Celina Independent School District

District Improvement Plan

2012-2013

Accountability Rating: Recognized

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

Demographics

Demographics Summary

Celina ISD currently has an enrollment of 2017 students. Student growth has increased approximately 1% each year over the past three years. 8% of the population is served in special education, 5% served in gifted education, 5.5% identified as ESL, and 25.6% as Title I. Special education population has decreased over the past three years while the ESL population has grown and the GT population has stayed the same. District students at-risk of dropping out of school has grown over the past three years, and our retention rate at elementary is higher than the state average. There is little mobility of students in the district, and the district has a high teacher retention rate with no class sizes over a 23:1 ratio as reported in the Academic Excellence Indicator System.

Demographics Strengths

Low growth in the district in all areas, decrease in special education representation over time, low mobility rate, class size, teacher retention and experience

Demographics Needs

Over-identification of Hispanic students in special education, retention rate at kindergarten and first grade, ESL student progress

Student Achievement

Student Achievement Summary

CISD is a Recognized district for the 2011-2012 school year. Performance as represented on AEIS is as follows: Reading all students: 94%, African American 89%, Hispanic 88%, White 96%, Economically Disadvantaged 87%; Writing all students 96%, African American 92%, Hispanic 93%, White 96%, Economically Disadvantaged 92%; Social Studies all students 96%, African American 82%, Hispanic 96%, White 97%, Economically Disadvantaged 95%; Mathematics all students 94%, African American 83%, Hispanic 92%, White 96%, Economically Disadvantaged 89%; and Science all students 90%, African American 89%, Hispanic 79%, White 94%, and Economically Disadvantaged 78%. CISD failed to meet AYP this year because of special education student performance indicators. Commended performance Reading/ELA all students 40% and economically disadvantaged 23%; Mathematics all students 40% and economically disadvantaged 25%.

Student Achievement Strengths

All student passing percentage at the district level falls into the exemplary range, all student percentage of commended, ELL progress indicator in exemplary range, may areas are exemplary in ratings across all campuses

Student Achievement Needs

Achievement gaps among some sub-populations - especially in science with Hispanic and economically disadvantaged students; reading with economically disadvantaged students, CHS decreases from previous year in reading economically disadvantaged, Hispanic science, science all students, and science economically disadvantaged; CMS decreases from previous year in writing economically disadvantaged, science economically disadvantaged; CIS science Hispanic, science economically disadvantaged, and commended performance in reading with economically disadvantaged group

School Culture and Climate

School Culture and Climate Summary

All campuses in the district have common code of conduct approved by the CISD school board. Secondary campuses follow a common disciplinary matrix to remain consistent with all students for discipline consequences. Low drop out rates at campuses 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.

Student discipline data is not available for 2011-2012 yet so comparison to previous years is not possible.

School Culture and Climate Strengths

School-wide consistent rules PK-5, grades 6-8 use Bobcat Essentials, and Discipline Matrix and Bobcat Heart PBIS at CHS

School Culture and Climate Needs

DAEP structure staffing needs and varied grades of students, EOC required instruction for students housed at DAEP, increased number of students at DAEP and JJAEP

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Celina ISD wrote a highly qualified improvement plan in the middle of the year and submitted it since all teachers were not highly qualified. Assistant Principal academy is in place for the district for two consecutive years to build leadership capacity within our current administrators. Principals and Central Office Administration meet twice per month to build collaborative leadership and professional learning community at the district level. Professional development is provided based on campus needs assessments and principal/teacher input. Common walk-through and lesson plan forms are in place across the district to monitor teacher lesson planning to ensure that best instructional practices are implemented. If a teacher is performing below expectations, PD360, Region 10, and campus/district administration support systems are in place to assist the teacher with improvement. Professional development impact is measured by student achievement as tracked through AWARE.

Staff Quality, Recruitment, and Retention Strengths

Low district turnover rate, high retention of teachers, high level years of experience of teachers, targeted campus professional development, variety of opportunities for teachers to participate in professional development, willingness of teachers to try new things/continue professional development

Staff Quality, Recruitment, and Retention Needs

All personnel not highly qualified, teachers teaching outside of content areas because of student growth/numbers/scheduling conflicts, targeted professional development based on strategies for ELL students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district follows the TEKS as aligned in scope and sequence through CSCOPE. All teachers have access to the website which provides them with detailed information on what to teach. How to teach the TEKS is left up to individual teachers in Celina ISD. Common curriculum based assessments begin in grade 1 math to monitor student progress. Primary levels use common assessments to monitor reading progress, and CIS and beyond use curriculum based assessments for students in reading to monitor progress and adjust instruction. Students are served with additional intervention instruction in multiple manners throughout the district. GT students are served in varying manners across the district by themselves, with others identified as GT, and with others not identified as GT.

Curriculum, Instruction, and Assessment Strengths

Common curriculum aligned to state standards (CSCOPE), common curriculum based assessments across most grade levels, TEKS checks at CHS

Curriculum, Instruction, and Assessment Needs

Consistent RtI process throughout the district, progress monitoring throughout district, intervention, consistent implementation of scope and sequence, goal setting for students especially those in RtI, focus on intervention for retained students/at-risk students/ELL students, continue to develop GT curriculum and service plan

Family and Community Involvement

Family and Community Involvement Summary

Parent involvement is high in Celina ISD. Many parents join and are involved in CARE and PTA. Parents participate in campus level events, and newsletters are sent home to communicate with parents. The district and campus websites are updated, and the district has recently added Twitter to its communication tools. Parent involvement surveys were recently sent home for CES and CIS parents. **survey results are not yet tabulated for this year**

Family and Community Involvement Strengths

Increased parent communication this year with Hispanic parents through Social Worker, parent involvement learning nights (PIES), campus events, teacher/parent conferencing/communication, parent portal for parent access to grades

Family and Community Involvement Needs

Continued communication with Hispanic parents - communication sent home in both English and Spanish including report cards, parent education, communication from each campus with parents about how they can be involved/assist the school

School Context and Organization

School Context and Organization Summary

Celina ISD has district and campus goals that are linking through the DIP and CIP. Each campus has a site based decision making group that determines the development and analysis of the campus improvement plan. Planning software was implemented this year and utilized to track progress on each campus through the plans as well as add new targets as needs arose on the campus. Every campus utilizes teacher leadership in some manner to assist with campus decision making as well. Vertical team meetings were set this year in each content area K-8 to establish instructional goals vertically. Campus planning times are utilized for team planning. Students are offered a variety of electives at secondary and specials at elementary grades.

School Context and Organization Strengths

Tradition and values of Celina community and Celina ISD employees, parental and community support, campus goals aligned with district goals

School Context and Organization Needs

Length of school day instructional time, consistent implementation of professional learning communities district-wide, learning time for content areas across the district varies, district-wide plan for RtI and student intervention

Technology

Technology Summary

Celina ISD has a vast amount of technology. CHS has utilized TTIPS funds to provide a growing number of mobile devices. CES has multiple mobile devices as well for student classroom use. All teachers in elementary/intermediate have access to Mimio smartboard devices. All teachers have laptops and each campus has multiple carts of computers on wheels as well as student computer labs for access to technology. All classrooms have document cameras and projectors for teacher use. When there are problems with technology, a help desk ticket system is in place to assist teachers with information about how to report problems. The CHS instructional technology specialist has developed a website with a growing number of resources and "help" for teachers on utilizing technology. Teacher training is provided throughout the year on various instructional technology uses. Parent nights began in the spring to assist parents with understanding of technology. Twitter is used on multiple campuses and by the district in order to aide in parent communication.

Technology Strengths

Amount of technology available for students and parents, student BYOT policy at CHS, technology instruction time at some campuses, technology curriculum

Technology Needs

Plan for technology upgrades in 1-5 years, technology proficiencies evaluated, professional development for teachers - short and in small groups, reduce barriers for technology implementation in the classroom, some campuses have more technology than others, availability of technology support for teachers "in the moment",

Comprehensive Needs Assessment Data Documentation

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

- District goals
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Drop-out rates
- Attendance data
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Tobacco, alcohol, and other drug-use data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Other additional data

Goals

Goal 1: Celina ISD will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 1: The district 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 60% for all tested areas.

Summative Evaluation: 1) Student progress throughout school year.
2) Teams will evaluate progress towards TEKS alignment in all subject areas K-12, Use of CSCOPE Curriculum Guide.
3) AWARE and other technology programs will be used to disaggregate data and assess students' progress.
4) Students prepared for EOC exams and the data/scores reflect this.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Update district coordinated six-weeks curriculum checks as needed to align with state standards.	Principals Counselors District Director of Instruction	Curriculum checks aligned to CSCOPE and TEKS administered and scanned through AWARE for data analysis. Student curriculum check performance that align to report card grades and align to student performance on STAAR and EOC.	◔	◔		
2) All campuses will identify strategies for increasing TEKS and vertical alignment. Continued CSCOPE training, use of consultant training through Region 10, lesson plans, and meetings to improve alignment.	District Director of Instruction Principals Grade & Subject level teams	Teacher lesson plans, sign in sheets from meetings, and increased use of new strategies in the classroom.	◔	◔		
3) Identify strategies for addressing End of Course exams. Staff will be provided with training and support for EOC assessments. Consultants from Region 10 will be utilized for support and training.	Curriculum Coaches HS Principal HS Counselors District Director of Instruction	Student passing rate on STAAR EOC assessments.	◔	◔		
4) Implement standards based report cards at the first grade level.	District Director of Instruction First Grade Level Teachers Elementary Principal/Assistant Principal	Standard based report card implemented.	◔	◔		

5) Offer enrichment opportunities year round to increase commended performance.	District Director of Instruction Parent/Community Liaison	State assessment commended performance increase.	⚪	⚪		
6) 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 Principals	Greater number of students achieving Level III on STAAR from year to year.	🥧	🥧		

❌ = Discontinue ⚪ = No Progress 🥧 = Some Progress 🟠 = Considerable ✔️ = Accomplished

Goal 1: Celina ISD will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

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

Summative Evaluation: 1) Improved state assessment scores.
2) Higher number of At-Risk students enrolled in CTE courses.
3) Students feel supported and continue to make their education a priority.
4) Student's grades and motivation improve.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All campuses will continue to utilize programs to improve student scores on the STAAR and EOC assessments.	Principals Counselors Teachers District Director of Instruction	Student performance on state assessments, program evaluations.	◔	◔		
2) Encourage At-Risk students to participate in CTE courses at the high school campus. Ensure that At-Risk students are presented with numerous CTE course options.	Counselors CTE Teachers District Director of Instruction Elective Curriculum Coach	Increased student participation in CTE courses, increased number of CTE courses offered in the CHS Course Description Guide for 2013-2014.	◕	◕		
3) Encourage all At-Risk students to become involved in an extra-curricular activity at the secondary level. Ultimately this would establish them with a teacher mentor or coach for encouragement and accountability.	Administrators Counselors Extracurricular Teachers and Coaches Mentor Program Coordinator/Elective Curriculum Coach	Increased performance on STAAR EOC and TAKS for at-risk subgroup. Student participation in STAR mentoring program through TTIPS at CHS.	◔	◑		
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Goal 1: Celina ISD will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 3: The district will increase ACT/SAT participation by at least 10% and improve student performance to at or above national average.

Summative Evaluation: 1) AEIS report, PSAT summary report, National Merit Information.
2) Students will use counseling college/career area to access websites.
3) Students feel better prepared for college entrance exams.
4) Schedule meetings and feedback from parents and students.
5) Amount of number registering for classes increases
6) Evaluate data from exam.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to counsel students and parents on results and benefits of PSAT information during Spring meetings. Counselors will work with students and parents on accessing College Board websites/resources.	CHS Counselors CHS Principal District Director of Instruction	Parent meeting sign in sheets, documentation of student meetings.	⬤	⬤		
2) Offer SAT or ACT test preparation opportunities. Continue to offer pre-programs through C-Town.	District Director of Instruction Counselors Staff teaching prep courses	Student attendance at prep program courses, increase in student performance on ACT and SAT exams.	◔	◔		
3) Track students' PSAT scores yearly to show improvement. Increase college ready graduates by 10%.	HS Counselor District Director of Instruction	Student PSAT report and an increase in college ready students as indicated in strategy.	⬤	⬤		
4) Increase the number of National Merit Scholars by increasing AP rigor; offering enrichment programs at C-Town, and college board training for teachers.	HS Counselors Parent Community Liaison AP Teachers CHS Principal District Director of Instruction	Increase in number of National Merit Scholars, certificates of college board training.	⬤	⬤		
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Goal 1: Celina ISD will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 4: The district will expand advanced academic resources to improve student services and student performance.

Summative Evaluation: 1) Improve state assessment scores.
2) students knowledge base will expand to a more advance level because of higher rigor.
3) Increase in student achievement at Level III on STAAR/EOC

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Expand training for regular classroom teachers in strategies to serve the accelerated/GT population	District Director of Instruction	Certificates and sign in sheets from training.	◔	◔		
2) Continue to monitor and evaluate rigor of advanced courses at middle school.	District Director of Instruction Advanced Course Teachers	Increased number of students performing Level III on STAAR.	⬤	⬤		
3) Encourage more elementary and intermediate teachers to become GT certified.	District Director of Instruction Elementary & Intermediate Principal	Increased number of teachers with 30 hours of GT training and 6 hour update training.	◔	◔		
4) Provide staff development and resources to improve reading instruction with sub-population students.	District Director of Instruction Campus Principals	Staff development sign in sheets and certificates, increase student performance on STAAR, teacher lesson plans with identification of new strategies implemented.	◔	◔		
5) Implement bilingual Pre-K program.	District Director of Instruction Elementary Principal	Bilingual program implementation, student enrollment in bilingual program, student academic performance on Tejas Lee and TELPAS during kindergarten year of 2013-2014.	✓	✓		
6) Reinforce the use of academic vocabulary and implement strategies to increase critical thinking skills.	District Director of Instruction Campus Principals All Teachers	Teacher lesson plans, campus walk-through data, student performance on STAAR.	◔	◔		
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Goal 1: Celina ISD will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 5: The district will increase course offerings to meet the needs of the diverse learners.

Summative Evaluation: 1) Student 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 in the classroom
4) Increased student passing on STAAR/EOC assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize programs that focus on career interests for secondary students. Utilize programs at HS campus to help students investigate possible career choice: Naviance. Continue to add more CTE courses through sequencing.	Counselors CTE Coordinator	Naviance student report of usage, student career choice inventory completion, parent understanding/communication of student career inventory, CTE courses offered through Course Description Guide at CHS	◓	◓		
2) Continue to support teachers with classroom technology integration.	Director of Technology District Director of Instruction Technology Curriculum Coaches	Classroom technology integration as indicated on teacher lesson plans and administration walk-throughs, Teacher survey at end of year on technology integration/implementation/support.	◓	◓		
3) Increase number of mobile devices available for student and instructional use.	Campus Principals Technology Curriculum Coach Director of Technology	Seek grant funds to allow for purchase of devices, increase in number of devices available for student use.	◓	◓		
4) Upgrade infrastructure to meet increased demands of mobile devices.	Director of Technology Supt Asst Supt	Infrastructure upgraded in district.	◓	◓		
5) Include a greater variety of technology classes for all students.	District Director of Instruction Principals	Increase in student technology classes as indicated on campus master schedules, report from Learning.com Easy Tech that shows increase student usage of technology TEKS based curriculum.	◓	◓		
6) Hire an instructional specialist to increase integration of technology in the classroom. Specialist should be knowledgeable of all programs used at CISD and district resources.	District Director of Instruction Technology Curriculum Coaches Principals	Instructional specialist employed by district, staff survey/evaluation of position, ITS summative evaluation, increased technology integration in district by students and teachers as identified through teacher lesson plans and classroom observations/walk-throughs.	◓	✔		

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus.

Performance Objective 1: The district will implement an effective discipline crisis management plan at all campuses.

Summative Evaluation: 1) Decrease number of office referrals at all campuses, state discipline reports.
2) Review campus lockdown and crisis management procedures in the district.
3) All designated doors secured.
4) Present findings and costs.
5) Campus results of drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff development related to consistent, positive, and effective discipline management including bullying and review code of conduct at each campus. Consultant training through Region 10, state safety updates, and counselor meetings.	Asst Supt. Supt. Principals District Director of Instruction	Scheduled trainings/meetings, staff sign in sheets from trainings, staff knowledge and implementation of code of conduct at each campus	◑	◑		
2) Create district crisis management plans and provide info to all campuses.	Supt. Asst Supt. Principals Asst. Prin.	District crisis management plan created and implemented/shared with all staff in the district	◑	◑		
3) Provide annual training/instruction on district crisis and emergency plans for substitute teachers.	Supt. HR Asst Supt.	Scheduled substitute training, substitute sign in sheet, implementation of district crisis management plan by substitute if the need arose in the district	◑	◑		
4) Explore the possibility of installing/servicing cameras on selected entry doors at all campuses.	Director of Technology Supt Asst Supt.	Quotes obtained from vendors on camera pricing, provider evaluation of needs and where to install cameras, quotes from vendors on servicing cameras	◑	◑		
5) Explore the possibility of purchasing and installing a computerized system for parent/volunteer check in and student check in /out at all campuses.	Principals Supt Asst Supt District Director of Instruction Director of Technology	Quotes from companies on installation and software costs for various systems (Raptor Ware / Positive Proof), compatibility with MAC conducted by technology department	◑	◑		
6) Explore the possibility of implementing a "no bullying" program such as "Rachel's Challenge."	District Director of Instruction Principals Counselors	Meeting to discuss different programs considered for implementation, minutes/sign in sheet from meeting, collection of programs available to assist with bullying education in the district	○	○		

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Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus.

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

Summative Evaluation: 1) District character education program decrease office referrals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselors investigate development and/or selection of program for district wide character education.	Counselors District Director of Instruction	Counselor meeting minutes to discuss character trait of the month, decision on development of consistent district-wide character trait of the month	⚪	⚪		
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Goal 3: Celina ISD will increase community and parent involvement in the schools and communication among all stakeholders in the district.

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

Summative Evaluation: 1) PTA update of membership totals and National PTA recognition for membership
2) Student growth academically and socially through the resources at C-Town.
3) Increased bilingual parent communication/participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Push towards 100% district staff membership support for PTA.	Supt Principals	Increased percentage of staff as members in PTA over previous year.	◯	◯		
2) Push for 75% parent membership support for PTA. Periodic checks on PTA enrollment.	Supt. Principals	Increased amount of parent membership/support of PTA	◯	◯		
3) Explore budget options to fund C-TOWN after grant ends	Supt. District Director of Instruction Parent Community Liaison	Options of funding sources for the continuation of C-Town including, but not limited to grants that could assist with funding portions of the budget at the center	◔	◔		
4) District will hire bilingual liaison	Supt. HR	Bilingual Liaison hired and utilized by campuses, 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	◔	◔		
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Goal 3: Celina ISD will increase community and parent involvement in the schools and communication among all stakeholders in the district.

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

Summative Evaluation: 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) Find a system that works with our current technology and that is affordable.
6) Successful training as indicated on teacher training surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to utilize campus and counselor newsletters to relay information to parents/guardians. Newsletters will communicate important information that parents need to know.	Counselors Designated Campus Staff	Increased parent communication as indicated on campus parent involvement surveys, campus newsletters distributed	◕	◕		
2) Increase use of district and campus websites as well as make needed improvements to each. Update website to become more user-friendly with better features.	Director of Technology District Director of Instruction Principals	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) Explore option of creating a listerv email for different district groups. Listerv groups that parents could sign up for and receive specific emails regarding that group.	Director of Technology	Listserv requirements and options collected and shared with administration, information communicated to parents on how to connect with listserv	◕	◕		
4) Explore possibility of a separate student portal. Explore having a separate student portal at High School for assignments, grades, Gaggle.	Director of Technology Technology Curriculum Coaches	Possible manners by which students can submit assignments, grades, etc	✔	✔		
5) Provide aligned, engaging training to teachers so that information is more detailed and informative. Training would focus on meeting a campus goal.	District Director of Instruction Technology Curriculum Coaches Principals	Training that reflects campus and district needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback	◑	◑		
6) Explore possible need of advisory board including parents, teachers, community members, and all stakeholders.	Supt. Asst Supt. District Director of Instruction Principals	Meeting sign in sheets over discussion of possibility of created advisory board	◑	◑		

7) Explore various teacher/parent feedback (ex: paper survey, comment box, online surveys, parent open forums)	Supt. Asst Supt. District Director of Instruction Principals	Various feedback options discussed and shared during principal meetings held twice per month, implementation of teacher/parent feedback in spring 2013	◑	◑		

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

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

Summative Evaluation: 1) Highly Qualified Report, TEA, and Region 10 support
2) Evaluate numbers and placement of student teachers. Maintain database of student teachers.
3) Academy will aid Celina ISD in developing and nurturing future principals
4) Database of staff asked to teach new courses would be created. Business offices will add reimbursement procedures to district business operating guidelines.
5) Screened applicants will be highly qualified.
6) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
7) Report of employees that have been through the fingerprinting process.
8) High School students and elementary students have a successful year with the program.
9) Recruit new staff to Celina ISD.
10) Report findings to school board.
11) Create the most productive and meaningful mentoring program for new CISD staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase the number of student teachers at both the elementary and secondary campuses.	Asst Supt. Principals Human Resources	Number of student teachers at campuses increased from 2011-2012 to 2012-2013.	◔	◔		
2) Continue the Assistant Principal Academy.	Asst Supt. District Director of Instruction Principals	Assistant Principal Academy meetings held, sign in sheets, increased instructional leadership on campus as evaluated by principals in AP evaluations	◑	◑		
3) Begin attending local college and university job fairs to recruit highly qualified staff. Attend Job fairs to pre-interview new graduates who are interested in employment in Celina ISD.	Asst Supt. Human Resources	Attendance at local job fairs by administration, only highly qualified teachers hired for open positions in the district	◔	◔		
4) Monitor surrounding districts pay and benefits. Maintain competitive salary and benefit structure. Establish a committee to make recommendations on staff retention.	Supt Asst Supt. Human Resources	Committee created, minutes from meeting/sign in sheet from meeting, compilation of surrounding district pay and benefits	◔	◔		
5) Create the most productive and meaningful program for all staff new to the district.	District Director of Instruction	Program established for mentoring all new staff to the district, effectiveness of program measured by meeting with new staff and mentors at the conclusion of the year for evaluation of program	◑	◑		

6) Evaluate local, regional, and district-implemented programs to encourage leadership.	District Director of Instruction HR	Asst principal evaluation of district meetings, increased leadership on campuses as indicated on campus yearly summative evaluations, list of leadership opportunities offered in surrounding districts and/or through Region 10	🥧	🥧		
7) Use CISD staff on district committees and in leadership opportunities.	Supt Asst Supt HR District Director of Instruction Principals	Staff as members on district committees, sign in sheets from meetings	🥧	🥧		
8) Investigate use of Administrative Aptitude Inventory	Supt HR District Director of Instruction	Quotes and varied aptitude surveys discussed at principal meetings	🥧	🥧		
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Goal 4: Celina ISD will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			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 and district-wide staff development.	District Director of Instruction 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) Continue to provide staff training for CSCOPE and AWARE products. Utilize Region 10 consultant to train and update.	District Director of Instruction	Region 10 staff utilized/scheduled for training, ITS held trainings for teachers scheduled, Workshop will detail reports on attendance, and/or sign in sheets/certificates from Region 10 trainings	◔	◔		
3) Continue to define and implement Instructional Coaches and Team Leaders. Define these roles according to campus needs. Provide training to both groups.	District Director of Instruction Human Resources Principals	Roles defined for instructional coaches/team leaders, job descriptions created for this role, formal process implemented for selection of team leaders, training conducted and provided on leadership either through Region 10 or Celina ISD Administration, sign in sheets and/or certificates from training	◔	◔		
✗ = Discontinue ⬤ = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished						

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget

Personnel for District Improvement Plan:

Name	Position	Program	FTE

2012-2013 Site-Based Decision Making Committee

Committee Role	Name	Position	Signature
Business Representative	Cleve Rasor	Rasor Insurance, Business Rep	
Classroom Teacher	Mandy Adell	Kindergarten Teacher	
Classroom Teacher	Carol Hansen	Third Grade Teacher	
Classroom Teacher	Lori Henderson	Third Grade Teacher	
Classroom Teacher	Tami Hoover	First Grade Teacher	
Classroom Teacher	Sherry Huddleston	Hight School Teacher	
Classroom Teacher	Brenda Lambert	Second Grade Teacher	
Classroom Teacher	Chasidy Myers	High School Teacher	
Classroom Teacher	Dottie Myers	Middle School Teacher	
Classroom Teacher	Cathy Nabors	Fifth Grade Teacher	
Classroom Teacher	Korey Perry	Middle School Teacher	
Classroom Teacher	Deanna Peters	Elementary Music	
Classroom Teacher	Debbie Richardson	Fourth Grade Teacher	
Community Representative	Becky Stalcup	Community Representative	
District Personnel	Sara McCarter	Business Office Manager	
District-level Professional	Lizzy Kloiber	Director of Secondary Education	
District-level Professional	Colette Pledger	Director of Elementary Education	
Non-classroom Professional	Sara Arrington	Elementary Counselor	
Non-classroom Professional	Janet Calvert	Middle School Principal	
Non-classroom Professional	Linn Cobb	Intermediate ESL	
Non-classroom Professional	Rick DeMasters	High School Principal	
Non-classroom Professional	Lori Gibbs	Middle School Assistant Principal	
Non-classroom Professional	Lew Kennedy	Intermediate Assistant Principal	
Non-classroom Professional	Carol Lynn	District Dyslexia	
Non-classroom Professional	Starla Martin	Elementary Principal	

Non-classroom Professional	Kimberly McFadden	High School Counselor	
Non-classroom Professional	Stacy Miller	Data Specialist	
Non-classroom Professional	Missy Tuinstra	High School Nurse	
Non-classroom Professional	Misty Warrick	Elementary Assistant Principal	
Non-classroom Professional	Lauri Welch	Intermediate Counselor	
Non-classroom Professional	Starlynn Wells	Intermediate Principal	
Paraprofessional	Debbie Cross	District PEIMS	
Parent	Julie Ford	Parent	