

**Celina Independent School District**  
**Celina Middle School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25% Student Progress

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

# Mission Statement

The mission of Celina Middle School is to challenge each child to reach his or her full potential. We encourage students to become life-long learners by developing intellectual curiosity and a desire for discovery and achievement. We strive to create a diverse community that fosters mutual respect and social responsibility enhanced by a strong partnership between home and school.

## Vision

Paving the way for the future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our 5th grade is currently at 181 students. Our 6th grade is at 190 students. Total enrollment is 371. We have 22.10% Hispanic, 67.39% White, 3.23% African American, 4.58% Two or More, 1.08% Asian, and 1.62% American Indian. We have a total of 93 (25.07%) on free/reduced lunches, 7LEP, 6 Military, 2 Homeless, 23 Dyslexia.

### Demographics Strengths

Our school population has a good mix of ethnicities and socio-economic backgrounds.

### Demographics Needs

The Hispanic/Latino population continues to grow and, therefore, presents an increasing challenge to meet their needs. Language barriers and communication will continue to be an important challenge for our district in years to come.

## **Student Achievement**

### **Student Achievement Summary**

We take STAAR testing in Reading, Math and Science in 5th grade. Students must score a passing grade on the Reading and Math tests to advance to the 6th grade.

The scores summary for 2014-2015 5th grade Math is 89%. The 5th Reading 87% with 36% commended. Science was 90% with 25% commended. 2014-2015

4th grade scores (present 5th graders) are Math 73% with 15% commended and Reading 85% with 31% commended. Writing was 80% with 8% commended.

### **Student Achievement Strengths**

Student achievement strengths are Reading and Science. Both scoring well over the state average.

### **Student Achievement Needs**

Weakness is fifth grade math. Fourth grade students coming in as 5th graders scored an overall 73% from last year. The current CCA was 83% overall.

## **School Culture and Climate**

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

School culture and climate is good. Staff collaborates well and students feel safe. School partners with community.

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

Celina Middle School is a professional, safe and fun place for children to learn and grow. Faculty Meeting are scheduled once a Month and Emergency drills are performed on regular basis.

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

Celina Middle School could use more space and rooms to meet increasing student population.

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

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

Low turnover rate for teachers. Highly qualified teachers are sought out by District.

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

Low turnover rate and Highly Qualified teachers.

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

We need to work on mentoring new staff.

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

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

TEKS checks are performed every three weeks. CCA's are completed every 9 weeks.

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

Common planning time is scheduled for grade level subjects. Progress monitoring is used for RTI interventions. Tutoring is built in schedules during the day and after school. 90 minute blocks for Reading and Math are in place.

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

Need to find additional time for 5th grade Social Studies.



## **Family and Community Involvement**

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

Activities and Meetings are scheduled every year to create family and community involvement. Meet The Teacher Night, Principal's Coffee, Site Based Meetings, Donuts with Dads, Muffins with Moms, Student of the Month, Veteran's Day Assembly.

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

District Liason is provided to help Spanish speaking parents at all ARD, 504, EIT, parent meetings. Volunteer opportunities are made through PTA and CARE organizations.

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

Increased use of teacher websites.

## **School Context and Organization**

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

Site based meetings are scheduled to allow for parent, community and teacher input. Use of the AWARE program is used to look at assessment results by teachers. Common planning time is scheduled for grade level teachers.

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

Grade Level meetings with administrators are scheduled every other week.

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

Schedule regular meetings with paraprofessionals.

## **Technology**

### **Technology Summary**

Currently have 2 computer labs and a C.O.W. Teachers have own Mac laptop. 6th grade Math has on line assignments.

### **Technology Strengths**

Teachers have their own Mac laptops. Copiers are provided in teacher workroom and front office. Smart boards are provided in each classroom. Communication is regularly done through campus web sites, Twitter, Facebook, and Remind messages.

### **Technology Needs**

Another C.O.W. is needed for students. Low cost enrichment programs such as I station and Think Through Math.

# 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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

- 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

- 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
- Class size averages by grade and subject

### **Employee Data**

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community 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 tests and increase the percent of students at Level III to 35% for all tested areas.

- Evaluation Data Source(s) 1:**
- 1) Student academic progress throughout the school year as measured by TEKS checks, curriculum checks, teacher-made assessments, progress reports, and nine-week grades.
  - 2) Teams will evaluate progress towards TEKS alignment in all subject area 5-6 by use of TEKS Resources and curriculum checks.
  - 3) AWARE and other technology programs will be used to disaggregate data and assess students progress.
  - 4) Students prepared for STAAR 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) Administer curriculum checks/TEKS checks for the analysis of student progress on state standards.	Campus administrators, District Director of Instruction, classroom teachers	Curriculum check/TEKS check data in AWARE, STAAR results				
2) Additional targeted vocabulary intervention for LEP students to accelerate the mastery of ELPS objectives and TEKS.	Campus administrators, ESL teachers, pull-out teachers, District Director of Curriculum	TELPAS results and improvement, STAAR results				
3) Incentives for rewarding perfect attendance of staff and students.	Campus administrators, District Administration, counselor	Increased student attendance and time in classroom, presence of highly qualified teacher in classroom.				
4) Incentives and recognizing student academic performance.	Campus administrators, counselor	Increased academic performance and effort				
5) Provide teaches 1/2 day planning time to review IFD's, YAG, and Aware data.	Campus administrators, District Director of Instruction, classroom teachers	Lesson plans in Forethought, walk through data, meeting agendas, and sign in sheets, STAAR results.				

6) ELAR teachers implementing district Elementary Writing Plan	Campus administrators and classroom teachers	Walkthroughs and writing samples collected each 9 weeks				
7) Intervention teacher pulling targeted students two times per week.	Campus administrators	Walkthroughs, monitor progress through program reports				
8) TEKS check developed from TRS for rigor and consistency.	Campus administrators	Aware data				
 = 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 students.

- Evaluation Data Source(s) 2:** 1) Improved state assessment scores.  
 2) Improved at-risk scores on curriculum checks, TEKS checks, and state reading assessments.  
 3) Improved at-risk student grades.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administer curriculum checks/TEKS checks for the analysis of student progress on state standards for at-risk students.	Campus administrators, classroom teachers, District Director of Instruction	Curriculum check and TEKS check data in AWARE, STARR results				
2) Continue to develop new test strategies which are STAAR specific for at-risk students.	Campus administrators, classroom teachers, District Director of Instruction	New strategies implemented, students utilizing new strategies which lead to improved performance and student growth as measured on district and state assessments				
3) Additional vocabulary intervention for LEP students to accelerate the mastery of ELPS objectives and TEKS for at-risk students.	Campus administrators, ESL teacher, pull-out teacher, District Director of Instruction	TELPAS and STAAR student growth				
4) ARI/AMI small groups to improve core content areas for targeted students. Develop "SIG" goals for intervention.	Campus administrators, classroom teachers, pull-out teachers	Curriculum checks, TEKS checks, AWARE data, STAAR results				
5) Improve academic performance by encouraging attendance for at-risk students through incentive programs.	Campus administrators, classroom teachers, pull-out teachers	Increase scores for at-risk students				

 = 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:** The campus will increase advanced academic resources to improve student performance.

- Evaluation Data Source(s) 3:**
- 1) Student service
  - 2) Increase in number of students achieving Level III STARR
  - 3) Scheduled meetings and feedback from parents and students
  - 4) Student academic success on a more advanced level on curriculum checks, TEKS checks, TELPAS, and STAAR

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement Motivation Math as TRI Tier II intervention program and math enrichment for grades 5-6.	Campus Administration, District Director of Instruction, math teachers, intervention teachers	Curriculum check results, TEKS check results, STARR results, program usage				
2) Use Rally, Measure Up, Thank Though Math, Istation, Read Naturally, and Imagine Learning for RTI intervention and enrichment, as well as, special needs students in grades 5-6.	Campus Administration, Classroom teachers	Curriculum Check data, TEKS check data, STAAR results, program usage				
3) GT students will create individual projects aligned with state GT guidelines.	Campus Administration, GT lead teachers at each grade level	GT products presented during open house, student individual projects completed				
4) Utilize AWARE and other technology programs to assist with data disaggregation and monitoring of student progress.	Campus Administration, District Director of Instruction, classroom teachers	Curriculum Check data, TEKS check data, STAAR results, campus meetings and sign in sheets where program utilized for student data				
5) Align assessments to TEKS/STAAR in all core areas and vertical training across grade levels in core academic subjects with specific discussions on rigor.	Campus Administration, District Director of Instruction, Classroom teachers	STAAR results, lesson plans, walk-through data, curriculum check results, TEKS check results, aligned assessments created/updated, meeting agendas and sign-in sheets				

6) Use of StemScopes to grades 5 and 6 to provide consistency and continuity in science instruction as well as provide enrichment of science curriculum.	Campus Administration, District Director of Instruction, science teachers	Lesson plans, walk-through data, curriculum check data, TEKS check data, STAAR results for grade 5 science, program usage				
7) Reinforce the use of academic vocabulary to increase critical thinking skills.	Campus Administration, District Administration	Teacher lesson plans, walk through data, student performance on STAAR, use of IFD to plan, word walls in all core subjects				
8) Implement Empowering Writers in ELAR classes for 5th and 6th grades to improve district writing scores.	Campus administrators, ELAR teachers	Scored writing samples collected each 9 weeks				


 = 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:** Campus will increase awareness of and attend to the needs of diverse learners.

- Evaluation Data Source(s) 4:** 1) Increased parent and community involvement in campus and student activities.  
 2) Increased student engagement in the classroom.  
 3) Increased student success on STAAR/TELPAS.

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct professional development on strategies to assist diverse learners in achieving higher-level comprehension skills.	Campus Administration, classroom teachers	Increased student motivation, increased student success on all assessments, walk-through data indicating implementation of strategies learned in training				
2) Vocabulary programs such as Imagine Learning and Lead 4 Ward implemented to bridge gaps in academic vocabulary ability of diverse learners. Word walls developed from TRS.	Campus Administration, classroom teachers	Increased student motivation, increased student success on all assessments, Imagine Learning reports, use of word walls.				
3) Positive reinforcement plan (PBIS/CHAMPS) implemented throughout the campus.	Campus Administration, classroom teachers, and staff	Prinicpal's 100, phone logs by teachers documenting parent contact, increased student motivation, student growth in all academic areas, increased parent communication.				
4) Offer GT training to all teachers	Campus Administrators, classroom teachers	Certification and implementation of training into classrooms.				
5) ELPS included in all lesson plans	Campus administrators	lesson plans				
						

**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 enhance the effective discipline and crisis management plan.

- Evaluation Data Source(s) 1:**
- 1) Decrease office referrals.
  - 2) Evaluation and improvement of student security/safety procedures.
  - 3) Review Campus Lockdown and Crisis management Procedures.
  - 4) 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) Staff development on student safety and classroom management - during beginning of school year professional development.	Campus Administration, classroom teachers	Decreased office referrals, improved safety and lockdown drill results, improved student security/safety procedures				
2) Evaluate and improve campus safety drills and student lockdown procedures.	Campus Administration, classroom teachers	Improved drill results, improved student security/safety procedures				
3) Updated emergency operation plan.	Campus Administration, classroom teachers	Improved communication & drills				
4) Principal 100 Club referrals from teachers.	Campus Administration, classroom teachers	Decrease office referrals and positive parent communication				
						

**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) Decreased office referrals.
  - 2) Decreased reports of incidents of bullying.
  - 3) Improved the campus culture.
  - 4) Improved staff and campus morale.

**Summative Evaluation 2:**






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Expansion of FCA, Flag Corps, Citizenship Club, Theater Arts Club, Library Pals, and Ecology Club.	Campus Administration, classroom teachers	Improved student and staff morale and motivation, decreased office referrals, improved communication with parents				
2) Student recognition and reward celebration through Student of the Month and Principal's 100 club.	Campus Administration, classroom teachers	Improved student and staff morale and motivation, decreased office referral, improved communication with parents				
3) Staff celebrations. birthday monthly lunch. Life celebrations as needed throughout the school year.	Campus Administration, classroom teachers	Improved teacher and staff morale and motivation				
4) Teacher and support staff member of the year.	Campus Administration	Improved Teacher and Staff morale				
5) Provide staff development on recognizing and preventing bullying behaviors.	Campus Administrators, Campus Counselor	Improved student behavior observed, fewer discipline referrals				
6) Counselor will provide character lessons. Counselor's Corner announcement each Wednesday to increase awareness of character traits.	Campus Counselor	Improved student behavior and awareness of positive character traits.				
						

**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 campus events.

**Evaluation Data Source(s) 1:** 1) Increased parent communication and participation in campus activities.

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evaluation and expansion of teacher websites.	Campus Administration, Technology Curriculum Coach, Classroom Teachers	Websites updated with pertinent parent information, increased parent attendance at campus events, increased parent contact				
2) Implement campus communication (Reminder 101, school messenger, District & Campus Newsletter, Campus website, Facebook, Twitter, lunchroom announcements).	Campus Administration, Classroom Teachers and Staff	Increase parent contact, increase parent involvement, establishes means of delivering pertinent information				
3) Work with PTA to expand community involvement (Muffins with Mom, Donuts with Dad, Book Fair, staff lunches provided by PTA parents).	Campus Administration, Classroom Teachers	Increase parent/community communication and participation in PTA and increase in attendance at campus events				
4) Principal/Counselor Coffee.	Campus Administration	Increase in parent attendance, participation and communication				
 = 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 to campus.  
2) Will increase in use of parent portal.

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer parent conferences for all students for 1st and 2nd semester including parent teacher conference day.	Campus Administration, Classroom Teachers	Increase in positive parent comments on teacher communication, classroom teacher documentation of conferences with parents				
2) Provide information to parents on team/individual teacher websites.	Campus Administration, Technology Curriculum Coach, Classroom Teachers	Increase in positive parent comments on teacher communication, websites accessed and updated				
3) Use of Campus website, and Facebook to share information with parents.	Campus Administration and Office Staff	Use of website				
4) Principal, counselor and parent coffee.	Campus Administration	Positive parent comments				
5) Maintain Facebook page and Twitter for CMS campus.	Campus Administration and office staff	Increase positive communication with parents and community				
						

**Goal 4: Celina Middle School 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, Region 10 support.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Paneled interviews for hiring qualified teachers and staff.	Campus Administration, classroom teachers	Highly qualify teachers on staff				
2) Recruit, hire, and retain highly qualified	Campus Administration, District Administration, Human Resources	Recruitment of highly qualified staff				
						








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

**Performance Objective 2:** The campus will improve job specific training as needed for all staff.

- Evaluation Data Source(s) 2:**
- 1) Evidence of use of current and/or effective teaching methods.
  - 2) Principal's evaluation of staff.
  - 3) Staff input.
  - 4) Teachers feel supported and trained in assigned duties.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide for specific staff development as needed.	District Director of Instruction, Campus Administration, classroom teachers, identified classroom teachers	Classroom walk-through data and observations, increased academic performance of diverse learners as measured by multiple assessments, certificates of participation in staff development/training				
2) Provide ongoing staff development in critical areas.	District Director of Instruction, Campus Administration, classroom teachers, identified classroom teachers	Teacher input, classroom walk-through observation data, increased academic performance of diverse learners as measured by multiple assessments, certificates and evidence of training				
3) Mentor new staff.	Campus Administration, classroom teachers	Retention of teachers and staff				

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