



2026-2027 Improvement Plans:

District Strategic Objectives

Campus Performance Objectives

Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

CELINA ISD | Improvement Plan Alignment Code Legend

The codes throughout District and Campus Improvement Plans show direct alignment among local priorities, identified needs, state/federal requirements, and improvement work.

CODE	ALIGNMENT	WHAT IT MEANS / WHEN TO USE IT
BG	Board Goal	Alignment to goals adopted by the Celina ISD Board of Trustees. BG1 Community partnerships/involvement BG2 Co- & extracurricular participation BG3 Leadership pipeline/capacity BG4 CTE/career pathways & workforce readiness BG5 Staff recruitment & retention.
DNAP	District Needs Assessment Priority	Identifies work that directly addresses a priority need from the District Comprehensive Needs Assessment (CNA). Used when the objective/strategy creates a clear line from district data -> identified need -> improvement action.
E	ESSA / Federal Alignment	Identifies alignment to applicable Every Student Succeeds Act (ESSA) requirements and federally supported activities. Specific E-codes follow the district ESSA crosswalk and are used only where the federal requirement or funding connection applies.
SO	State Objective	Identifies alignment to Texas improvement-planning requirements. SO1 academic achievement SO2 measurable objectives/special populations SO3 methods/strategies SO4 resources SO5 staff SO6 timelines SO7 progress monitoring SO8 violence prevention/intervention SO9 parental involvement SO10 coordinated school health (elementary/middle school).
SG	State Goal	Identifies alignment to TEA strategic priorities. SG1 Recruit, Support & Retain Teachers/Principals SG2 Build a Foundation of Reading & Math SG3 Connect High School to Career & College SG4 Improve Low-Performing Schools.
HB3	HB 3 Board-Adopted Goal	Identifies objectives aligned to Board-adopted HB 3 goals and annual targets. Includes Early Childhood Literacy, Early Mathematics, and College, Career & Military Readiness (CCMR), as applicable.
TSI	Targeted Support & Improvement	Identifies objectives and strategies specifically addressing an identified TSI campus/student group. Used with measurable improvement targets, targeted supports, progress monitoring, and Local Improvement Plan implementation.

HOW TO READ THE CODES

Codes are applied selectively. Not every objective or strategy will include every code, and the absence of a code does not mean the work is less important. A code should appear only when there is a direct alignment.

Example: (DNAP) (BG4) (SG3) = addresses a District CNA priority, supports Board Goal 4 (CTE/career pathways), and aligns to State Goal 3.

Celina ISD Strategic Objectives

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 1: CISD will increase student achievement and academic growth across all content areas and student groups through rigorous Tier 1 instruction, effective use of high-quality instructional materials, data-informed differentiation, and timely intervention and extension.(DNAP) (SO1,2,3,7)(SG,4) (E1)

Strategic Objective 2: CISD will strengthen and expand Career and Technical Education Programs of Study aligned with student interests, postsecondary opportunities, and workforce needs while increasing student completion of coherent programs of study and attainment of industry-based credentials. (DNAP) (BG4) (E10,12) (SO1,3,7)(SG3)

Strategic Objective 3: CISD will strengthen community partnerships that expand authentic learning, career, leadership, service, and support opportunities for students. (BG1) (E7) (SO3,7)(SG3)

Strategic Objective 4: CISD will increase student engagement in co-curricular and extracurricular opportunities to support belonging, attendance, academic growth, leadership, and postsecondary aspirations. (BG2) (SO2,7)

Strategic Objective 5: CISD will provide staff with ongoing and scaffolded professional-growth opportunities that build individual capacity and cultivate a culture of continuous improvement. (BG3,5) (SO5,7)(SG1)

Strategic Objective 6: CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified applicants reflective of our community and students' needs. (BG5)(SO5,7)(SG1)

Priority 2: Responsible for One's Own Learning

Strategic Objective 1: CISD will establish consistent systems for gathering, analyzing, responding to, and communicating stakeholder feedback to inform district decision-making and continuous improvement. (DNAP) (BG1) (E7) (SO7,9)

Strategic Objective 2: CISD will strengthen identification, programming, and instructional support to ensure gifted and advanced learners receive appropriately challenging learning experiences. (SO1,2,3,7)(SG2)

Strategic Objective 3: CISD will establish structured pathways for staff growth, advancement, and leadership development to strengthen employee capacity and the district's internal leadership pipeline. (DNAP)(BG3,5) (SO5,7)(SG1)

Strategic Objective 4: CISD will strengthen and expand AVID to increase student access to rigorous coursework, academic supports, and college-readiness opportunities. (BG4) (SO1,2,3,7)(SG3)

Strategic Objective 5: CISD will strengthen campus-based instructional coaching through consistent districtwide expectations, protocols, and professional learning aligned to district instructional priorities. (DNAP) (BG5) (SO3,5,7)(SG1,2)

Priority 3: Interdependent Self-managers

Strategic Objective 1: CISD will establish robust partnerships with families and the community that support student academic success, engagement, belonging, and social-emotional well-being. (BG1) (E7) (SO3,9)

Strategic Objective 2: CISD will empower staff to develop and apply leadership and coaching skills while building organizational capacity and supporting the growth of other educators. (BG3) (SO5,7)(SG1)

Strategic Objective 3: CISD will provide students with developmentally appropriate real-world, leadership, career, and life-skill experiences that prepare them for active engagement in society and success beyond the classroom. (BG4) (SO3,7)(SG3) (E10,12)

Strategic Objective 4: Establish initiatives to cultivate a healthy district/campus culture where students and staff feel safe, supported, and valued. (BG5)(E11) (SO3,5,7,8)(SG1)

Bothwell Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Bothwell will refine and strengthen existing committees by clarifying their purpose, setting measurable outcomes, and monitoring progress each semester, in order to foster a positive school culture and enhance the student and staff experience.

Performance Objective 2: Bothwell Elementary will plan and promote co-curricular and extracurricular activities, aiming to increase overall student participation in each activity by 10% compared to the previous year, as measured by participation records. (BG2)

Performance Objective 3: Bothwell Elementary will provide students with at least two career exploration opportunities, including guest speakers, career fairs, or classroom activities, and track participation to ensure that all students engage in at least one experience. (BG4)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Math from 63% to 73%, as measured by STAAR Math results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Math)

Performance Objective 2: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Reading from 76% to 86%, as measured by STAAR Reading results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Literacy)

Performance Objective 3: By the end of the 2026-2027 school year, Bothwell Elementary will implement a structured process for students to set academic goals and track their MAP assessment data each grading period, with 100% of students participating, as measured by goal-setting forms, student reflections, and progress-monitoring records.

Goal 3: Interdependent Self-managers

Performance Objective 1: Bothwell Elementary will recruit, hire, and retain high-quality staff, maintaining 90% staff retention, as measured by hiring records, performance evaluations, and retention data, to positively impact student learning and achievement. (BG5)

Performance Objective 2: Bothwell Elementary will foster opportunities for students and staff to lead, serve, and connect with the Celina community through at least three community engagement events, as measured by event participation records, volunteer logs, and feedback from community partners.(BG1)

Lykins Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 1: Lykins Elementary School will expand opportunities for family and parent involvement of all stakeholders in 2026-2027.(BG1)

Performance Objective 2: By June 2027, the percentage of Hispanic students meeting or exceeding the state target in Math will increase from 55% to 60%, as measured by STAAR and aligned local progress-monitoring measures. (HB3)(TSI)

Performance Objective 3: Celina ISD along with Lykins Elementary will develop new CTE pathways aligned with student needs and interests. (BG4) (HB3 CCMR)

Performance Objective 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 63% by June 2028. (HB3 Literacy)

Performance Objective 5: Celina ISD along with Lykins Elementary will increase the percentage of students involved in co-curricular and extracurricular activities at all school levels. (BG2) (HB3 CCMR)

Performance Objective 6: 2nd-4th grade vertical team will collaboratively analyze the academic performance data for economically disadvantaged students. The team will identify achievement gaps by priority standard, determine targeted instructional strategies and interventions, and monitor student progress.

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Lykins Elementary will create leadership opportunities for staff aimed at enhancing the leadership skills of teachers, staff, and administrators. (BG3)

Performance Objective 2: Develop high quality educators dedicated to continuous improvement. (BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: Teach, model, and integrate soft skills into Morning Meetings and guidance lessons.

Performance Objective 2: Lykins Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

Performance Objective 3: Lykins Elementary will create leadership opportunities for staff and students to develop a positive learning community and campus culture. (BG3)

Martin Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Martin Elementary will provide students with at least two career exploration opportunities, including guest speakers, career fairs, or classroom activities, and track participation to ensure that all students engage in at least one experience. (BG4)

Performance Objective 2: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Mathematics will increase to 46%, consistent with the Board-adopted HB3 annual target. The White student group will increase to at least 47% Meets Grade Level or Above, while mathematics achievement and growth for the identified White student group will be monitored across applicable grade levels and accountability indicators to demonstrate progress toward exiting Targeted Support and Improvement identification. (HB3 Math) (TSI)

Performance Objective 3: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Reading will increase to 63%, consistent with the Board-adopted HB3 annual target. (HB3 Literacy)

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Martin Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities.(BG2)

Performance Objective 2: Martin will recruit, hire, and retain highly qualified staff who will positively impact student learning and achievement. (BG5)

Performance Objective 3: By the end of the 2026-2027 school year, the Martin Elementary leadership team will design and implement a structured system of support for new teachers and staff members, including mentoring, professional learning opportunities, and regular check-ins, with the goal that at least 90% of new staff report feeling supported and confident in their roles on end-of-year surveys. (BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: Martin Elementary will build the leadership capacity of teachers and staff by providing opportunities to serve as leaders on campus and around the district. (BG3)

Performance Objective 2: Martin Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

Performance Objective 3: Martin Elementary will foster opportunities for students and staff to lead, serve, and connect with the Celina community through at least three community engagement events, as measured by event participation records, volunteer logs, and feedback from community partners.(BG1)

O'Dell Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By the end of the 2026-2027 school year, all students will be provided meaningful opportunities to develop and demonstrate leadership skills through authentic roles, decision-making, collaboration, and service. Staff will intentionally identify and cultivate student strengths while maintaining high academic and leadership expectations, ensuring students are empowered to take ownership of their learning, contribute to the school community, and lead with confidence. (HB3)

Performance Objective 2: By the end of the 2026-2027 school year, all staff will demonstrate a commitment to honoring the varied experiences, strengths, and perspectives of students and colleagues while maintaining high academic expectations. Through collaborative PLCs, professional learning, and instructional walkthroughs, staff will implement equitable and culturally responsive instructional practices that foster respect, increase student engagement, provide appropriate academic challenge, and support continuous student growth.

Performance Objective 3: Celina ISD along with O'Dell Elementary will explore college and career opportunities aligned with student needs and interests. (BG4)

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: O'Dell teachers will have opportunities to serve as leaders and on a variety of committees (BG3)

Performance Objective 2: O'Dell will support high-quality teaching and learning by increasing educator capacity.

Performance Objective 3: O'Dell students will increase the 43% Meets Performance Standard by 10% on 3rd Math STAAR in the 2026-2027 school year. (HB3 Math)

Performance Objective 4: O'Dell students will increase the 41% Meets Performance Standard by 10% on 3rd Grade RLA STAAR in the 2026-2027 school year. (HB3 Literacy)

Performance Objective 5: O'Dell Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: O'Dell will improve the retention rate of teachers. (BG5)

Performance Objective 2: O'Dell will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Vasquez Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Vasquez will strengthen the student experience by implementing Committees to help create and support a positive culture and enhance the student and staff experience.

Performance Objective 2: Vasquez Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities at all school levels. (BG2)

Performance Objective 3: Vasquez Elementary students will increase opportunities to explore a range of careers. (BG4, HB3 CCMR)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Vasquez will establish and implement a variety of leadership opportunities for staff members through Team Leaders, Committee Chair Leaders, House Leaders, Mentors and District Leaders. (BG3)

Performance Objective 2: Vasquez will achieve 75% for the Meets Performance Standard on 3rd Grade Math STAAR in the 2026-2027 school year.(HB3 Math Goal)

Performance Objective 3: Vasquez will achieve 80% for the Meets Performance Standard on 3rd Grade RLA STAAR in the 2026-2027 school year.(HB3 Literacy Goal)

Performance Objective 4: Vasquez Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: Vasquez Elementary will recruit, hire and retain high quality staff who will positively impact student learning and achievement. (BG5)

Performance Objective 2: Vasquez Elementary will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Willard Middle School

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: By May 2027, 90% of Willard Middle School teachers will demonstrate evidence of effective Tier 1 instructional practices in at least 80% of formal and informal walkthroughs, as measured by a campus walkthrough tool aligned to learning objectives, rigor, student engagement, checks for understanding, and differentiation.

Performance Objective 2: By May 2027, Willard Middle School will increase the percentage of students demonstrating 1.0 or more STAAR Academic Growth Points. Among current 5th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math. Among current 6th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math.

Performance Objective 3: By May 2027, Willard Middle School will increase the percentage of students achieving Meets or Masters performance on STAAR by at least 5 percentage points from the 2025-2026 baseline in both RLA and Math, with each grade level demonstrating measurable growth toward increased mastery of grade-level standards.

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Willard Middle School will reduce the number of office-managed discipline referrals per student by at least 20% from the fall 2026 baseline through consistent implementation of campus-wide expectations, proactive behavior instruction, and restorative responses.

Performance Objective 2: By May 2027, at least 85% of students will report that they understand campus expectations and are able to manage their behavior, time, materials, and interactions with others, representing an increase from the fall 2026 baseline.

Goal 3: Interdependent Self-Managers

Performance Objective 1: By May 2027, at least 85% of students will be able to articulate what they are learning, how they will demonstrate mastery, and what they need to do next to improve, as measured through student surveys, classroom observations, and student conferences.

Moore Middle School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By May 2027, Moore Middle School will increase student growth in mathematics so that at least 60% of students meet or exceed their individual MAP projected growth target, while increasing the campus median mathematics growth percentile to at least the 50th percentile.

Performance Objective 2: By May 2027, at least 50% of students receiving special education services, emergent bilingual students, and economically disadvantaged students will meet or exceed their individual projected MAP growth target in mathematics and Reading Language Arts.

Performance Objective 3: By May 2027, 100% of Moore eighth-grade students will complete a documented college, career, and military readiness planning process that includes career-interest exploration, identification of a high-school endorsement or pathway, and development of a four-year course plan aligned to student interests. Seventh-grade students will participate in structured career and pathway exploration prior to eighth-grade course planning. (BG4)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Moore Middle School will reduce the number of students failing two or more courses by at least 25% from the September 2026 baseline of 78 students and implement an early-warning process for students demonstrating persistent moderate academic performance before course failure occurs.

Performance Objective 2: By May 2027, 100% of Moore students will participate in a recurring academic goal-setting and progress-monitoring process through Advisory/Paws N Connects, including review of course performance, assessment data, academic goals, and next steps.

Performance Objective 3: By May 2027, Moore Middle School will provide a documented professional-growth and leadership-development pathway for new staff, teacher leaders, ILT/LET members, Guiding Coalition members, administrative interns, and counseling interns, with 100% of identified participants engaging in targeted development aligned to their role. (BG3 & BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: By December 2026, Moore Middle School will establish a verified baseline of students participating in at least one co-curricular or extracurricular activity, and by May 2027 will increase participation by at least 5 percentage points from the established baseline. (BG2)

Performance Objective 2: By December 2026, Moore Middle School will establish a baseline of unique household participation in defined campus family-engagement opportunities and will increase participation by at least 10% by May 2027 while maintaining active partnerships with community organizations that support students and campus programs. (BG1)

Performance Objective 3: By May 2027, at least 90% of Moore students will report having at least one trusted adult on campus they can approach for support, while the campus maintains or improves student safety and discipline indicators from the 2025-26 baseline.

Performance Objective 4: By May 2027, Moore Middle School will implement and monitor the district coordinated school health program using applicable student fitness, physical activity, attendance, academic performance, and SHAC-recommended indicators to support student wellness and academic success.

Celina High School

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: EOC Student Achievement. By the end of the 2026-2027 school year, Celina High School will increase the percentage of students achieving the Master's Grade Level performance standard on each STAAR EOC assessment by a minimum of 5 percentage points from the 2025-2026 EOC baseline of 24% while maintaining or increasing Meets Grade Level performance at a 2025-2026 EOC baseline of 52%. Student achievement and growth will be monitored by student group, including students receiving special education services.

Performance Objective 2: By the end of the 2026-2027 school year, Celina High School will increase academic achievement for economically disadvantaged students by reducing the percentage of students performing at Did Not Meet by at least 10 percentage points, increasing Meets Grade Level performance by at least 5 percentage points, and increasing Masters Grade Level performance by at least 3 percentage points on each applicable EOC assessment from the 2025-2026 baseline. In addition, Celina High School will meet or exceed the next interim performance targets of 44% in RLA and 43% in Mathematics, as applicable to the identified economically disadvantaged student population.

Performance Objective 3: College, Career & Military Readiness - By June 2027, Celina High School will meet or exceed the annual CCMR target established in the Board-adopted HB3 CCMR plan by increasing the percentage of graduates who demonstrate College, Career, or Military Readiness through one or more qualifying indicators. (BG4)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Student Engagement & Connection - By May 2027, 100% of CHS students will be documented as participating in or connected to at least one on-campus activity, organization, program, team, leadership opportunity, or other structured student experience, with students encouraged to identify opportunities aligned to their interests, strengths, and goals. (BG2)

Goal 3: Interdependent Self-managers

Performance Objective 1: Leadership, Service & Interdependence - By May 2027, Celina High School will expand opportunities for students to develop and demonstrate leadership, collaboration, service, and responsibility through authentic campus and community experiences.

Performance Objective 2: Safe & Supportive School Environment - Celina High School will maintain a safe and supportive learning environment that promotes positive relationships, student well-being, belonging, and readiness to learn.