

**Celina Independent School District**  
**Celina Elementary School**  
**2014-2015 Campus Improvement Plan**



# Mission Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Celina, Texas is a small, rural city 30 miles outside of the metroplex. Celina Elementary continues to grow approximately 7% each year.

2014-2015 campus population consist of: 39 pre-k, 169 kindergarten, 174 first grade, and 149 second grade students for a total of 531 students on campus.

## **Student Achievement**

### **Student Achievement Summary**

After analyzing the data, staff determined that the Tier III model currently in place for RTI needs to continue to maintain, if not decrease our special education referrals and sustain our high test scores. In addition, continue to increase the social and academic vocabulary for the english language learners. In order to accomplish this, small group instruction for ARI, AMI and Reading Recovery will continue. The implementation of guided reading groups with supplemental supplies, such as Tumblebooks and Imagine Learning, will be maintained.

### **Student Achievement Strengths**

- \*\*Progress monitoring throughout the year
- \*\*Guided Reading Groups- meet individual student needs
- \*\* Intervention groups- AMI, ARI, Reading Recovery, Imagine Learning, Handwriting without Tears
- \*\*Small group instruction in math with supplemental supplies in centers

### **Student Achievement Needs**

- \*\*Low scores on math curriculum checks with at-risk students
- \*\*Research-based math intervention program

# School Culture and Climate

## School Culture and Climate Summary

CES has an inviting and friendly atmosphere that creates a welcoming and safe environment for students and parents. The administration and faculty make it evident that their vision and mission of the school is to keep the learning environment structured and safe as well as to motivate students to be successful in all they do by creating a positive atmosphere using incentives such as Principal's Pride, Positive Referrals, Positive Incentive Chart for Bobcat Behavior, Adopt a Child, Dance Parties for Perfect Attendance, Math Hall of Fame, and Word Wall Recognition. The rapport the faculty creates with the parents and community is key to success.

## School Culture and Climate Strengths

\*\*School-wide theme

\*\*High Expectation

\*\*Beautiful Facility

\*\*Supportive Administration

\*\*Positive Reinforcement

\*\*Teacher/Staff Collaboration

\*\*Pride

\*\*Technology

\*\*Parents are comfortable talking with child's teacher

\*\*Social media, newsletters sent out via e-mail each Monday

\*\*Parental Involvement Events

## **School Culture and Climate Needs**

- \*\*User-friendly campus and teacher websites
- \*\*Sharing with parents ways in which they can be involved in the school
- \*\*Parent/Teacher conference day built in to the district calendar

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

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

CES test data reflects the quality of our teachers. At the conclusion of the 9 weeks, teachers administer various assessment instruments both formative and summative in nature such as TPRI, DRA2, curriculum checks and running records to determine student progress. Grade level meetings follow these test where discussion centers around curriculum adjustments as well as student intervention plans. Administration and faculty place students in the most effective specialist/programs to ensure success. Teacher performance will be available to the teacher by personal conference, grade level meetings, written response, or through Eduphoria. The average number of years our teachers have been educating the students of Celina ISD is 14.2 years. The turnover rate is very low, however, accommodations must be made for new staff with a mentor to ensure all their needs are met. Administration's goal is to meet all staff members needs through weekly team meetings, monthly faculty meetings, open door policy, quick response to e-mails, weekly technology training, and professional development inservice days. During the summer of 2014, teachers attended 3 professional development days that included vertical alignment for all core subjects. Guided reading is an integral part of students reading instruction, and will continue to be supported with the expansion of the leveled reader (literacy) library. The leveled readers facilitate reading instruction for the most basic beginners and continues to challenge the most fluent independent readers. Tabor Rotations for math instruction is a model in which we have implemented, which provides small group instruction in math.

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

- \*\*Longevity within the campus
- \*\*Broad spectrum of experiences
- \*\*Providing productive and targeted campus based professional development
- \*\*Highly Qualified Teachers
- \*\* Administration support of staff



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

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

Teachers and students may feel overwhelmed by the frequency of test, however, each test helps determine what objectives need more attention, gives information needed to drive small group instruction and demonstrates the mastery of objectives so teachers can accommodate objectives to meet the needs of individual students. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. CES will utilize the three tiered model for RTI to determine appropriate student interventions. All students are given the TPRI at BOY, MOY and EOY as well as DRA2 with the exception of kindergarten who administer DRA2 only MOY and EOY. STAR literacy is utilized to monitor students in Tier II intervention. It is imperative that whole group and small group instruction is driven by TEKS objectives and consistency is maintained throughout the district by following TEKS Resource System alignment. The use of hands-on activities when possible and a variety of resources are used for student engagement, critical thinking, and problem solving skills. The Early Intervention Team (EIT) consists of the principal, special education teacher, counselor, homeroom teacher and child's parent(s). EIT is used to determine if additional assistance is needed to monitor success of intervention and student growth.

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

\*\*Nine Week Curriculum Checks in grades 1 & 2

\*\*Math placement test

\*\*DRA2/TPRI results

\*\*Teacher created assessments

\*\*istation progress monitoring

\*\*Interventions implemented

\*\*EIT

## **Family and Community Involvement**

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

The community of Celina is supportive and proud of all academic and athletic accomplishments. There are many organizations that help bridge school and community such as PTA, CARE and CATS. These organizations provide scholarships, purchase materials for classrooms, and provide fundraising opportunities. School board, PTA officers, and other committee members serve as liasons between the school district and community. CES encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent involvement in Fun Day, Field Day, Open House, Art Show, music programs, book fair, and special programs information night. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to axcess and attendance through parent portal. Pullout programs such as Title 1 Reading Recovery, Accerlerated Reading Instruction, Accelerated Math Instruction, ESL, Gifted and Talented, Dysleixia, Resource, and Content Mastery are implemented to help monitor and establish student growth.

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

- \*\*District and community high sense of pride and academic and athletic accomplishments
- \*\*Scholarships offered by organizations
- \*\*Bilingual Classes (ESL) for parents
- \*\*Support of local businesses
- \*\*Parent Informational Meetings on Special Programs/Services
- \*\*Communication between parents and school (newsletter, e-mails)
- \*\*Curriculum Parent Night for all parents

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

- \*\*Parent use of district website

\*\*Parents aware of manners in which to be involved

## **School Context and Organization**

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

Celina Elementary will maintain the kind of climate where personal growth is expected, recognized and rewarded. Implementation of staff development, vertical alignment across district, and positive feedback on performance will be provided through informational and formal evaluations. Teachers independently evaluate student progress and modify lessons as needed for mastery of TEKS. Committees such as the site-based decision making committee are formed to help teachers and staff voice opinions and ideas. The district has high and clear expectations for students, staff, and parents. A sense of pride and satisfaction in the school district is felt throughout the community.

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

\*\*Several opportunities for teachers to voice opinions and help with district decision-making

\*\*Morale is high due to success as a district

\*\*New employee feel welcomed and appreciated

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

\*\*Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

# Technology

## Technology Summary

At CES, each teacher has 3 students MAC desktops, 1 MAC laptop for professional use, a document camera, a projector, Mimio interactive whiteboard device, and 3 itouches for student use. In addition, there is a set of computer on wheels per grade level and a computer teacher that will follow and implement the TEKS expectation and curriculum for each grade level. Teachers have weekly opportunities to learn various technology in the classroom with the ITS.

## Technology Strengths

\*\*Computers provided for student and teacher use

\*\*COWS for each grade level

\*\*Weekly technology training

\*\*Mimio interactive whiteboard devices

\*\*Projectors

\*\*Document Camera

\*\*itouches

\*\*Computer teacher

\*\*Digital visitor sign-in/sign-out

## Technology Needs

\*\*Sense of feeling overwhelmed with new application implementation

\*\*ITS limited time per campus to facilitate classroom technology integration support

\*\*ipads

\*\*Frustration when technology is not working and support to remedy the situation quickly

\*\*Technology for instruction ready to implement on first day of school

# 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
- PBMAS data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS data

### **Parent/Community Data**

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

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

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



# Goals






**Goal 1: Celina Elementary 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:** Celina Elementary will expect 100% of each student group to be developed on state reading assessments Texas Primary Reading Inventory in order to be prepared for future state assessments.

**Summative Evaluation:** 1.) Student progress throughout the school year.

2.) Teams will evaluate progress towards TEKS alignment in all subject areas K-12, Use TEKS Resource System alignment in all areas K-12, Use of Texas Resource System Curriculum Guide.

3.) AWARE and other technology programs will be used to disaggregate data and assess student's progress.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tango app will be utilized to administer TPRI to all students in k-2. Data will be disaggregated and used through the system to establish students in need of intervention and/or intervention small groups.	Principal, Team Leaders, Elementary Director of Instruction	Student increases in achievement (developed) and increase in levels of reading as demonstrated on TPRI reading assessment administered at BOY, MOY, and EOY.				
2) TEKS Resource System Instructional Focus Document will be used to plan instruction for students. Teams will meet to study the TEKS for each unit and gain a deeper understanding of the alignment of standards.	Principal, Team Leaders, Elementary Director of Instruction	Alignment of resources, teacher better understanding of TEKS as demonstrated by teacher feedback, teacher team meetings/planning time/PLC discussions				
3) Pearson app will be utilized to administer DRA-2 to all students in k-2. Data will be disaggregated and used through the system to establish independent reading levels.	Principal, Team Leaders, Elementary Director of Instruction	Student increases in achievement and increase in levels of reading as demonstrated on DRA-2 reading assessment administered at BOY, MOY and EOY.				
4) The web-based intervention Imagine Learning will be utilized as a research based vocabulary program for all students, especially our ELL and bilingual students.	Principal, Teachers, Assistant Principal, Elementary Director of Instruction	Increase in academic vocabulary and improved test scores.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Celina Elementary 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:** Celina Elementary will implement programs and strategies to improve academic performance for at-risk students.

- Summative Evaluation:** 1.) Improved assessment scores  
 2.) Students feel supported and continue to make their education a priority  
 3.) Student's grades and motivation improve


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue I&E (Instruction and Enrichment) for all classroom teachers.	Principal, Teachers, Specialist Teachers	Progress monitoring, TPRI, DRA2, math curriculum check data, teacher feedback				
2) Expand the use of AWARE to disaggregate data.	Teachers, Principals, Elementary Director of Instruction	Use data to form small group instruction				
3) Increase use of and resources of Tabor Rotations for small group instruction.	Teachers, Principal, Elementary Director of Instruction	Classroom assessments, instruction, walk-throughs and evaluations, teacher feedback, progress monitoring as documented through AHA math				
4) Expand instructional technology use for teachers and students with ipads.	Principal, Elementary Director of Instruction	Increase in student use of technology, Teacher feedback				
5) Increase use of the web-based reading intervention, Imagine Learning, based on student data.	Principal, Teachers, Specialist Teachers	Increase of student progress and reading success based on istation data				
6) Increase use of science lab for all grade levels.	Teachers, Principal	Teacher feedback, student feedback				
7) Utilize performance based assessments and report cards in pre-k, kinder and 1st grade	Teachers, Principal, Elementary Director of Instruction	Teacher feedback, parent feedback, student performance on assessments				
8) Increase library times as needed and/or "reading buddy" system.	Librarian, Teachers, Principal	More time scheduled for students in library, master schedule				
9) Increase the range of student body that is eligible for summer school.	Principal, Elementary Director of Instruction	Student performance, progress monitoring data				
10) Implement the web-based intervention program Imagine Learning for all students.	Principal, Special Education Teacher, ESL teacher, Elementary Director of Instruction	Student performance, progress monitoring data for ESL, SPED and Tier III students				

11) Expand the bilingual program enrollment, and grade levels offered.	Principal, Elementary Director of Instruction, Bilingual Teachers	Increased enrollment				
12) Explore the possibility of increased intervention, tutoring and/or mentoring before or after school.	Principal, Elementary Director of Instruction, Community Liason	Student progress on local assessments and curriculum checks				
13) Vertically align core subjects by using vertically alignment documents in TEKS Resource System during team and core team meetings.	Teachers, Principal, Elementary Director of Instruction	Grade level meeting minutes				
14) Adjust common assessments for progress monitoring to the 9 week grading period with the new math TEKS.	Teachers, Principal, Elementary Director of Instruction	progress monitoring, and data and the end of each unit				
15) Continue to disaggregate data and provide small group instruction by using TANGO, TPRI, and DRA2 testing.	Teachers, Principal, Elementary Director of Instruction	Differentiated Classroom Instruction, student growth as measured on assessments				
16) Continue to provide specifically directed Title 1 reading to identified students in K, 1st and 2nd.	Teachers, Principal, Specialist Teachers, Elementary Director of Instruction	Differentiated instruction by small group, progress monitoring results, istation data, master schedule				
17) Offer after school tech training for all elementary staff to increase teacher and student instructional technology use, and continue to expand instructional technology use for teachers and students.	Technology Curriculum Coach, Principal, Elementary Director of Instruction	Sign-in data, Teacher feedback				
18) Increase use of hands-on manipulatives in mathematics and science instruction to increase student engagement.	Teachers, Principals	Teacher feedback, student engagement as documented in classroom walk-throughs, increased students math assessment curriculum check scores, progress monitoring, decrease in number of students needing RTI services				
19) Continue to use TEKS Resource System and learning.com assessment tool to align curriculum checks in grades 1 & 2 with STAAR information and disaggregate data in AWARE.	Teachers, Principal, Elementary Director of Instruction	Data provided by AWARE				
20) Provide accelerated math instruction to identified students using Motivation Math, Envision, and TEKS Resource System.	Teachers, Principal, Intervention Teachers	Assessment data provided by teachers through AWARE, progress monitoring reports through AHA math, walk-through data, master schedule				
21) Research web-based math intervention for primary students.	Principal, Elementary Director of Instruction, Teachers	Teacher feedback, Student feedback				
						

**Goal 1:** Celina Elementary 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:** Celina Elementary will expand advanced academic resources to improve student services and student performances.

**Summative Evaluation:** 1.) Improve assessment scores  
 2.) Students knowledge base will expand to a more advance level because of higher rigor

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize Imagine Learning as an additional resource for student individualized reading instruction.	Principal, Teacher, Reading Specialist	Data provided by istation progress monitoring, system use report				
2) Align reading strategies between the 2nd and 3rd grade teachers.	Teachers, Principals, District Director of Instruction	Student performance, teacher feedback				
3) Explore research-based math intervention to increase goal mastery of fact families and math facts.	Principal, Teachers, Elementary Director of Instruction	Mastery of addition by the end of 1st grade, and mastery of subtraction and addition by the end of 2nd grade.				
4) Explore the possibility of providing campus/district with a GT coordinator to eliminate general ed teachers and assistant principal of that duty.	Elementary Director of Instruction, Principal, Assistant Principal	Reduced work load and student success in Gifted and Talented program.				
						

**Goal 1:** Celina Elementary 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:** Celina Elementary will increase course offering to meet the need of the diverse learners.

**Summative Evaluation:** 1.) Increased effective instructional technology use in the classroom.  
2.) Increased student engagement in the classroom.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All employees servicing ESL students need to attend SIOP professional development	Principal, Elementary Director of Instruction, ESL teacher	sign-in sheet				
2) Encourage current employees and new hires to become ESL certified, GT certified, and maintain their highly qualification.	Principal, Teachers, Elementary Director of Instruction	Increased number of employees gain their certification				
3) Continue ipod touches will be utilized in the classroom during small group instruction. At least one project per semester will involve utilizing the ipods for performance based learning (product created through ipod use)	Technology Curriculum Coach, Teachers, District Director of Instruction	iPod touch classroom use, Technology Curriculum Coach aligned app resources to teacher need, teacher feedback, student products created with ipod touches				
4) Increase use of campus and classroom websites	Teachers, Principal, Technology Curriculum Coach	observations, parent feedback, campus communication				
5) Increase WIFI capabilities on the elementary campus.	Principal, Technology Department	Use of our current technology, and possibility of adding additional devices on our campus.				
6) Re-image all computers prior to school starting, including classroom computers and COWS.	Principal, Teachers, Technology Department	Reduced number of help desk tickets.				
7) Explore the possibility of implementing iPad student use and/or teacher use for assessments.	Principal, Teacher, Technology Department, Elementary Director of Instruction	Implement DRA-2 assessments on-line verses by hand, monitoring student growth and performance.				
8) Explore the possibility of servicing the parents criminal background check via on-line. (See Love Joy ISD)	Technology Department, Central Administration, Principal, District Directors of Instruction	Provide consistency across district without tracing paperwork, everything is digital.				

9) Provide teachers/staff with additional technology support.	Technology Department, IT, Principal, Elementary Director of Instruction	Provide tech rep on campus more than one day per week to assist with technology instruction and training.				
10) Explore the possibility of have a 'registration day' during the summer with registration paperwork on-line. (See Pilot Point ISD)	Elementary Director of Instruction, Principal, PEIMS Coordinator, Technology Department	Reduce paperwork at the beginning of the year for PEIMS Secretaries, parents and teachers.				

## Goal 2: Celina Elementary will provide a positive, safe, and orderly school climate.

**Performance Objective 1:** Celina Elementary will implement an effective discipline crisis management plan.

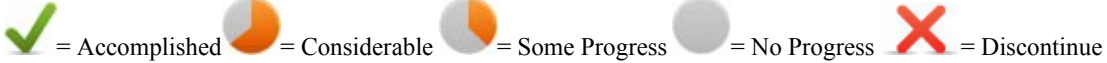
- Summative Evaluation:** 1.) Decrease number of office referrals  
 2.) Review campus lockdown and crisis management procedures  
 3.) All designated doors secured  
 4.) Campus results of drills

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to promote and encourage positive behavior support system will be utilized on campus to recognize positive behaviors exhibited by students. Charts in the classroom will denote positive efforts made by students.	Teachers, Principal	Decrease office referrals, increase in student motivation, positive parent feedback on parental involvement survey, teacher feedback				
2) Explore the possibility of fencing the playground area for student safety.	Principal	Increased student safety				
3) Increase volume or quality of speaker system in gymnasium, cafeteria and outside areas.	Principal, Central Administration	All drills will be conducted with success from all participants.				
4) Explore the possibility of having phones in the classroom for emergencies, conferences and/or messages.	Principal, Technology Department, Central Administration	Additional protection for students, teachers and staff.				
5) Provide awning in the front and back of school for drop off and pick up purposes.	Principal, Central Administration	Provide safety for student and staff in all increments of weather.				
6) Explore the possibility to replace the awning over the playground in the back of the school.	Principal, Central Administration, PTA	Provide safety for student and staff in all increments of weather.				
7) Add an additional all-call phone in a second location in the office suit.	Principal, Central Administration	Provide safety for students and staff during any emergency procedure.				
						

**Goal 2:** Celina Elementary will provide a positive, safe, and orderly school climate.

**Performance Objective 2:** Celina Elementary will promote positive staff morale and student character development.

**Summative Evaluation:** Character Education Program


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue use of Sunshine Committee for faculty and staff.	Counselor, Principal, Committee	Feedback from staff				
2) Observe the use of mentor program for students in need.	Counselor, Principal	Volunteer data, Feedback from staff, data of counselor and discipline referrals				
3) Implement the Golden Spoon for all students honoring positive Bobcat Behavior.	Counselor, Principal	Increase in school pride, positive behavior, student and teacher feedback				
4) Continue weekly grade level meeting and explore the possibility of PLC's.	Principal, Teachers	Greater collaboration among grade level teams, discussion and improvement in classroom best practices, walk-through data				
5) Explore and research the need of a 'Parenting from the Heart' group for parents.	Counselor, Principal	Survey feedback				
6) Provide a No Bullying campus-wide assembly with secondary mentors or public speakers.	Principal, Counselor	Office or counselor referrals, decrease in bullying reports				
7) Provide CHAMPS professional development for all elementary employees.	Principal, Elementary Director of Instruction	Reduced number of office visits, behavior issues and/or EIT's.				
						



**Goal 3: Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.**

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


- Summative Evaluation:** 1.) PTA update and membership totals  
 2.) Increased bilingual parent communication/participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Translate all communication newsletters in spanish for bilingual participation.	Teachers, Principal, ESL and/or bilingual teacher	Increase in bilingual parental involvement				
2) Continue to conduct a parent meeting communicating curriculum, campus needs, standards based report cards, and changes in intervention and master schedule to parents and/or guardians.	Principal, Team Leaders	Parent feedback from parental involvement survey, sign-in sheet				
						

**Goal 3:** Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.

**Performance Objective 2:** Celina Elementary 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. Parent using the site as a means to gather information
  - 3.) Higher number of parents utilizing parent portal
  - 4.) Positive parent 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 the use of the e-mail form of communication/listserv to parents from principal about upcoming events, changes of schedules or any additional information provided by campus website.	Principal, Director of Technology	Number of parents involved in e-mail chain, increased parent communication as noted on parental involvement survey				
2) Continue the use of the campus recycling program as a GT project.	Principal, GT Teachers	Recycling program utilized, parent and student participation, increased recycling				
						

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

**Performance Objective 1:** Celina Elementary 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.) Screened applicants will be highly qualified
  - 4.) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
  - 5.) Report of employees that have been through the fingerprinting process
  - 6.) High school students and elementary students have a successful year with the program
  - 7.) Recruit new staff to Celina ISD
  - 8.) 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) Continue to utilize campus mentoring for new staff.	Principal, Lead Teachers	Evaluation information provided by new staff, campus morale				
						

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

**Performance Objective 2:** Celina Elementary 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) Continue to visits to surrounding districts of comparable size will be established in order to collaborate with other professional educators on classroom instruction, design, and best practices.	Principal, Elementary Director of Instruction	Teacher feedback, implementation/discussion/presentation of information gained from site visit				
2) Explore the possibility of requiring compliance videos in the summer verses the return to the new school year.	Principal, Elementary Director of Instruction	Teachers will be allowed more time for completion and/or accuracy of the information provided.				
3) Explore the possibility of providing a teacher/parent conference day in the district calendar.	District Calendar Committee	Provide all teachers and parents an substantial amount of time to conference with parents, provide significant information, and have a two-way line of communication.				
						

## 2014-2015 Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Starla Martin	Principal
Classroom Teacher	Julie Dobbins	2nd grade teacher
Classroom Teacher	Stephanie Needum	kinder teacher
Classroom Teacher	Lindsey Robinson	1st grade teacher
Classroom Teacher	Amanda Shirley	Pre-K Teacher
Non-classroom Professional	Sara Arrington	Counselor
Non-classroom Professional	Kimber Kincaid	Assistant Principal
Non-classroom Professional	Deanna Peters	Music Teacher
Parent	Cleve Rasor	Parent