

Celina Independent School District
District Improvement Plan
2014-2015

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina ISD currently has an enrollment of 2198 students. Student growth has increased approximately 1% each year over the past three years. Three percent of the population is served in special education, 11% served in gifted education, 5% identified as ESL, and 34% as Title I. Special education population has decreased over the past three years while the ESL population and GT population has grown. There is little mobility of students in the district, and the district has a high teacher retention rate.

Demographics Strengths

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

Student Achievement

Student Achievement Summary

CISD achieved the "Met Standard" ranking for the 2013-2014 TEA Accountability. CISD exceeded the target scores on all Indexes. CISD scored 98% on System Safeguards. On the 4 Indicators for the System Safeguards, CISD scored 100% on Performance Rates, 100% on Participation Rates, 100% on Graduation Rates, and 0% on Met Federal Limits on Alternative Assessments. CHS received a "Met Standard " ranking and received three Distinction Designations, and scored 97% in System Safeguards. CMS received a "Met Standard" ranking and received five Distinction Designations, and scored 100% on System Safeguards. CIS received a "Met Standard" ranking, received three distinctions, and scored 100% on System Safeguards. CES is paired with CIS.

Student Achievement Strengths

All Indexes scores at the district level are well above the target mark. District scores on System Safeguards indicate district has outstanding measures in place for interventions and closing performance gaps.

Student Achievement Needs

District-wide focus on reading and writing in sub-populations and students scoring beginning/intermediate on TELPAS test. Decrease our numbers of students taking accommodated STAAR/EOC test.

District Culture and Climate

District 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. All campuses offer a wide variety of student activities for involvement.

District Culture and Climate Strengths

School-wide consistent rules PK-6 and Discipline Matrix used on secondary campuses. Continuous gains in communication avenues for all stakeholders.

District Culture and Climate Needs

Investigation into discipline alternatives to ISS and continued development of district-wide positive behavior/character development program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Celina ISD is committed to hiring highly qualified teachers. Celina Assistant Principal Academy is in place for the district for the fourth year to build leadership capacity within our administrative staff. Principals and Central Office Administration meet twice per month to build a 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 and to ensure that best instructional practices are implemented. If a teacher is performing below expectations, 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

Targeted professional development based on strategies for ELL students and continued small group targeted researched-based interventions for at-risk students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district follows the TEKS as aligned in scope and sequence through TEKS Resource System. 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 (TEKS) aligned to state standards with the use of TEKS Resource System, common curriculum based assessments across most grade levels, TEKS checks/curriculum checks/unit test at all campuses

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 many other communication tools. District has designated a district communication specialist to maintain consistent, concise and accurate information flowing from the district to the community.

Family and Community Involvement Strengths

Increased parent communication this year with parent and community liaison and the bilingual liaison, 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

District Context and Organization

District 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 tracks progress on each campus through the plans as well as adds new targets as needs arise 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-12 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.

District Context and Organization Strengths

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

District Context and Organization Needs

Continued focus on protecting instructional time for content areas across the district varies, continued alignment of district-wide plan for RtI and student intervention

Technology

Technology Summary

Celina ISD has a vast amount of technology. CHS has 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. Social Media sites are 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, technology instruction time 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:

Improvement Planning Data

- District 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

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Celina ISD will improve district and student academic performance 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 35% 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 TEKS Resource System.

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

4) Students prepared for STAAR/EOC assessments and the data/scores reflect this.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Update campus coordinated unit checks/curriculum checks as needed to align with state standards.	Principals Counselors District Instructional Coordinators	Curriculum checks aligned with TEKS Resource System and TEKS administered and scanned through AWARE for data analysis. Student unit checks/curriculum checks performance aligns to report card grades and to student performance on STAAR and EOC.				
2) All campuses will identify strategies for increasing TEKS and vertical alignment. Continued use of TEKS Resource Systems, use of consultant training through Region 10, lesson plans, and meetings to improve alignment.	District Instructional Coordinators Principals Grade & Subject level teams	Teacher lesson plans, sign in sheets from meetings, and increased use of new strategies in the classroom.				
3) Continue district vertical alignment meetings of all subjects, K-12. Implement vertical alignment meetings for Sp. Ed and ESL departments.	District Instructional Coordinators	Vertical alignment of curriculum and instruction.				
4) Continue identifying strategies for addressing EOC/STAAR exams. Staff will be provided with training and support for EOC/STAAR assessments. Consultants from Region 10 will be utilized for support and training.	Curriculum Coaches HS Principal HS Counselors District Instructional Coordinators	Student passing rate on STAAR/ EOC assessments.				
5) Offer enrichment opportunities year round to increase Level III Advanced.	District Instructional Coordinators Parent/Community Liaison	Increase in students scoring Level III Advanced on STAAR/EOC.				

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/EOC.	Campus Principals	Greater number of students achieving Level III on STAAR from year to year.				
7) Continue to offer incentives for rewarding perfect attendance of staff and students.	Campus Principals	Increase in attendance of staff and students.				
8) Provide staff development opportunities for reading and writing instruction at high level of rigor, provide and encourage AP/GT/ESL training for all staff	Supt. District Instructional Coordinators	Increase in academic performance of students				

Goal 1: Celina ISD will improve district and student academic performance 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
<p>System Safeguard Strategies</p> <p>1) All campuses will continue to utilize programs to improve student scores on the STAAR/EOC and TELPAS assessments.</p>	Principals Counselors Teachers District Instructional Coordinators	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 Instructional Coordinators Elective Curriculum Coach	Increased student participation in CTE courses, explore opportunities to increase the number of CTE courses offered.				
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 mentoring program at all campuses.				
<p>System Safeguard Strategies</p> <p>4) Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.</p>	District Instructional Coordinators Principals	Increased academic performance of students.				
<p>System Safeguard Strategies</p> <p>5) All campuses will continue to utilize remediation programs to decrease number of Special Education students taking accommodated assessments.</p>	District Instructional Coordinators Campus Principals	Decrease in number of SPED students taking accommodated assessments.				

6) District and campus administrators will monitor number of Hispanic students in the special education program.	District and Campus administrators	Decrease in Hispanic population served by the special education program.				
7) Encourage students to participate in nontraditional courses.	Campus principals CTE coordinator	Increase in number of students completing nontraditional CTE courses.				

Goal 1: Celina ISD will improve district and student academic performance 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) Texas Academic Performance 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 Instructional Coordinators	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 Instructional Coordinators Counselors Staff teaching prep courses	Student attendance at prep program courses, increase in student performance on ACT and SAT exams.				
3) 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 Instructional Coordinators	Increase in number of National Merit Scholars, certificates of college board training.				

Goal 1: Celina ISD will improve district and student academic performance 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 Instructional Coordinators Campus Principals	Certificates and sign in sheets from training.				
2) Continue to monitor and evaluate rigor of advanced courses at junior high school.	District Instructional Coordinators Advanced Course Teachers Campus Principal	Increased number of students performing Level III on STAAR.				
3) Continue to encourage all CISD teachers to become GT/ESL certified.	District Instructional Coordinators Campus Principals	Increased number of teachers with 30 hours of GT training and 6 hour update training. Increased number of teachers with ESL certification.				
4) Provide staff development and resources to improve reading and writing instruction with for all students.	District Instructional Coordinators Campus Principals	Staff development sign in sheets and certificates, increase student performance on STAAR/EOC, teacher lesson plans with identification of new strategies implemented.				
5) Implement bilingual 1st grade program.	District Instructional Coordinator 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 Instructional Coordinators Campus Principals All Teachers	Teacher lesson plans, campus walk-through data, student performance on STAAR.				
						

Goal 1: Celina ISD will improve district and student academic performance 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 choices. Continue to add more CTE courses through sequencing.	Counselors CTE Coordinator Campus Principal	Student career choice inventory completion, parent understanding/communication of student career inventory				
2) Continue to support teachers with classroom technology integration.	Director of Technology District Instructional Coordinators 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) Continue to 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 Instructional Coordinators Campus 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.				

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.

Performance Objective 1: The 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 all safety 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 Instructional Coordinator	Scheduled trainings/meetings, staff sign in sheets from trainings, staff knowledge and implementation of code of conduct at each campus				
2) Update district crisis management plans and provide info to all campuses.	Supt. Asst Supt. Principals Asst. Prin.	District crisis management plan updated and shared with all staff in the district				
3) Continue 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) Continue to enhance camera security system and provide training.	Director of Technology Supt Asst Supt.	Use of cameras by campus and district administration				
5) Campus administration will continue to explore alternative discipline techniques prior to any placement outside of the regular classroom setting	Supt. Assist. Supt. Principals	Decrease in ISS placement				
6) Campus administration will attend staff development on discipline and PEIMS coding for discipline.	Supt. Assist. Supt. Principals District Curriculum Coordinators District PEIMS Coordinator	Decrease in errors in coding on PEIMS and student placement				


✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.

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

Summative Evaluation: 1) Decrease office referrals

2) Improved student awareness of character traits

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 Instructional Coordinators	Counselor meeting minutes to discuss character trait of the month, decision on development of consistent district-wide character trait of the month				
						

Goal 2: Celina ISD will provide a positive, safe, and orderly school climate at each campus ensuring an environment focused on increased instructional time.

Performance Objective 3: The district will promote a "Bullying" free environment at all district campuses for students and staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) District employees are required to complete bully prevention training at the beginning of each year.	Directors of Instruction and Campus principals.	Completion certificates				

Goal 3: Celina ISD will increase community and family engagement at campus levels, as well as, at the district level.

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) Push towards 100% district staff membership support for C.A.R.E.	Supt. Principals	Increased percentage of staff as members of C.A.R.E. over previous years.				
4) Explore competition between campuses for increase in PTA and C.A.R.E. staff memberships.	Supt. Principals	Increased amount of staff membership in PTA and C.A.R.E.				
5) Utilize bilingual liaison in community	Supt. District Instructional Coordinator Parent Community Liaison Principals Teachers	Increase in communication with parents and community Increase in family and community engagement in school functions and student academics				
6) Bilingual liaison will encourage bilingual parent participation in PTA and C.A.R.E.	Bilingual Liaison	Increase in PTA and C.A.R.E. bilingual parent memberships.				

Goal 3: Celina ISD will increase community and family engagement at campus levels, as well as, at the district level.

Performance Objective 2: The district will improve 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) Positive parents, student, and staff feedback.
 4) 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. Campus 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 Instructional Coordinator 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) Continue to align, to provide engaging training to teachers so that information is more detailed and informative. Training would focus on meeting a campus goal.	District Instructional Coordinator Technology Curriculum Coaches Principals	Training that reflects campus and district needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback				
4) Explore possible need of advisory board including parents, students, teachers, community members, and all stakeholders.	Supt. Asst Supt. District Instructional Coordinators Principals	Meeting sign in sheets over discussion of possibility of created advisory board				
5) Explore various teacher/parent feedback (ex: paper survey, comment box, online surveys, parent open forums)	Supt. Asst Supt. District Instructional Coordinators Principals	Various feedback options discussed and shared during principal meetings held twice per month, implementation of teacher/parent feedback in spring 2014				
6) Continue increase use of listerv email at all campuses.	Director of Technology Principals Technology Curriculum Coaches	Number of parents to sign up for listerv group				

7) Implement use of communication specialist	Supt. Assist. Supt. District Instructional Coordinators Parent Community Liaison	Clear, concise, and consistent flow of district level communication				
8) Continue use of Reminder 101 at campus level	Campus Principals	Increased parent communication at campus level				
9) Investigate a bilingual communication system similar to Reminder 101	Campus Principals Director of Technology Bilingual Liaison	Increased bilingual parent communication				

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

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

Performance Objective 1: The 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) New Teacher Academy will aid Celina ISD in developing and nurturing our new teachers to the profession.
 - 4) Screened applicants will be highly qualified.
 - 5) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
 - 6) Recruit new staff to Celina ISD.
 - 7) Create the most productive and meaningful staff development 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	Increase in number of student teachers from 2013-2014 to 2014-2015.				
2) Implement New Teacher Academy for our teachers who are new to the profession.	Asst Supt. District Instructional Coordinators Principals	New Teacher Academy meetings held, sign in sheets, increased level of instruction on campus as evaluated by principals				
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 staff development program for all staff new to the district.	District Instructional Coordinators	Program established for all new staff to the district, effectiveness of program measured by meeting with new staff at conclusion of the staff development.				
6) Use CISD staff on district committees and in leadership opportunities.	Supt Asst Supt HR District Instructional Coordinators Principals	Staff as members on district committees, sign in sheets from meetings				

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.
 - 5) Assistant Principals Academy will keep AP's up to date on district and state initiatives

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 Instructional Coordinator 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 define roles of Instructional Coaches and Team Leaders. Define these roles according to campus needs. Provide training as needed.	District Instructional Coordinator Human Resources Principals	Roles defined for instructional coaches/team leaders, training conducted and provided on leadership either through Region 10 or Celina ISD Administration, sign in sheets and/or certificates from training.				
3) Provide meaningful and productive staff development for identified areas of need.	District Instructional Coordinator Principals	Positive feedback from staff Improvement in areas of concern Sign in sheets				

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	2	1	All campuses will continue to utilize programs to improve student scores on the STAAR/EOC and TELPAS assessments.
1	2	4	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.
1	2	5	All campuses will continue to utilize remediation programs to decrease number of Special Education students taking accommodated assessments.

2014-2015 District Improvement Committee

Committee Role	Name	Position
Business Representative	Cleve Rasor	Business owner
Classroom Teacher	Emily Andrejack	Junior High ESL Teacher
Classroom Teacher	Melessa Barbknecht	High School Teacher
Classroom Teacher	Kelly Butler	Junior High Teacher
Classroom Teacher	Linn Cobb	Intermediate School ESL Teacher
Classroom Teacher	Sherry Davis	Sp. Ed. High School Teacher
Classroom Teacher	Julie Dobbins	Elementary Teacher
Classroom Teacher	Karen Drummond	Middle School Teacher
Classroom Teacher	Jan Geller	High School Teacher
Classroom Teacher	Carol Hansen	Intermediate School Teacher
Classroom Teacher	Janet Hardage	Elementary ESL Teacher
Classroom Teacher	Alana Hayes	Sp. Ed. Middle School Teacher
Classroom Teacher	Kaye Jones	Junior High Teacher
Classroom Teacher	Terri Kennedy	High School Teacher
Classroom Teacher	Shana Kriechbaum	Middle School Teacher
Classroom Teacher	Honey Lacy	Elementary Teacher
Classroom Teacher	Adam LeMaire	High School Choir Teacher
Classroom Teacher	Carol Lynn	Middle School Teacher
Classroom Teacher	Cathy Nabors	Middle School Teacher
Classroom Teacher	Stephanie Needum	Elementary Teacher
Classroom Teacher	Kay O'Dell	Middle School Teacher
Classroom Teacher	Deanna Peters	Elementary Music Teacher
Classroom Teacher	Dollye Plagge	Junior High Teacher
Classroom Teacher	Kaylyn Reedy	Sp. Ed. Intermediate Teacher
Classroom Teacher	Lindsay Robinson	Elementary Teacher

Classroom Teacher	Jennafer Smullin	High School Teacher
Classroom Teacher	Leanne Thompson	Middle School Teacher
Classroom Teacher	Lisa Ubanowski	Sp. Ed. Junior High Teacher
Community Representative	Chad Anderson	Community Member
Community Representative	Laura Mortenson	Community Member
District Personnel	Sarabeth McCarter	Business Office Manager
District-level Professional	Marilyn Chamberlain	Director of Technology
District-level Professional	Rick DeMasters	Assist. Superintendent
District-level Professional	Donny O'Dell	Superintendent
District-level Professional	Karen Walker	Director of Secondary Instruction
District-level Professional	Starlynn Wells	Director of Elementary Instruction
Non-classroom Professional	Stacy CeCi	Intermediate School Principal
Non-classroom Professional	Lew Kennedy	Middle School Principal
Non-classroom Professional	Starla Martin	Elementary School Principal
Non-classroom Professional	John Mathews	Junior High Principal
Non-classroom Professional	Kimberly McFadden	High School Assistant Principal
Paraprofessional	Sandra Danielson	Elementary Receptionist
Paraprofessional	Madonna Mosley	Intermediate School Instructional Aide
Parent	Chris Neidhart	Parent
Parent	Heather Tibble	Parent