

Celina Independent School District
Celina High School
2012-2013 Campus Improvement Plan

Mission Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: CHS will improve academic performance as measured by local, state, and national standards.	17
Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.	26
Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.	31
Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.	36
Goal 5: CHS will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations.	42
Goal 6: CHS will increase educational opportunities and increase learning time for all students.	43
Goal 7: Celina High School will increase the leadership effectiveness on campus.	46
Goal 8: Celina High School will increase the use of quality data to drive instruction.	51
State Compensatory	56
Budget for Celina High School:	56
Personnel for Celina High School:	57
2012-2013 Campus Improvement Committee	58

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment at Celina High School is steadily increasing by about 20-30 students annually. Of the students at CHS, 331 are males and 287 are females with 1% American Indian, 22% Hispanic, 70% White, 1% Asian, 3% African American, and 2% Two or more races. There has been a significant increase in sub-populations, specifically Hispanic as longitudinal data was studied. In gifted and talented services, there is a slight underrepresentation of Hispanic students in proportion to how they are represented in the overall population of the campus. The majority of students coded at-risk at CHS failed a previous state assessment. The majority of the professional staff at CHS are white females, and student/teacher ratios are below the state average with 19:1 in ELAR, 21:1 Foreign Languages, 19:1 math, 20:1 science, and 23:1 in social studies.

Demographics Strengths

- Mentoring Program
- Study Labs - for RtI
- C-Town
- Tutoring
- Low drop out rate
- Low pregnancy rate
- No migrant population
- High graduation rate

Demographics Needs

- More special education inclusion support
- More special education testing - recent diagnostic information on students served
- Move faculty demographics to mirror those of the student demographics
- Evenly distribute skill levels of students in classes - cluster groups of students
- Staff growth to equal student growth annually

Student Achievement

Student Achievement Summary

Student Achievement Strengths

- Aware of and use of several data sources by staff to disaggregate information
- Growth in ELA of Hispanic, Special Education, and math Hispanic and special education student performance on TAKS
- Science TAKS commended growth
- TAKS - all groups improved in math
- ACT & SAT score increased

Student Achievement Needs

- Develop a system of communication of data to all stakeholders
- System in place to track CTE student progress
- Target males for ELA improvement
- CTE and sped Science and ELAR growth
- Economically disadvantaged group needs growth in writing and World Geography
- Target Hispanic and African American groups overall to have commensurate scores with other subpopulations

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

- Students see staff as helping prepare for life
- Extra-curricular opportunities provided for students
- Fish Camp
- C-Town and mentoring program
- Decrease in referrals for discipline from 2011-2012 to 2012-2013 school year thus far
- Students feel safe
- Academic expectations are high
- Positive environment creates pride

School Culture and Climate Needs

- Vision statements visible
- Survey to collect more data for attitudes, belonging, relationships
- Survey regarding behavior and discipline
- Wide safety survey
- ZAP - zeros aren't permitted philosophy
- Increased writing across the curriculum

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most staff at CHS are highly qualified for the positions in which they serve. All staff at the high school were either Proficient or Exceeds Expectations in all areas on PDAS summative appraisals for 2011-2012 school year. Data regarding teacher performance are shared via email through Eduphoria. Recruitment of teachers has never been an issue for CHS. There are always an abundance of qualified applicants who are frequently referred and recruited by other staff members. Attendance rate of the staff was 93% for 2011-2012. Curriculum Coaches that have been provided through TTIPS grant provide support for new staff, meet with administration to share departmental and campus concerns, and also build capacity in staff for continuous improvement. In addition, the curriculum coaches provide individualized and departmentalized professional development based on needs found in data, teacher observations, and shared in coaching meetings.

Staff Quality, Recruitment, and Retention Strengths

- TTIPS Grant
- Staff Attendance and retention
- Summative evaluations of staff
- Aligning needs of students with teachers
- Conversations and reflections afforded through meetings with Curriculum Coaches
- Cohesiveness of staff
- Staff recruitment
- Ability to work as a team
- Communication as a whole

Staff Quality, Recruitment, and Retention Needs

- If grant is taken away, what will happen to support systems in place?
- Teacher mentoring program
- Assuring needs of students are met
- System for continuous improvement
- Person who makes sure Fine Arts is represented
- Continuing communication
- Funding for staff development

- Continuing pull out program for extra student support
- Continuing C-Town

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Strengths

- System that disaggregate data for staff - AWARE
- Forethought lesson planning online for documentation and evidence of TEKS taught
- Time to look at and discuss data with curriculum coaches
- Curriculum coach guidance
- C-SCOPE
- Students put in focus groups according to their needs
- Intervention and students to know their own strengths and weaknesses with student learning reports
- Core teachers planning questions for higher order thinking skills and problem solving
- Tests aligned to EOC - longitudinal data in quick view in AWARE
- Balanced assessment system including a variety of formative and summative data

Curriculum, Instruction, and Assessment Needs

- CTE, special education, ELAR, and science
- Special education specific diagnosis of students shared with teachers in order to assist with classroom instruction
- Investigate documenting 21st century skills in lesson plans
- Process for monitoring curriculum in needed
- Be proactive in aligning lessons for needs of students
- Be proactive in evaluating data before preparing lessons
- Continue focus groups for students
- Determine if intervention is consistent
- Writing across the curriculum
- Reading and Writing of special education students
- Longitudinal data on intervention students
- Find more inquiry based lessons
- Student survey to determine how students perceive assessments

Family and Community Involvement

Family and Community Involvement Summary

Celina High School and Celina have a vast amount of parent and community involvement. There are many organizations that support the school and extra-curricular activities as well as events for parents to become involved in his/her child's education. C-Town, High School Open House, College 101, PIES, College Fair, Course Information Nights, Art Show, and assundry of extra-curricular activities are just of few of the ways in which students and parents can become involved outside of the school day. Parents are allowed input through site-based decision making groups, bilingual meetings, parent/teacher conference meetings, ARD meetings, and School Board Meetings. We are able to reach diverse groups in our community with our phone calling system that translates messages into other languages. In addition, a social worker at the high school, and the parent/community liaison work together to reach all parent groups.

Family and Community Involvement Strengths

- C-Town tutoinr for students, etc.
- CHS Open House
- Site Based Committee
- College Nights
- College Fair
- Informal Hispanic parent outreach
- PIES nights
- Student Course Information Nights
- C-Town parent tours
- Art Show
- Extracurricular Activities

Family and Community Involvement Needs

- Data from CHS open house to determine what groups are attending and where we need to target outreach
- Getting parents involved - not just freshmen parents
- Better communication with parents (don't rely on just emails and instead consider mailings, newsletter, newspaper, flyers, websites)
- Fundraising for C-Town possibly needed
- Sending home forms in both languages

- Translation services for all meetings/programs
- Online Registration
- Parent Survey over parental involvement to determine what is important to them
- Student climate survey to determine what is important to them

School Context and Organization

School Context and Organization Summary

CHS is supported by CISD financially, with programs, obtaining grants, and C-Town facilities. Teacher to student ratios are below the state average. Adequate time is devoted to subjects where students perform poorly with grant funds currently in pull out/double block class schedules for individualized instruction. Two study labs area available for students during the school day, and C-Town extended day learning center is also available for all students. Teachers offer before and after school tutoring for all students. Teachers participate in campus decisions through site-based meetings, with curriculum coaches in each department, and by meeting with the campus principal. Teachers have full autonomy in determining what assessments are used to evaluate individual students in each classroom. Several school committees allow for teachers, parents, paraprofessionals, support staff, and students to be heard and take part in identifying solutions to campus issues. School expectations are high, and students strive to meet the challenge.

School Context and Organization Strengths

- Student to teacher ratio is below state average
- Open door hierarchy with staff
- Expectations continue

School Context and Organization Needs

- Balance of all classes to be close to the class average student to teacher ratio
- More devoition to support services, especially for ELAR and End of Course preparation
- Writing across the curriculum
- Student and parent expectations of Excellence
- Parent, Teacher, and Student survey
- Professional development for writing

Technology

Technology Summary

There is a vast amount of technology available to students and teachers at CHS including, but not limited to: projectors, phones, Einstruction clickers, Elmo and document cameras, Mimio interactive whiteboards, graphing calculators for each student, digital cameras, ipods, ipads, and class sets of computers on wheels. The proficiency of staff varies throughout the campus and across disciplines. The staff likes technology when it is working, and most are willing to take risks and try new technology to enhance their classroom instruction. Tecnology professional development includes consultants that have visited CHS, lunch and learns provided by the technology curriculum coach, and other training individually as scheduled throughout the year. All areas are using teachnology in various manners. For example, math is utilizing computers, calculators, and ipads for student interaction with math in real-world experiences, and to allow students to be succesful on state assessments. All subjects are utilizing current technology to some degree.

Technology Strengths

- Technology is available
- Lunch and learns and other professional development
- Using technology in class - many options
- All content areas use technology
- All students have an opportunity to use a device with BYOT
- Online lesson plans, discipline, and help desk tickets available
- Parent Portal

Technology Needs

- For technology to work consistently
- All students should know basic computer skills
- Checklist of what teachers can do in regards to technology
- Not enough time in day to learn and implement in class
- Not all rooms are uniform with connections
- Unblocking websites and monitoring systems
- Small group technology training based on teacher/staff ability
- Collaboration between departments and campuses
- Open network - personal devices as guest to use network

- Consultant to review wireless network and connection issues that are being experienced at CHS

Comprehensive Needs Assessment Data Documentation

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













- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Drop-out rates
- Attendance data
- Discipline records
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Prior year(s) campus and/or district improvement plans
- Action research results
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- NCLB Report Card data
- Completion Rates / Graduation Rates

Goals

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 1: CHS students will improve achievement in Reading/ELA, Math, and Science as measured by scale score and state accountability, as well as on the end of year exams in Reading/ELA, Math, and Science.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue implementation to align CSCOPE curriculum horizontally and vertically; align with state standards; create lessons for each unit based on data; develop associated progress monitoring benchmark assessments.	CHS Administration, Curriculum Coaches.	Aware Data Oct. 2012-May 2013				
2) Use data to identify and implement ELA/Reading strategies across the high school curriculum - program identified must be research-based, vertically aligned from one grade to the next as well as aligned with State academic standards (strong emphasis on expanding ELL learners).	CHS Administration, Curriculum Coaches, Data Specialist, Math, Science, and ELA Push/ Pull program teachers, all students.	Reading/ELA scores at the HS show achievement gap between LEP subpops and the general population. Literacy practices must be integrated into HS curriculum to develop writing skills that enable students to meet personal and academic goals. SIOP training.				
3) Use data to identify and develop lessons using research-based and state-standards aligned CSCOPE curriculum - identify, purchase, and implement associated resources that provide hands on manipulation of real world math problems.	CHS Administration, Curriculum	The campus will utilize Texas Science Technology, Engineering and Math Initiative (T-STEM) recommendations and resources to design components that improve instruction and academic performance in mathematics - related subjects through applied and relevant instruction in mathematics tied to postsecondary standards.				
4) Using and integrating technology-based supports and interventions as part of the instructional programs: Laptops and Ipad's with text editing and publishing software and access to the Internet researching and communication resources will be utilized to engage writers in ELA lessons and technology based interventions in math and science.	CHS Administration, Curriculum Coaches	T-STEM Researched-based findings for increasing achievement in math and science include: relevant teaching and learning in mathematics and science using educational technology and applied learning and a personalized learning environment.				





































5) Continue Curriculum management process & resources to align core curriculum across grade level & w/ state standards: Establish a curriculum alignment process and provide electronic curriculum management system to implement effective strategies to support students disabilities in the least restrictive environment.	CHS Administration, Curriculum Coaches	Aligned Curriculum Documentes, CSCOPE				
6) Provide additional support and professional development in using data based, differentiated instruction through 3 Math and 3 Science Intervention Teachers who will team teach in classrooms in order to implement effective RTI strategies to support student learning and increase academic achievement.	CHS Administration, Curriculum Coaches	Professional Development, Student Support				
7) Increase rigor by offering opportunities for students to enroll in advanced coursework (dual credit and ATC in student's chosen career fields): pathways established to obtain certification.	CHS Administration, Counselors	4 Year Plans, Career Cruising				
8) Ongoing monitoring of instruction - Establish progress monitoring process and provide resources to test students, analyze data, and link to instruction.	CHS Administration, Curriculum Coaches	Curriculum Coach class, walkthrough forms, AWARE data from Curriculum Checks				
9) Establish school-wide data driven "response-to-intervention" (RTI) model and provide professional development in order to develop effective strategies to support students with disabilities in the least restrictive environment.	CHS Administration, Curriculum Coaches	Professional Development, data driven documents				
10) ELA, Math and Science Coaches will provide ongoing training (team teaching, peer mentoring, instruct tutorials, provide professional development in using data to guide instruction and plan lessons) -targeting limited English proficient students.	CHS Administration, Curriculum Coaches	Weekly Coaching meetings/Department meetings, State Scores.				
11) Provide thetesting coordinator/data additional training for additional support in assessment and data collection.	CHS Administration	Stacy Miller				
12) Use data to identify and develop lessons using research-based and vertically aligned state standards and aligned CSCOPE curriculum - identify, purchase and implement associated resources that provide real word experiences with science concepts and scientific thinking.	CHS Administration, Curriculum Coaches, Teachers	CSCOPE Curriculum, documents, Lesson Plans, Classroom walkthroughs				
13) Receive technical assistance and related support from our Professional Service Provider. (PSP)	CHS Admin Pam Ziolkowski Curriculum Coaches	Meetings held each six week grading period.				
14) Best Practices Staff Development (based on needs).	CHS Admin Curriculum Coaches					
15) Curriculum Coaches receive summer staff development at Learning-Forward Conference in Denver.	CHS Admin	Number of completions, credit recovery.				
16) Technology Coach will integrate technology based programs that provide differentiated instruction.	CHS Admin Tisha Poncio	Lunch and Learn Meetings				

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

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 2: CHS will expect 100% of each student group to meet the state passing standard on all TAKS/STAAR/EOC tests and increase the percent of students "Meeting the Commended Standard" to 60% for all tested areas.

Summative Evaluation: TAKS/STAAR/EOC results, Student progress, Curriculum check data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide remedial assistance for all students that did not meet the passing standards for the TAKS/STAAR/EOC test.	All CHS Teachers, TAKS/STAAR/EOC Prep Instructors	Curriculum checks, Teachers made evaluations				
2) Provide teachers with comprehensive data on individual students that identify areas for academic improvement.	Counselor, Asst. Principals, Push/Pull Teachers	Use of the reports to design instruction, AWARE				
3) Develop and administer subject specific, relevant curriculum check assessments in each Core Curriculum area.	Core Curriculum Teachers	Teacher made tests; Lesson Plans; Released TAKS tests; CSCOPE; AWARE				
4) Implement Instructional strategies and questioning techniques that focus on higher-level thinking models.	All Teachers, CHS Administration	Walk-through evaluations; Lesson Plans				
5) Provide subject specific instruction for grades 9-12 through supplemental materials.	Core teachers, Principal	Curriculum Checks				
6) Subject Specific TAKS/STAAR/EOC tutoring	Administration	Performance on TAKS tutoring curriculum				
7) Grades 6-12 vertical alignment meeting	Administration	CSCOPE				
8) Review previous year TEKS verification	Curriculum Coaches, Administration	CSCOPE				
9) Peer learning walks	Curriculum Coaches, Administration	PLW Forms				
10) Provide PLC opportunities once each six weeks.	CHS Admin	Attendance Logs				
11) Intervention planning day by department	CHS Admin Curriculum Coaches	Attendance February 18, 2013				
12) C-Town Training	Jill Roza CHS Teachers	Attendance/Scores Student Assessment Data Student Surveys				

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

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 3: CHS will monitor and adjust programs and strategies to improve academic performance for AT-Risk students.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to provide productive intervention strategies to address the issues of our At-Risk students.	Grand Central Station, Teachers, Principal, Counselors	Progress reports, report cards, students passing rates in each of their classes.				
2) Implement a process for students returning from Alternative Campus	CHS Administration	parent and student feedback				
3) Plan and implement student organization system	Counselor, Study Lab, Grand Central Station, Special Ed.	Decrease in late work and missing assignments				
4) Instruct students in how to use student planner	Counselor, Study Lab, Grand Central Station, Special Ed.	Use of student planner				
5) Students Taking Academic Responsibility Mentoring Program (STAR)	Curriculum Coaches, All Mentors and Mentees	Mentoring time and personalized meetings				
6) Increase C-Town Attendance	CHS Admin Jill Roza	Attendance Log				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 4: CHS will increase the student completion rate to 97%. Celina ISD will strive to attain 0% dropout rate per year (grades 7-12)












Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Effectively track student's attendance patterns	Attendance Clerk, Administration, Counselors	Teacher's attendance records				
2) Utilize Attendance Committee to track possible "Loss of Credit" issues.	Attendance Clerk, Administration, Counselors	Number of student absences.				
3) Utilize Advanced Academics program for credit issues	Administration, Counselors	Number of credits recovered per student				
4) Conduct education Go Get It Week	Counselors	Teacher and Student feedback				
5) Use Naviance program and Career Cruising for career interest inventories	Counselors	Teacher and Student feedback				
6) Offer multiple Post Secondary days	Counselors Jill Roza	College applications, Students Surveys				
7) Increase number of student certifications	CTE	Students eligible for certification				
8) Ensure that attendance committee meetings are a priority at CHS	Attendance Clerk, Administration, Counselors, Teacher Rep	Attendance Records				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 5: CHS will increase ACT/SAT participation by at least 10% and improve student performance to at or above the national average.
















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide the PSAT assessment for all of the Sophomores and optional for Junior students	Counselors	PSAT Administration	✓	✓	✓	
2) Implement Plan Assessment as an option for all Sophomore students	Counselors	Number of Students	✓			
3) ACT Prep classes offered on campus and online.	Counselors, Math and Science Staff	Number of students enrolled Prep Me (ATC Online Course)	✓			
4) Encourage all 11th grade students to take entrance exams for Community College in the summer	Counselors	Course Completion, Collin College	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: CHS will improve academic performance as measured by local, state, and national standards.

Performance Objective 6: CHS will expand advanced academic resources to improve student services and student performance.








Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer more Dual-Credit options for our students	Principals, Counselors	Increase in Dual Credit Classes Offered	✓	✓	✓	
2) Utilize the CSCAPE Scope and Sequence to align instruction	Administration, Grant Shepherd, Curriculum Coaches	Lesson plans, Walkthroughs	✓			
3) Utilize the Naviance PGP Planner	Counselors, Administration, CTE Teachers	4-year plan completion for every student				
4) Expand the number of teachers with 30 hour GT training	Administration	Determination of teachers needing to attend				
5) Explore opportunities for additional AP and CTE courses	Counselors	Additional courses offered	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.

Performance Objective 1: Increases attendance rate for students












Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Create an attendance review committee to address attendance concerns.	Asst. Principal	Committee Attendance Tracking	✓	✓	✓	
2) Provide feedback to students regarding attendance concerns and create attendance plans for make up missed hours.	Asst. Principal	Student/Administrators meetings, Attendance make-up plans	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.

Performance Objective 2: Decrease discipline referrals.





















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review discipline referrals	Asst. Principals, Data Specialist	Discipline Tracking - PEIMS				
2) Consistently enforce campus discipline policies (all faculty and staff).	Administration and Teachers	SBDM minutes regarding consistent enforcement of discipline policies.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.

Performance Objective 3: Increased involvement in Extra/Co-Curricular Activities including practicum, internship, etc.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Evaluate extra curricular participation	CHS Administration	PEIMS data				
2) Create PGP's that reflect the student's personal and academic goals including sequences of course in their chosen career field	CHS Administration, Counselors	Interest Inventories, Naviance				
3) Provide enrichment activities, career exploration and college bound activities coordinated by Parent/Community Liaison	CHS Administration, Counselors, Parent/Community Liaison	Naviance Program, C-Town				
4) Provide dual credit and ATC courses leading to industry certification in career tracks as an option within the Recommended or Distinguished high school diploma plan	CHS Administration, Counselors	Naviance Program				
5) Investigate activities that would attract uninvolved students. Such as debate, soccer, chess, swimming, etc.	Counselors, Parent/Community Liaison, Athletic Department	Student Interest, Debate, Photography Club.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.

Performance Objective 4: CHS will implement an effective discipline crisis management plan.
























Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to monitor and adjust procedures for the Character Development Center	CDC Administration	Teacher Feedback Discipline tracking				
2) Update Student Code of Conduct	Administration	Updated Code of Conduct				
3) Enforce school safety Policies addressing visitor check-in, classroom disruptions, announcements, etc.	Administration	SBDM minutes regarding disruptions				
4) Provide handbook for all students via paper and electronically.	Administration	Daily monitoring of hallways				
5) Exposure implementation of a positive behavior support. For example, the SOAR program from Wylie HS.	Counselor, CHS Administration	Identification of systems				
6) Students who regularly attend CDC receive mandatory counseling	Counselors, Administration	Counseling provided				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 2: In order to improve school climate, CHS will provide a positive, safe, and orderly learning environment.

Performance Objective 5: CHS will promote positive staff morale and student character development.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue the "Dogs Against Drugs" instructional and search program.	Superintendent, Principal, Asst. Principal	Awareness checkpoints as scheduled, Curriculum Presentation				
2) Continue to utilize the Student Advisory Team for student input and feedback.	Asst. Principal	Student feedback				
3) Implement FUN committee to increase faculty and staff morale	Asst. Principal	Incentives Celebrations				
4) Continue character development program for student reflection in CDC	Counselors	Student progress and reflection				
5) Student drug testing	Athletic Department	Student Drug test results				
6) Investigate free drug awareness programs	Nurse Counselors					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.

Performance Objective 1: CHS will establish college bound sessions for parents.












Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide ongoing mechanisms for family and community by establishing a series of "college bound" events for family participation.	Community/Parent Liaison, CHS Administration, and Counselors.	College Recruiters, Counselors				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.

Performance Objective 2: CHS will increase parent participation in student academic programs.






Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide for increased opportunities for parent input.	Community/parent Liaison, CHS Administration	Personal Graduation Plans				
2) Continue mentoring program	Elective/CTE, Curriculum Coach, CHS Administration	Mentor teachers				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.

Performance Objective 3: CHS will increase access to community resources through the Community/Parent Liaison














Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Accessible community Services - coordination of social services by parent/community liaison hired to provide adult education based on data from social service referrals, etc.	Parent/Community Liaison	Social Service Program				
2) CHS Staff and parent/community liaison will work to recognize Celina area businesses and get them more involved in supporting Celina High School.	Parent/Community Liaison C-Town Director	Investigate utilizing business of the month on the marquee. For example: Celina Independent Bank Supports CHS. Also look into advertising this program in the paper or on CHS Website.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.

Performance Objective 4: CHS will work to increase parental and community involvement at all campus events.






Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to have "Open House" in the fall	Administration, PTA Officers	PTA Membership	✓	✓	✓	
2) Utilize Parent Portal	Registrar, Attendance Clerk	Parent use	✓	✓	✓	
3) Grade level newsletter sent electronically each 6 weeks via list serv.	Counselors	Parent feedback	✓			
4) All staff will create and update websites	All Staff	Parent and Student feedback	✓			
5) Orientation Event	Administration	Participation number, Parent and Student Feedback	✓	✓	✓	
6) Push toward 100% campus/district membership support for PTA	Administration, PTA	Periodic checks on PTA enrollment	✓			
7) Provide opportunity for community to participate in community service projects.	Sponsors of Clubs and Organizations	Participation by community.	✓			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: CHS will increase parent and stakeholder involvement in the school and improve communication among all stakeholders.

Performance Objective 5: CHS will improve two-way communication among all stakeholders.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide a College Information Program	Counselors C-Town Director	Parent and Student Feedback	✓	✓	✓	
2) Provide a College Financial Aid Program	Counselors	Parent and Student Feedback	✓	✓	✓	
3) Expand public relation events with Community Members	Sponsor of Clubs and Organizations	Scheduling of Events	✓	✓	✓	
4) Conduct Veterans Day Program	Counselor, Asst. Principal	Scheduling of Events, Feedback, Attendance	✓	✓	✓	
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 1: Increase the number of teachers participating in Professional Development focused on school improvement goals.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program.	CHS Admin	Assessment of strengths and identification of areas of weakness through surveys, walkthroughs and PDAS data. Guest speakers, Region 10, Admin. Evaluate PDAS data to identify a growth measure from 8 teachers currently participating to 40 teachers participating over the next three years. (2010-2013)				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 2: Increase the number of teachers participating in extended day data Analysis and Lesson Planning sessions.












Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff opportunities to participate in extended day learning opportunities through staff development, professional learning meetings, and vertical, as well as horizontal meetings.	CHS Admin, Curriculum Coaches, Data Specialist.	Professional Learning Meetings, Staff Development, Team Meetings. Evaluate meeting sign in sheets for participations numbers. Current participation in year 2009-2010 was 0. Goal is set for 40 teachers participating over the next 3 years (2010-2013)				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 3: Increase the number of teachers who implement the professional practices reflected in data and goals and show student improvements as a result.






Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize rigorous, transparent, and equitable evaluation systems for teachers.	CHS Admin, Curriculum Coaches, Data Specialist.	PDAS, Walkthrough Forms. Increased performance and participation from 18 in 2010, to 40 participants in 2011-2013 (attendance logs)				
2) Identify teachers and other staff who in implementing this model have increased student achievement and high school graduation rates.	CHS Admin, Curriculum Coaches, Data Specialist	TAKS results, Benchmark Data, TEKS Check Data. Data from TAKS/STAAR.EOC, Benchmarks, Curriculum Checks, attendance at data meetings.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 4: CHS will hire the most qualified staff to fill all campus positions.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Seek, interview, and hire highly qualified staff to fill all positions at CHS.	Admin	Interview, reference, ongoing professional development & trainings, feedback, walkthroughs, and observations. PDAS appraisal, student feedback, community feedback.	✓	✓	✓	
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 5: CHS will improve job specific training for all employees.







Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage and support campus wide staff development/training for all teachers.	Dir. of Secondary Curriculum/Instruction, Admin	Observation/Professional Discussion & updates. Certificates and documentation on subject specific staff development.				
2) Departmental meeting held with all core subject teachers.	Admin	Discussion, Lesson Plans, Walkthrough/Observations, Meeting agendas. PDAS Appraisal, TAKS/STAAR/EOC results, student performance.				
3) Campus wide staff development conducted.	Admin	Discussion/involvement in training sessions. PDAS Appraisals TAKS/STAAR/EOC results, Walkthrough data.				
4) Provide campus mentors for all new employees.	Admin	All staff will be assigned mentors Guidelines for mentoring will be established. Mentoring evaluation will be conducted.				
5) Investigate new staff development regarding low performing sub groups.	Admin, District Director of Instruction	Find applicable training, and implementing staff development.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 4: CHS will recruit, develop, increase, and maintain highly qualified staff.

Performance Objective 6: CHS will increase staff retention.















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) FUN committee membership and events established.	Asst. Principal, FUN committee members	Feedback (informal), Participation. Survey (formal feedback)	✓	✓	✓	
2) Teacher of the Year/Support Staff of the Year Recognition Incentive.	Principal	Teacher feedback	✓		✓	
3) New Teacher Mentor Program	Asst. Principal, District Director of Instruction	Mentor and Mentee feedback, Meeting w/ teachers, Observations, Walkthroughs, New teacher meetings.	✓	✓	✓	
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: CHS will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations.

Performance Objective 1: CHS will improve fiscal performance of campus functions.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure all expenditures comply with regulatory guidelines.	Principal	All staff dealing with school district business will comply with district operating procedures. Train all staff associated with business practices on procedures outlines in business operating guide.				
2) Implement cost cutting measures	All staff	Paper cost and utilities				
3) Proper maintenance of physical facilities - staff and students	CHS Staff	Incorporate Student Advisory Team to raise awareness of physical plant. Staff monitoring facilities.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: CHS will increase educational opportunities and increase learning time for all students.

Performance Objective 1: CHS will increase the number of students attended extended day activities.















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide students in all content areas an opportunity to receive tutoring and enrichment beyond the school hours.	CHS Admin, Curriculum Coaches, Teachers	Increase participation, in extended day learning from 50 in current year to 100 in 2012-2013. Attendance from C-Town tutoring logs. Award incentives for attending C-Town.				
2) Provide core content teachers extended day collaborative meeting time to analyze data and plan for instruction.	CHS Admin, Curriculum Coaches, Data Specialist	Attendance logs, staff feedback.				
3) Provide extended learning time in study labs for students who do not have a full schedule.	CHS Admin Teachers	Attendance logs, Staff Feedback, and award incentives for attendance.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 6: CHS will increase educational opportunities and increase learning time for all students.

Performance Objective 2: CHS will monitor the number of students attending Core Intervention classes.















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish schedules and strategies that provide increased learning time increases graduation rates through credit recovery programs in core subject areas.	Counselors, CHS Admin.	Increase the number from 100 students in the current year to 250 in years 2012-2013				
2) Increase graduation rates through acceleration of basic skills in core subjects.	CHS Admin, Teachers, Counselors.	Increase the number from 45 students in the current year to 250 in years 2011-2013.				
3) Give the school sufficient operational flexibility to implement instructional focused calendar for personnel and students to meet the needs of targeted populations.	CHS Admin	Calendar for 2012-2013 school year, Calendar Committee Site Based member Input.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: CHS will increase educational opportunities and increase learning time for all students.

Performance Objective 3: CHS will continue to increase the use of technology for all students.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure that systems are in place to handle all new technology being implemented at CHS.	Instructional Technologist, Tech Dept.	Wireless capabilities are functional for all usages, outside consulting and tech dept. will evaluate wireless and server capabilities.				
2) Continue to allow students to bring their own personal mobile devices to school for instructional purposes.	Students, Student Advisory Group	Student bringing mobile devices with structures in place to ensure success.				
3) Revise/Update Tech policy to reflect additional new components.	Tech Dept. CHS Admin	Policy successes, evaluate policies to ensure that tech success is the number one priority.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 7: Celina High School will increase the leadership effectiveness on campus.

Performance Objective 1: CHS will increase the number of school leaders attending School Improvement Training.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) School leaders will attend school improvement trainings throughout 2012-2013.	Admin	Increase the attendance rate from 3 in the current year to 4 in 2012-2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 7: Celina High School will increase the leadership effectiveness on campus.

Performance Objective 2: CHS will increase the number of faculty meetings to develop and implement vision, purpose, and goals.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide opportunities in faculty meetings to discuss and develop the campus vision, purpose, and goals.	Admin, Curriculum Coaches	Increase the number of faculty meetings with this focus from 5 in the current year to 6 meetings per year in 2012-2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 7: Celina High School will increase the leadership effectiveness on campus.

Performance Objective 3: CHS will increase the number of job-embedded professional development opportunities to develop and implement vision, purpose, and goals.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide on-going high quality professional development for school leaders through SIRC.	Admin	Increase the number of job embedded staff development opportunities from 5 opportunities in 2011, to 36 in years 2012-2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 7: Celina High School will increase the leadership effectiveness on campus.

Performance Objective 4: CHS will increase the number of innovative schedules, courses, and strategies implemented to meet a common goal.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide district support for operational flexibility in staffing, scheduling, etc. as recommended by CIT/TTIPS.	CHS Admin, Counselors	Increase will show growth from 3 in 2011 to 4 in 2012-2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 7: Celina High School will increase the leadership effectiveness on campus.

Performance Objective 5: The number of students passing state accountability standards at the EXIT level, along with targeted subpopulations, will improve.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify and reward school leaders who, in implementing the model, have increase student achievement and high school graduation rates.	CHS Admin, Teachers	The number students passing will increase from 75% in current year, and 90% in 2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: Celina High School will increase the use of quality data to drive instruction.

Performance Objective 1: CHS will create a campus plan that documents goals based on data analysis, and specifies professional development, staff resources etc.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Improve campus plan to reflect strategies and goals based on data analysis and the TTIPS Grant.	Curriculum Coaches	An increase in effectiveness from 70% in the current year to 100% in years 2012-2013.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: Celina High School will increase the use of quality data to drive instruction.

Performance Objective 2: CHS will increase the number of teachers attending professional development in use of data to inform curriculum and instruction.












Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide meetings with coaches weekly for educators to discuss data and utilize the results to inform curriculum and instruction at the classroom, campus, and district level.	CHS Admin Curriculum Coaches	Increase the number of meetings from 8 in the current year to 40 each year in 2012-2013. Data from assessments, data provided by data director, and evaluation of data.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: Celina High School will increase the use of quality data to drive instruction.

Performance Objective 3: Increase the number of core subjects with curriculum aligned across grade levels and to state standards.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Consultant to provide research based training in the use of data to inform instruction.	All Teachers, Students, and Coaches.	Evaluation and participation in training programs. Lesson plans will continue to reflect 100% of content aligned with state standards.				
2) Coaches provide on going support throughout the year.	Curriculum Coaches	Evaluation and participation of teachers in meetings. Use of data reflected in lesson plans.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: Celina High School will increase the use of quality data to drive instruction.

Performance Objective 4: Increase the number of teachers using formative, interim, and summative tests to monitor student performance and inform instruction.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase the number of core teachers using benchmark data to 100% in years 2011-2013.	Admin, Curriculum Coaches, Data Specialist	Increase the number of teachers using benchmark data from 15 in the current year to 40 in years 2011-2013. 90 day plans.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: Celina High School will increase the use of quality data to drive instruction.

Performance Objective 5: Increase the number of students with Personal Graduation Plans that includes personal and academic goals grades, interventions, student progress, and career track, etc.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish a process for utilizing data that includes a variety of data sources including data from the electronic assessment program.	Counselors, Admin, Data Specialist	PGPs will increase from 70% in current year to 100% in 2011-2013. Aware reports, Naviance.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

State Compensatory

Budget for Celina High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Celina High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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2012-2013 Campus Improvement Committee

Committee Role	Name	Position	Signature
Classroom Teacher	Amariz Acosta	Spanish Teacher	
Classroom Teacher	Eric Brown	Science Teacher	
Classroom Teacher	Valerie Carey	Math Curriculum Coach	
Classroom Teacher	Sue Christopher	Math Teacher	
Classroom Teacher	Caroline Cockrell	Math Teacher	
Classroom Teacher	Corbi Dillard	English Curriculum Coach	
Classroom Teacher	Jill Evans	Business Teacher	
Classroom Teacher	Cindy Ewing	English Teacher	
Classroom Teacher	Jan Geller	Math Teacher	
Classroom Teacher	Mallory Guyton	Science Teacher	
Classroom Teacher	Sherry Huddleston	CTE Curriculum Coach	
Classroom Teacher	Terri Kennedy	Study Lab Instructor	
Classroom Teacher	Shannon Layman	Agriculture Teacher	
Classroom Teacher	Rebecca Layman	Study Lab Instructor	
Classroom Teacher	Colleen McColloch	Science Teacher	
Classroom Teacher	Chasidy Myers	CTE Teacher	
Classroom Teacher	Jo Lynn Ninemire	Business Teacher	
Classroom Teacher	Kim Tingle	Science Curriculum Coach	
Classroom Teacher	Debbie Zeman	English Teacher	
Community Representative	Julie Ford	Parent	
District-level Professional	Rick DeMasters	Assistant Superintendent	
Non-classroom Professional	Bill Hemby	Principal	
Non-classroom Professional	Linda Long	Librarian	
Non-classroom Professional	Kimberly McFadden	Counselor	
Non-classroom Professional	Tish Poncio	Instructional Technology	

Non-classroom Professional	Missy Tuinstra	Nurse	
Non-classroom Professional	Karen Walker	Assistant Principal	
Paraprofessional	Kelly Babb	Principal's Secretary	
Paraprofessional	Debbie Cross	PEIMS/Registra	
Paraprofessional	Kelly Sherwood	Instructional Aide	
Parent	Becky Stallcup	Parent	