus culture.				
						

**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:** The campus 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue use of communication technology, such as Remind, and social media. Each week post the weekly video announcements on Facebook.	Campus Administration; Campus Counselor; Office Staff	Increased parent/community awareness.				
2) Inform parents about importance of attendance for academic performance as well as school funding.	Campus Administration; Campus Counselor	Improve attendance rate.				
3) Include additional forms on school website (ex. Permission slips).	Office Staff	Increase parent feedback.				
4) Use the Principal 100 and invite community leaders on campus to speak with this group of students.	Campus Administration; Campus Counselor.	Build relationships with community leaders and campus.				
5) Campus will communicate with the district's bilingual liaison to help support bilingual students/parents.	Campus Administration; Campus Counselor; ESL Teacher	Bilingual liaison utilized by campus, increased parent communication with bilingual parents, increased number of parents indicate on campus parental involvement surveys that language is not a barrier for participating in their child's school functions.				
6) Push towards 100% district staff membership support for C.A.R.E.	Supt.; Campus Administration; Campus Counselor.	Increased percentage of staff membership in C.A.R.E.				
 = 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 2:** The campus will improve communication among all stakeholders.

- Evaluation Data Source(s) 2:**
- 1) Parent feedback from campus and district communication sources
  - 2) High number of 'hits' to website. Parents using the site as a means to gather information.
  - 3) Higher number of parents utilizing portal
  - 4) Positive parents, student, and staff feedback.
  - 5) Successful training as indicated on teacher training surveys

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continued use of technology to communicate with parents and students.	Campus Administration; Campus Counselor; Classroom Teachers	Increased communication with parents.				
2) Continue to utilize campus and counselor communication tools to relay information to parents/guardians. Campuses will communicate important information through phone messenger, fliers, letters sent home, email, social media, and the campus website.	Campus Administration; Campus Counselor; Designated Campus Staff	Increased parent communication as indicated on campus parent involvement surveys and campus newsletters.				
3) Increase use of campus website as well as make needed improvements to each. Update website to become more user friendly.	Director of Technology; Campus Administration.	Website utilized for information as indicated by parent involvement survey, updates to website completed, campus personnel who update website receives continued training in website features.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 1:** The campus will hire the most qualified staff to fill all positions.

- Evaluation Data Source(s) 1:** 1) Highly Qualified Report, TEA, and Region 10 support  
 2) Screened applicants will be highly qualified.  
 3) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruit, hire, and retain highly qualify staff for Celina Jr. High.	Principal; Assistant Superintendent; Human Resources	Highly qualified staff, and fewer teacher turnovers.				
2) Use panel interviews for hiring with a detail job description and job requirements.	Principal; Assistant Superintendent; Human Resources Campus staff	Highly qualified staff				
						

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

**Performance Objective 2:** The campus will improve job specific training for all employees.

- Evaluation Data Source(s) 2:** 1) Celina Junior High is updated in new and proven effective teaching methods.  
 2) Principal's evaluation of staff knowledge and staff input.  
 3) 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) Provide meaningful and productive staff development for identified areas of need/interest.	Campus Administration; District Instructional Coordinator	Feedback from staff, improvement in areas of concern, sign-in sheets and training certificates.				
2) Define roles of Team Leaders. according to campus needs providing training as needed. Build in next year master schedule an extra planning period for the core subject Team Leaders for planning and leadership role on campus.	District Instructional Coordinator; Campus Administrator	Roles defined for team leaders, training conducted and provided on leadership either through Region 10 or CISD Administration, sign-in sheets and/or certificates from training.				
						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	4	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.
1	5	1	Provide ELPS and effective teaching strategies training to administrators and teachers.
1	5	2	Implement a CISD writing and reading accountability plan to ensure monitoring of ELL, Hispanic and Special Education students.

## 2016-2017 Campus Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Russell McDaniel	Principal
Assistant Principal	Misty Warrick	Assistant Principal
Classroom Teacher	Joanna Bennett	Classroom Teacher
Classroom Teacher	Walker Plage	Classroom Teacher
Paraprofessional	Kim McDaniel	AID

## Campus Funding Summary

<b>199 -- CISD</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	3	Short answer templates		\$35.00
<b>Sub-Total</b>					\$35.00
<b>Grand Total</b>					\$35.00