Celina Independent School District

Celina Junior High

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Celina Junior High is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.

Vision

Paving the way for the future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

- Ethnic Distribution:

    ◦ African American 10 1.6%

    ◦ Hispanic 169 26.3%

    ◦ White 425 66.2%

    ◦ American Indian 7 1.1%

    ◦ Asian 5 0.8%

    ◦ Pacific Islander 1 0.2%

    ◦ Two or More Races 25 3.9%

Student Groups:

- Economically Disadvantaged 144 22.4%

- Non-Educationally Disadvantaged 498 77.6%

- Section 504 Students 114 17.8%

- English Learners (EL) 24 3.7%

- Students w/ Dyslexia 35 5.5%

- At-Risk 162 25.2%

- Total Mobile Students (Homeless) 33 5.1%

- Bilingual/ESL Education 24 3.7%

- Career & Technical Education 37 5.8%

- Gifted & Talented Education 52 8.1%

- Special Education 58 9.0%

Class Size Averages by Grade and Subject:

- Grade 6: 20.2

- Grade 7 & 8:

    - ELA 22.6

    - Foreign Languages 29.0

    - Mathematics 16.6

    - Science 20.7

    - Social Studies 20.7

Staff Data:

- Number of staff 59

- Number of Students per Teacher 15.1

- Teachers by Years of Experience:

    - Average Years Experience of Teachers: 11.9

    - Average Years Experience of Teachers w/District: 6.3

Beginning Teachers 0.1 0.3%

1-5 Years Experience 5.9 13.9%

6-10 Years Experience 18.8 44.3%

11-20 Years Experience 12.6 29.6%

Over 20 Years Experience 5.1 12.0%

- Experience of Campus Leadership:

    - Average Years Experience of Principals 5.0

- Average Years Experience of Principals with District 3.0

- Average Years Experience of Assistant Principals 6.5

- Average Years Experience of Assistant Principals with District 6.5

-

Parent/Guardian/Community:

Describe the community and residents, including parents. Details might include major professions, age and status of community (growing, declining), languages are spoken, etc.

- Celina is a working-class community with the majority of the residents working outside of Celina.

- Rapidly growing community

- The languages spoken are predominantly English and Spanish.

- The total student population increased from 626 to 642

- Hispanic student population increased from 24.9% (156) to 26.3% (169)

- The economically disadvantaged student population increased from 21.6% (135) to 22.4% (144)

Demographics Strengths

Describe the school:

6th-grade campus next door to 7th and 8th-grade campus. One principal at the 6th-grade center and one principal and one assistant principal at the 7/8 campus. Shared counselor, nurse, and 504 coordinators between the two campuses. One life skills class shared by both campuses (located on the 7/8 campus).

Strengths of campus:

- Foster an inclusive campus culture

- Student growth centered

- Encourage and welcome all stake-holders

- Majority of the teachers have more than 5 years of teaching experience

- At-risk student population decreased from 28.6% to 25.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As student population increases there will be a need to add a counselor and a nurse on the sixth-grade campus to meet the needs of both campuses **Root Cause:** Staff needs to meet the needs of student growth and SEL issues.

Problem Statement 2 (Prioritized): Current TAPR data indicates the need to improve ESL student growth. **Root Cause:** Staff addressing individual needs of ESL students.

Problem Statement 3 (Prioritized): Increase parent involvement of parents in campus activities and programs. **Root Cause:** As students transition into secondary grades, parental involvement decreases.

Student Learning

Student Learning Summary

STAAR results disaggregated by Race:

8th grade: At or above grade level 2018-2019

White: 91% -92%   Hispanic: 70%-65%   2 or more races 33% to 88%

Disaggregated Student Data Summary Reading

	Hispanic	**SpEd**	**Eco Disadvantage**	**White**	**ESL**
6th Grade	Approaches- -7% Meets- -14% Masters- -11%	Approaches-+1 Meets- +3 Masters- -1	Approaches- -5 Meets- +2 Masters- +3	Approaches +0 Meets- +2 Masters- -9	Approaches - -1% Meets - -15% Masters- -1%
7th Grade	Approaches - +1% Meets - +9% Masters - +10%	Approaches - +14 Meets - +6 Masters - +9	Does not Meet - Approaches - +5 % Meets - + 15% Masters - +10%	Does not Meet - Approaches - +3% Meets - +10% Masters - +9 %	Approaches - +13% Meets - +34% Masters - -7%
7th Grade (Writing)	Approaches - +7% Meets - +14% Masters - +17%	Approaches - +3% Meets - + 15% Masters - +17%	Approaches -+11 % Meets - +17 % Masters - +15 %	Approaches - +4% Meets - +5% Masters - +23%	Approaches - +21% Meets - +28% Masters - 12%
8th Grade	Approaches - +8% Meets - +12% Masters - +8%	Approaches - +7% Meets - -11% Masters - -6%	Approaches - +4 Meets - +12 Masters - +4	Approaches - +3 Meets - +4 Masters- +16	Approaches -+22 Meets - -3% Masters- ±0

Disaggregated Student Data Summary Math

	Hispanic	SpEd	Eco Disadvantage	White	ESL
6th Grade	Approaches- +3 Meets- -25 Masters- +5	Approaches- +17 Meets- +4 Masters- -1	Approaches- +4 Meets- -9 Masters- +2	Approaches- -3 Meets- -2 Masters- -8	Approaches - +2 Meets - -17 Masters-+3
7th Grade	Approaches- +6 Meets - +4 Masters - +3	Approaches +32 Meet - +12 Masters - +10	Approaches - +8 Meets - +9 Masters - +18	Approaches - +5 Meets - +15 Masters - +16	Approaches - +16 Meets - +14 Masters - +12
8th Grade	Approaches - +12 Meets - +22 Masters - -7	Approaches +27 Meets - Same Masters - -11	Approaches - +12 Meets -+22 Masters - -2	Approaches -Same Meets - +11 Masters- +2	Approaches +40 Meets - +30 Masters- +10
Algebra	Approaches 100% Meets 100% Masters 89%	Approaches NA Meets NA Masters NA	Approaches 100% Meets 100% Masters 100%	Approaches ±0% Meets -5% Masters -8%	Approaches N/A Meets N/A Masters N/A

Disaggregated Student Data Summary Science and Social Studies

	Hispanic	SpEd	Eco Disadvantage	White	ESL
8th Science	Approaches- +19 Meets- +18 Masters- +11	Approaches- +24 Meets- +4 Masters- -6	Approaches- +8 Meets- -12 Masters- +3	Approaches- +4 Meets- +7 Masters-+7	Approaches - +37 Meets - +8 Masters--10
8th Social Studies	Approaches+14 Meets -7 Masters -2	Approaches -23 Meet -11 Masters- Same	Approaches +8 Meets - -12 Masters +3	Approaches -6 Meets -7 Masters +1	Approaches - +5 Meets +6 Masters - 20

Student Learning Strengths

Strengths of campus:

- PLC

- CTT

- LLI

- RTI

- ARI/AMI

- Stevenson's Language & Phonics Program

- 8th Grade has a separate English and Reading class

This school year added LLI learning program for students that need an intervention that will assist in addressing an individual's educational gaps.

During the ACE period, we are having RTI tutorials as needed for student growth and closing the gaps.

Students in need of intervention are given support, interventions, accommodations, and inclusion to bridge the gap. If students did not meet the approaches grade level on STAAR, they are placed in an intervention class for the entire year. If they do not show progress in MAP testing, they are placed in RTI if they are not already in an intervention class.
Special ED students and the General Education Teachers are consulted, regularly, by Special Ed staff regarding student performance and curricular decisions. In addition, teachers have access to the necessary professional development.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Provide intervention staff for 6th grade to provide support with closing the gap between 6th and 7th grade growth. **Root Cause:** The 6th grade students have a trend of losing growth on the STAAR accountability data.

Problem Statement 2 (Prioritized): ACE Period is utilized for multiple purposes and may be losing its effectiveness of our PBIS program. **Root Cause:** Working to meet the needs of ALL students is over using the allotted time given in the daily schedule for ACE period.

School Processes & Programs

School Processes & Programs Summary

- Staff PD is planned over the summer and teachers are also surveyed to determine any potential PD needs of staff. It helps communicate pertinent information to staff members that help the campus be successful. PLC/Tech Tuesday is a collaborative time that we also utilize to have PD and share what is learned among peers.

- PLC/CTT leadership groups participate in decision-making

  - Leadership teams discuss potential PD in monthly meetings and plan calendar.

  - Staff is surveyed to determine needs that are discussed during PLC/CTT meetings. CTT meetings host RtI discussions on a weekly basis to determine how to best help students in need of extra support. During PLC meetings we collaboratively plan lessons, analyze data, discuss the vertical alignment of instruction, and share best teaching practices.

Programs and Opportunities for Students:

  - Our school offers several outlets for students within our fine arts programs such as band, choir, theatre, and art. There are also the math pathways available to pursue. GT students are served through math/ELAR. The electives offered for HS credit allow our 8th graders to leave CJH with up to 5 credits such as Art, STEM, Spanish, Theatre, Algebra I. There will be additional CTE courses for the 20-21 school year. Intervention courses are also available for math/reading to work with students who need additional support. The Study Lab is also a valuable resource for small group and oral administration of assessments and providing extra support to the individual and small group students as needed.

School Processes & Programs Strengths

Campus Strengths

- Schedule that accommodates PLC/CTT for Teachers to collaborate on all levels.

- PBIS program is a huge strength in holding students to campus expectations and lessening the need for corrective action in student behavior

- Access to technology for teachers and students

- Supportive staff and administration

- Intervention programs integrated into the master schedule - flexibility to move kids based on data and needs

- Extra classes have been and are being added each year to reach each student where they are and help move them to the next level

- Our master schedule allows core teachers to have 2 periods that split between PLC/CTT and conference. This allows teachers to collaborate daily while still having a daily conference to attend to planning needs, etc.

- JH utilizes PBIS and a behavior flow chart to make sure we are being consistent and uniform with our classroom management procedures across the campus.

- 6th grade uses the Bobcat Economy as an incentive and rewards program

- ISS/DAEP is assigned based on the student code of conduct

- Meet with students individually to discuss their MAPs scores, set goals, and review growth. Conversations are held daily with students regarding class expectations.

- Admin expects teachers to create common assessments within their grade level/subject area to administer to students. This allows for data discussions to be on par and help teachers determine where students are across the board.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ACE Period is utilized for multiple purposes and may be losing its effectiveness of our PBIS program. **Root Cause:** Working to meet the needs of ALL students is over using the allotted time given in the daily schedule for ACE period.

Problem Statement 2 (Prioritized): Provide intervention staff for 6th grade to provide support with closing the gap between 6th and 7th grade growth. **Root Cause:** The 6th grade students have a trend of losing growth on the STAAR accountability data.

Problem Statement 3 (Prioritized): Increase parent involvement of parents in campus activities and programs. **Root Cause:** As students transition into secondary grades, parental involvement decreases.

Perceptions

Perceptions Summary

- With the use of our CTT meetings, students have shown positive growth in the behavior contract process. Of the 8 students with contracts, 3 are no longer under formal monitoring and the other 5 are still on a monitor list but were successful.

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

    - PBIS

    - ACE Rewards

    - 9 Weeks/Semester Rewards

    - Behavior Contracts

    - BIPs.

    - PLC, CTT are used for input, all staff included by committees and through surveys

The campus engages with local businesses and parents in education through the following methods

- Principals 100 trips to various businesses with tours
- Parents invited to pep rallies
- Weekly newsletter
- Describe public support for the school
- Parents have many opportunities to get involved and support school activities. Such as CARE, Band Booster, Bobcat Moms, QB Club, School Programs, Discover DC, FCA, Language Clubs, Local Churches, different types of drives such as toy drive, and food drives.

Perceptions Strengths

Strengths of campus: technology, interdependence among staff, student engagement

Staff, students, and parents feel that CJH provides a safe and supportive environment for ALL students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase parent involvement of parents in campus activities and programs. **Root Cause:** As students transition into secondary grades,

parental involvement decreases.

Priority Problem Statements

Problem Statement 1: As student population increases there will be a need to add a counselor and a nurse on the sixth-grade campus to meet the needs of both campuses
Root Cause 1: Staff needs to meet the needs of student growth and SEL issues.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Current TAPR data indicates the need to improve ESL student growth.
Root Cause 2: Staff addressing individual needs of ESL students.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Increase parent involvement of parents in campus activities and programs.
Root Cause 3: As students transition into secondary grades, parental involvement decreases.
Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Provide intervention staff for 6th grade to provide support with closing the gap between 6th and 7th grade growth.
Root Cause 4: The 6th grade students have a trend of losing growth on the STAAR accountability data.
Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: ACE Period is utilized for multiple purposes and may be losing its effectiveness of our PBIS program.
Root Cause 5: Working to meet the needs of ALL students is over using the allotted time given in the daily schedule for ACE period.
Problem Statement 5 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Celina Middle School will maintain a safe, civil, and collaborative culture for all stakeholders.

Performance Objective 1: Provide opportunities for involvement of all stakeholders.

Evaluation Data Sources:
% of community satisfied with opportunities based on survey
# of programs offered to ensure and increase per year at each campus
# of communicated volunteer opportunities
# of participants at family events

Strategy 1 Details				Reviews			
Strategy 1: Clearly communicate with parents through multiple means (website, weekly email, teacher emails, phone calls, social media, in-person meetings).				**Formative**			**Summative**
				Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Partnerships with parents to improve student learning							
Staff Responsible for Monitoring: Campus administrators and teachers							
TEA Priorities: Improve low-performing schools							
Strategy 2 Details				**Reviews**			
Strategy 2: Collaborate with the Chamber of Commerce and local business professionals to organize a career day.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students learn about career possibilities that impact their instructional focus. Greater connection between school and community.				**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: CTE teachers, Counselors							
TEA Priorities: Connect high school to career and college							
Strategy 3 Details				**Reviews**			
Strategy 3: Collaborate with community partners.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater connection between school and community.				**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselors							
ESF Levers: Lever 3: Positive School Culture							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 1: Celina Middle School will maintain a safe, civil, and collaborative culture for all stakeholders.

Performance Objective 2: The school functions as a Professional Learning Community, promoting collaboration and continuous improvement for all teachers and students.

Evaluation Data Sources: Master Schedule
Meeting Agendas
Professional Development Opportunities
Student Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Daily collaboration in Collaborative Teacher Teams (CTT) and Professional Learning Communities (PLC) focused on student achievement and research-based practices	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners				
Staff Responsible for Monitoring: Administrators, Department Heads, CTT Leaders				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Pilot the Texas Lesson Study within the math PLC, utilizing support from Region 10.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners				
Staff Responsible for Monitoring: Principal				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Celina Middle School will maintain a safe, civil, and collaborative culture for all stakeholders.

Performance Objective 3: Promote positive student behavior and character development

    Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Promote character development through Social Emotional Learning (SEL) lessons, monthly character traits, positive rewards, and guidance lessons.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved student behavior throughout the year, less discipline referrals, improved student learning
     Staff Responsible for Monitoring: Counselors, Administrators
     ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Identify and build upon teacher and student strengths.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Collective efficacy among teachers, better understanding of student learning styles, more effective interventions **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Utilize a House System along with Positive Behavior Intervention and Supports (PBIS) to promote positive behavior, academic excellence, and mentorship for students.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**

Strategy's Expected Result/Impact: decreased discipline referrals
 increased student learning
 positive school culture
     Staff Responsible for Monitoring: Principal
     ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Celina Middle School will maintain a safe, civil, and collaborative culture for all stakeholders.

Performance Objective 4: Provide a safe environment for all students and staff.

Evaluation Data Sources: Safety protocols
Documentation of safety drills

Strategy 1 Details	Reviews			
Strategy 1: Train all staff on the safety protocols from the I Love You Guys Foundation and practice these protocols during monthly and quarterly drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety for staff and students	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Celina Middle School teachers will provide effective teaching in every classroom.

Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

Strategy 1 Details	Reviews			
Strategy 1: Provide English Language Learner training and support for staff throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build teacher capacity to meet diverse student needs.	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal ESL coordinator				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: AVID team will provide professional development monthly through PLC meetings and/or newsletters to help teachers incorporate AVID strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, Reading) in all core classes.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement greater alignment throughout the school common vocabulary				
Staff Responsible for Monitoring: Administrators, AVID coordinator				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Technology Specialist will meet with teachers twice a month in PLC meetings to help teachers utilize technology purposefully in the classroom.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student engagement Greater differentiation for students increased student learning				
Staff Responsible for Monitoring: Administrators, Instructional Technology Specialist				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Celina Middle School teachers will provide effective teaching in every classroom.

Performance Objective 2: Systems are aligned to promote effective communication and collaboration which leads to highly effective teaching practices.

Evaluation Data Sources: systemic framework
meeting agendas
lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Utilize a student data system to share necessary student data across grade-levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater collaboration Effective Student Intervention Improved Student Achievement	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze data in PLC and CTT meetings and will utilize a Multi-Tiered System of Supports (MTSS) to provide appropriate Tier 1, 2, and 3 instruction for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted intervention to meet student needs Improved Student Achievement	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will have access to resources and procedures to provide appropriate behavioral and academic supports to students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: focused intervention increased teacher self-efficacy	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: administrators				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Celina Middle School will provide a guaranteed and viable curriculum for all students.

Performance Objective 1: Teachers teach and assess the same essential standards with the same level of depth and complexity.

Evaluation Data Sources: PLC Agendas
Student Data

Strategy 1 Details			Reviews			
Strategy 1: Teachers use the 4 questions of PLC, along with the Understanding by Design process, to collaboratively plan highly effective units and lessons.			**Formative**			**Summative**
			Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: aligned curriculum improved teaching practices greater collective efficacy **Staff Responsible for Monitoring:** administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction						
Strategy 2 Details			Reviews			
Strategy 2: Administrators will utilize the continuous improvement model to monitor and adjust instructional practices in each core content area.			**Formative**			**Summative**
			Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater student achievement **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Celina Middle School will provide a guaranteed and viable curriculum for all students.

Performance Objective 2: Increase student attendance rate

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor and encourage student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Average Daily Attendance (ADA)	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Addendums