

Celina Independent School District
District Improvement Plan
2016-2017

Accountability Rating: Met Standard

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.

Motto

Paving the way for the future.

Distinctions Earned

Celina High School:

Postsecondary Readiness

Celina Junior High:

English Language Arts and Reading

Mathematics

Top 25% Student Progress

Postsecondary Readiness

Celina Middle School:

Science

Mathematics

Top 25% Student Progress

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina ISD currently has an enrollment of 2410 (9/9/2016) students which is an increase of 86 students (2324 as of 9/1/2015). 7.1 % of the population is served in special education, 5.0% served in gifted education, 6.1% identified as LEP, and 29% as Title I. Special education population has decreased over the past three years while the ELL 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

A high percentage of Hispanic students are identified as special education. Steady enrollment increases and continued population growth in the area.

Student Achievement

Student Achievement Summary

CISD and all campuses achieved the "Met Standard" ranking for the 2015-2016 TEA Accountability. CISD scored 92% on System Safeguards. On the 4 Indicators for the System Safeguards, CISD scored 87% on Performance Rates, 100% on Participation Rates, 100% on Graduation Rates, and 100% on Met Federal Limits on Alternative Assessments. CHS received a "Met Standard " ranking and received one Distinction Designation, and scored 97% in System Safeguards. CJH received a "Met Standard" ranking and received four Distinction Designations, and scored 97% on System Safeguards. CMS received a "Met Standard" ranking and received three Distinction Designations, and scored 92% on System Safeguards. CIS received a "Met Standard" ranking and scored 89% on System Safeguards. CES is paired with CIS.

Student Achievement Strengths

All indices 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. In TELPAS reading indicator the district improved from a level 3 to a level 0.

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 accomodated STAAR/EOC test. District-wide focus on social studies instruction and alignment. System safeguards: Hispanic Social Studies (59), Special Education Reading (43), and English Language Learners Reading (57).

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. Focus on positive behavior training at PK-8 grade campuses.

District Culture and Climate Needs

Investigation into discipline alternatives to ISS and continued implementation 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 fifth 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 and TXEIS discipline referral system.

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. Address rigor of local assessments.

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 published, 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 link 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. CISD has comprehensive fine art offerings.

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. Continued focus on sound instructional strategies for Tier I instruction.

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 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. 1:1 initiative at grades 7-12.

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

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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 ensure all students demonstrate academic growth as measured by local, state, and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integration of TEKS-based curriculum and technology rich environments.

Performance Objective 1: The district will improve student academic growth and performance through dynamic and innovative instruction which leads to 100% of all student groups meeting Level II passing standard on all STAAR/EOC tests and increasing the percent of students at Level III to 35% for all tested areas.

- Summative Evaluation:**
- 1) Improved student performance on local and state assessments throughout the school year.
 - 2) Increased number of students from all student groups taking advanced classes and scoring high on national assessments.
 - 3) Increased average ACT/SAT.
 - 4) Increase number of Advanced Placement and National Merit Scholars.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Monitor and update coordinated curriculum that aligns with state standards and provides a conceptually bundled scope/sequence, TEKS interpretation/guidance, unit checks/curriculum checks, and provides support for instructional staff.		District Instructional Directors Principals	Lesson plans, appraisal documentation, and curriculum checks utilizing item bank from TEKS Resource System and scanned through AWARE for data analysis. Student unit checks/curriculum checks performance aligns to report card grades and to student performance on local, state, and national assessments.				
2) Provide all core teachers 1/2 day planning time each nine weeks to review student performance data from unit assessments, curriculum checks, and previous STAAR/EOC, review Instructional Focus Documents, Year at a Glance, and Scope and Sequence.		District Instructional Directors Principal	Agenda, 9-weeks/unit assessments, 9-week planning document, sign-in sheets, planning minutes Teacher lesson plans demonstrating use of new or more effective classroom strategies, walkthrough documentation, and teacher evaluation documentation. Increased use of TEKS-RS system as identified by TEKS-RS analytics.				

3) Provide staff development for reading and writing instruction in accordance with the district writing plan to ensure high expectations for student performance.		District Instructional Directors	Staff development sign-in sheets or certificates. Agenda from PD events. Lesson plans, campus walk-through data illustrating consistent implementation of plan, formal observation data. Increase in academic performance of students on local, state, and federal assessments.				
Funding Sources: 211-Title I, 255--Title II, 263--Title III							
4) Utilize programs that focus on career interests for secondary students to help guide implementation of current and future CTE/STEM courses which lead to industry certifications and TEA required endorsements..		District Instructional Directors CTE Coordinator Principal	Master schedule of course offerings. Increased student participation/enrollment in student career choice inventory, parent communication of student career inventory, compilation of student career choice inventory data. Increased student participation across all student groups in CTE/STEM courses. Sustained continuous strand of CTE courses. Introduction of new CTE courses and/or strands. Increased performance in STEM related subject assessments.				
Funding Sources: 244--CTE							
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> 5) Provide intervention programs that support academic growth for all students (RTI, study lab (CJH)), small group instruction, tutoring, in-class tier 1 and 2 instructional strategies, ELL/SIOP strategies, bilingual class (elementary), ESL classes/in-class support (CMS/CJH), CTown).	1	District Instructional Directors Principals	Campus AMI and ARI class rosters. Campus ESL Rosters. ESL performance and level monitoring doc. Rosters and usage reports from CTown.				
Funding Sources: 211-Title I, 255--Title II, 263--Title III							
6) Expand training for regular classroom teachers in strategies to serve the accelerated/GT population and encourage all CISD teachers to become GT/ESL certified		District Instructional Directors Principals	Certificates and sign in sheets from training. Increased rigor in class as evidenced through walkthrough documentation and teacher observations.				
7) Track Level III performance data of all students using AWARE, and intervene for students that are close to achieving Level III performance on STAAR/EOC.		District Instructional Directors Principals	Greater number of students achieving Level III on STAAR from year to year.				

8) Teachers will model the use of academic vocabulary and increase the depth and complexity of instruction.		District Instructional Directors Principals	Teacher lesson plans, campus walk-through data, student performance on local, state and national assessments.				
9) Increase support for teachers with classroom technology integration through training from technology integration specialists and outside specialized training opportunities.		Assist. Supt. of Instruction and Tech. Director of Technology District Instructional Directors	Classroom technology integration as indicated on teacher lesson plans and administration walk-throughs, Teacher survey at end of year on technology integration/implementation/support. Instructional Technology Specialists's log of on site trainings/support.				
10) Increase number of mobile devices available for student and instructional use at the elementary campuses. Continue implementation of 1:1 at junior high and high school.		Assist. Supt of Instruction and Technology. Director of Technology	Seek grant funds to allow for purchase of devices, increase in number of devices available for student use.				

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

Goal 1: Celina ISD will ensure all students demonstrate academic growth as measured by local, state, and national standards by providing engaging, research-based instruction that meets the diverse needs of our students through the integration of TEKS-based curriculum and technology rich environments.

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) Increased number of At-Risk students enrolled in CTE courses.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) District and campus administrators will monitor number of Hispanic students in the special education program.</p>		District Instructional Directors Principals	Decrease in hispanic population served by the special education program.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>2) All campuses will utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.</p>		District Instructional Directors Principals	Student performance on local and state assessments, program evaluations. Improved student growth for indicator two for STAAR/EOC.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>3) Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.</p>		District Instructional Directors Principals	Increased number of administrators and teachers trained in ELPS and effective teaching strategies. Increased number of ELL/dual language teacher trained in effective reading and writing strategies. Increased academic performance of students.				
Funding Sources: 211-Title I, 263--Title III							
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.</p>		District Instructional Directors Principals	Teacher lesson plans, walkthrough data, teacher observation/evaluation. Improved performance on local, state and national assessments including STAAR/EOC and TELPAS.				
Funding Sources: 211-Title I, 255--Title II, 263--Title III							
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Continue to implement additional bilingual classrooms as student population increases and ensure the fidelity of the Dual Language Program.</p>		District Instructional Directors Elementary Principal	Bilingual program implementation, student enrollment in bilingual program, improved student academic performance on Tejas Lee and TELPAS.				
Funding Sources: 263--Title III - \$0.00							






6) Engage At-Risk students in CTE/STEM courses. Ensure that At-Risk students are presented with a variety of CTE course options.		District Instructional Directors Counselors	Increased student participation in CTE courses, explore opportunities to increase the number of CTE courses offered.				
7) Increase student engagement in extra-curricular activity at the secondary level for all students, with particular emphasis on our at-risk population.		Principals Counselors	Increased performance in classes and on local, state and national assessments. Student participation in mentoring program at all campuses.				

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	Title I	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.		District Instructional Directors Principals	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.		Superintendent Celina ISD Chief of Police	District crisis management plan updated and shared with all staff in the district				
3) Continue annual training/instruction on district crisis and emergency plans.		Superintendent Celina ISD Chief of Police	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.		Superintendent Celina ISD Chief of Police Asst Supt. of Maintenance and Operations	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		Superintendent Assist. Superintendents Principals	Decrease in exclusionary placements.				
6) Campus administration will attend staff development on discipline and PEIMS coding for discipline.		Assist. Sup. of Admin. Serv. Principals	Decrease in errors in coding on PEIMS and student placement				
7) Distribute and consistently enforce the district student code of conduct and handbook policies in order to reduce the number of exclusionary placements for all student groups.		Campus Administration Teachers	Student record of receipt of SCOC. Student disciplinary record.				






8) Reward and recognize students demonstrating excellence in character (Student of the month, Superintendent's award, annual awards).	Campus administration and counselors	Record of students recognized.				
 = 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.
 3) Decrease number of bullying referrals/reports.


Strategy Description	Title I	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.		District Instructional Directors Counselors	Counselor meeting minutes to discuss character trait of the month, decision on development of consistent district-wide character trait of the month.				
2) Continue to offer incentives for rewarding perfect attendance of staff and students.		District Business office Campus Principals PEIMS/attendance coordinators	Increase in attendance of staff and students Receipt of gifts given (gift cards - MS, JH and HS, bikes - ES, IS)				
3) District employees are required to complete bully prevention training at the beginning of each year.		District Instructional Directors Principals	Faculty agenda, sign-in sheet, minutes Forms in Eduphoria to track bullying statements, staff will understand definition of bullying and will be more aware of and will report incidents.				
4) Provide quality character education experiences that address bullying, including cyber-bullying, positive character development and peer interactions.		District Instructional Directors Counselors	Campus student and teacher surveys Annual community surveys Counselor character development lesson plans and logs of presentation				
5) Provide training and mentors for new teachers.		District Instructional Directors Campus Administration	Record of meetings. Increased retention of new year teachers with emphasis on teachers with 1-3 years experience.				
Funding Sources: 255--Title II							

6) Train and support staff in areas of customer service and district vision and mission.	Superintendent. District Instructional Directors Campus Administration	Record of meetings Agenda Sign-in sheets Minutes.				
	Funding Sources: 255--Title II					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Celina ISD will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at campus and district levels.

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


- Summative Evaluation:** 1) Increase participation of parents in academic school related activities.
 2) Student growth academically and socially through various resources at CTown.
 3) Increased bilingual parent communication/participation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Involve District Parent/Community Liaisons in outreach to increase parental participation and involvement in a variety of community outreach events and committees such as PTA, Donuts with Dads, Muffins with Moms, Pep-rallies, Family Involvement night, Award Assemblies, Principal/counselor coffee and tea, etc.		Superintendent Campus administration District Parent/Community Liaisons	Increase community satisfaction with District communication with parents and community. Increase in family and community engagement in school functions and student academics. Parent surveys				
2) District will host periodic parent meetings on a variety of topics to inform, promote and encourage parent participation.		Superintendent District Parent/Community Liaison	Increase in participation and communication of for parents of all student groups with emphasis on our bilingual parents as evidenced by sign-in sheets, parent surveys.				
3) The district will include diverse groups of parents and faculty in decision-making through various committees (District and Campus Improvement Plans, SHAC, Calendar, Strategic Planning Committee...).		Superintendent Assist. Superintendents Principals	Agendas, sign-in sheets, and communication regarding committees.				
							

Goal 3: Celina ISD will provide a customer friendly atmosphere and facilitate parental involvement in order to increase community and family engagement at campus and district levels.

Performance Objective 2: The district will ensure all communication is clear and consistent and includes all stakeholders of the district.

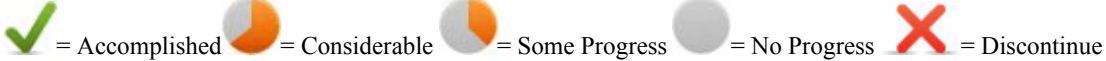
Summative Evaluation: 1) Parent feedback from campus and district communication sources.
 2) Higher number of 'hits' to website. Parents using the site as a means to gather information.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to utilize campus and counselor communication tools to relay information to parents/guardians. Campuses will communicate important information through phone messenger, flyers, letters sent home, email, social media, and/or the campus website.		District Administration Campus Administration	Increased parent communication as indicated on campus parent involvement surveys. Campus newsletters distributed. Campus and District Communication logs.				
2) Increase use of district and campus websites as well as make needed improvements to each. Update website to become more user-friendly and improved features.		District Communications Director Director of Technology	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 contribute district and campus news articles to the local media for publication.		Superintendent District Communication Director	Copies of articles published.				
4) Implement use of communication specialists.		Supt. Parent/Community Liaisons	Clear, concise, and consistent flow of district level communication				
5) District-wide use of Remind at campus level.		Principals, counselors and teachers	Increased parent communication at campus level				
							

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

Performance Objective 1: The district will hire highly 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) Increase the number of new faculty to Celina ISD.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recruit high-quality staff members through use of Teacher Job Network.		Assist. Supt. of Admin. Services	All teachers hire are certified and highly qualified.				
2) Increase the number of student teachers at both the elementary and secondary campuses. Partner with local universities to recruit highly effective and qualified teachers.		Assist Supt. of Admin. Services	Increase in number of student teachers from previous year. Documentation of contacts with local universities.				
3) Continue New Teacher Academy for teachers new to the profession.		Assist Supt. of Technology and Instruction District Instructional Director	New Teacher Academy meetings held, sign in sheets. Increased level of instruction and effectiveness on campus as evaluated by principals				
4) Monitor surrounding districts pay and benefits. Maintain competitive salary and benefit structure. Establish a committee to make recommendations on staff retention.		Superintendent Assist Supt. of Admin. Services	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.		Assist. Supt. of Technology and Instruction District Instructional Directors	Program established for all new staff to the district, effectiveness of program measured by meeting with new staff at conclusion of the staff development.				
Funding Sources: 211-Title I, 255--Title II							
6) District staff will serve on campus and district committees and in leadership opportunities.		Superintendent Assist. Superintendent	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) Improved and effective teaching methods used throughout the district.
 2) Principal's evaluation of staff knowledge and staff input.
 3) Instructional Coaches and Team Leaders become effective leaders within each campus.
 4) Teachers will feel supported and trained.

Strategy Description	Title I	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 Directors	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) Define and adjust roles of Instructional Coaches and Team Leaders. Define these roles according to campus needs. Provide training as needed.		District Instructional Directors 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) Align professional development to provide engaging training for teachers that is focused on meeting district and campus goals.		District Instructional Directors Principals	Training that reflects campus and district needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback				
Funding Sources: 255--Title II							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Provide intervention programs that support academic growth for all students (RTI, study lab (CJH)), small group instruction, tutoring, in-class tier 1 and 2 instructional strategies, ELL/SIOP strategies, bilingual class (elementary), ESL classes/in-class support (CMS/CJH), CTown).
1	2	1	District and campus administrators will monitor number of Hispanic students in the special education program.
1	2	2	All campuses will utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.
1	2	3	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.
1	2	4	Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.
1	2	5	Continue to implement additional bilingual classrooms as student population increases and ensure the fidelity of the Dual Language Program.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Provide intervention programs that support academic growth for all students (RTI, study lab (CJH)), small group instruction, tutoring, in-class tier 1 and 2 instructional strategies, ELL/SIOP strategies, bilingual class (elementary), ESL classes/in-class support (CMS/CJH), CTown).
1	2	1	District and campus administrators will monitor number of Hispanic students in the special education program.
1	2	2	All campuses will utilize intervention programs to ensure student growth and greater understanding of the appropriate grade level curriculum.
1	2	3	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.
1	2	4	Continued implementation of the district writing and reading plan with emphasis on monitoring of ELL, Hispanic, and Special Education students.
1	2	5	Continue to implement additional bilingual classrooms as student population increases and ensure the fidelity of the Dual Language Program.

2016-2017 District Improvement & Planning Committee

Committee Role	Name	Position
Ad-Hoc Member	Stacy Ceci	
Ad-Hoc Member	Marilyn Chamberlin	
Ad-Hoc Member	Debbie Cross	
Ad-Hoc Member	Bill Hemby	
Ad-Hoc Member	Starla Martin	
Ad-Hoc Member	John Mathews	
Ad-Hoc Member	Sara McCarter	
Ad-Hoc Member	Russell McDaniel	
Ad-Hoc Member	Jill Roza	
Ad-Hoc Member	Lori Sitzes	
Ad-Hoc Member	Olivia Vest	
Ad-Hoc Member	Starlynn Wells	
Ad-Hoc Member	David Wilson	
Business Representative	Lori Vaden	
Classroom Teacher	Emily AndreJack	
Classroom Teacher	Chelsea Ashworth	
Classroom Teacher	Melessa Barbknecht	
Classroom Teacher	Kimberly Brinkerhoff	
Classroom Teacher	April Covington	
Classroom Teacher	Carol Hasen	
Classroom Teacher	Tami Hoover	
Classroom Teacher	Dollye Plagge	
Classroom Teacher	Tammi Renfro	
Classroom Teacher	Jennafer Smullin	
Classroom Teacher	Vernique Stansberry	

Community Representative	Cleve Rasor	
District Personnel	Rick DeMasters	
Non-classroom Professional	Kelly Babb	
Non-classroom Professional	Tammy Bailey	
Non-classroom Professional	Marcy Lykins	
Non-classroom Professional	Melanie Starr	
Non-classroom Professional	Lauri Welch	
Parent	Chad Anderson	
Parent	Kristi McCormick	
Parent	Jill McDonald	

District Funding Summary

255--Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	2	4			\$0.00
2	2	5	Title II, Part A: Improving Teacher Quality	255	\$0.00
2	2	6	Title II, Part A: Improving Teacher Quality		\$0.00
4	1	5			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
4	1	5			\$0.00
Sub-Total					\$0.00
244--CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
263--Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00

1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00