

Celina Independent School District
Celina Primary School
2021-2022 Goals/Performance Objectives/Strategies

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Goals

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 1: Celina Primary School will provide a variety of opportunities for the involvement of all families in 2021-22. Parent participation and involvement in school programs and events will increase from 2019-2020 by 5% by May 26, 2022.

Evaluation Data Sources: # of school event offerings
in attendance at school events
of volunteers
of Watch D.O.G.S.

Strategy 1 Details	Reviews			
Strategy 1: Plan and execute a minimum of three school-wide events and three parent trainings by May 26, 2022. Strategy's Expected Result/Impact: -Increased attendance and involvement in school sponsored events -Community engagement and participation -Increase parent participation in monthly Coffee with the Counselor meetings Staff Responsible for Monitoring: Principal, Counselor, and Parental Involvement Committee Chair Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Sept	Nov	Mar	June
				
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: When compared to 2019-2020, Celina Primary school saw a decrease in parent and community involvement. Root Cause: Due to COVID-19 and TEA health guidelines, parent and community involvement opportunities were limited and often restricted.

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 2: Celina Primary School will develop educator capacity for leadership in 2021-22. Increase the number of opportunities for staff to lead in various roles by 10% by May 26, 2022.

Evaluation Data Sources: # of teachers participating in Team Leader Roles
 # of staff participating in site-based committees
 # of teachers on district committees

Strategy 1 Details	Reviews			
Strategy 1: Share leadership roles, responsibilities, and decisions making opportunities amongst various staff. Strategy's Expected Result/Impact: -Staff led professional development to improve staff effectiveness -Team Leaders support grade level teams -Campus Committee Chairs lead campus wide initiatives -District Committee Representatives give a voice for our campus -Increased commitment from staff -High campus culture and morale -Empowered staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Mar	June
				
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Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 3: Celina Primary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students in 2021-22. 100% of our students will participate in character development education and SEL lessons.







Evaluation Data Sources: % of students participating in guidance lessons

of discipline referrals

of CPI trained staff

of staff who participate in SEL professional development

of staff who participate in behavior/classroom management professional development

Strategy 1 Details	Reviews			
Strategy 1: Provide students with continuous, explicit instruction on self-regulating techniques, problems solving, and character development. Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills Staff Responsible for Monitoring: Principal, Counselor, and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 4 - Perceptions 1 Funding Sources: Supplemental Instructional Material - 211-Title I - \$3,000, Staff Development - 211-Title I - \$2,000	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with additional training and resources so they can better support and serve their students with a high number of ACEs who are displaying difficulty managing strong emotions and struggling academically. Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Improved student behavior -Teachers better equipped to manage students with challenging behaviors -Decrease in retention -Positive school culture Staff Responsible for Monitoring: Principal, Counselor, Resource Teacher, and Interventionist Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs).
Root Cause: Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.

Problem Statement 2: A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance.
Root Cause: Enrollment of students in state custody has increased.

Student Learning

Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. **Root Cause:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

Problem Statement 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 3: The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 4: There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues. **Root Cause:** Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.









Perceptions

Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. **Root Cause:** Students come to school with a deficit in self-control and self-regulation skills.

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 4: Celina Primary School will increase parent orientation and understanding of school expectations of PreK and Kindergarten and create a ditial parent handbook specific to our school by August 16, 2021.

Evaluation Data Sources: # of parents in attendance
of presentations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Celina Primary School will provide a PreK and a Kindergarten Parent Orientation prior to the first day of school. Strategy's Expected Result/Impact: -Increase parent understanding of student expectations for behavior and academics -Increase parent communication -Improved student overall performance -Increased parent involvement and support Staff Responsible for Monitoring: Principal Counselor Problem Statements: Student Learning 1, 2, 7 - Perceptions 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.
Problem Statement 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. Root Cause: Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.
Problem Statement 7: Parents need training on how to best support their child's academic and social-emotional development. Root Cause: Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.
Perceptions
Problem Statement 3: When compared to 2019-2020, Celina Primary school saw a decrease in parent and community involvement. Root Cause: Due to COVID-19 and TEA health guidelines, parent and community involvement opportunities were limited and often restricted.

Goal 1: Safe, Civil, Collaborative Culture

Performance Objective 5: Celina Primary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success in 2021-22. 100% of students will participate in the district's character development program, social-emotional lessons, and soft skills learning activities.





Evaluation Data Sources: # of guidance lessons facilitated by the counselor

of student discipline referrals

of students receiving awards

of students participating in SEL Lessons

of staff who participate in SEL training

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with training and resources needed to promote students' emotional agility and resiliency. Strategy's Expected Result/Impact: -Increased teacher confidence and skills in delivering SEL lessons -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught Staff Responsible for Monitoring: Principal and Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4 - Perceptions 1 Funding Sources: Social and Emotional Staff Training - 211-Title I - \$2,000	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Celina Primary School will provide parents with training on how to support their child's academic and social-emotional development at home. Strategy's Expected Result/Impact: # of office referrals # of parent participation Staff Responsible for Monitoring: Principal and Counselor Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 7 - Perceptions 1	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The staff needs additional support and resources to better meet the social-emotional needs of students suffering from adverse childhood experiences (ACEs). Root Cause: Students with a high number of ACEs have difficulty managing strong emotions which disrupts their learning and the learning of others.

Demographics

Problem Statement 2: A high number of students in state custody enrolled on our campus show learning difficulties and delays and in some cases signs of emotional disturbance. **Root Cause:** Enrollment of students in state custody has increased.

Student Learning

Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. **Root Cause:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

Problem Statement 2: Students identified as meeting the At-Risk criteria increased from 73 students or 27.97% in 2019-2020 to 120 students or 46.15% in 2020-3/17/21. **Root Cause:** Students are coming to school with lots of needs that put them At-Risk for not graduating from high school.

Problem Statement 3: The timeline and process for identifying students with a disability is lengthy. **Root Cause:** Students with disabilities were not identified prior to beginning school and the co-op has so many referrals to complete that evaluations take the entire 45 days to complete and are done in haste to meet deadlines.

Problem Statement 4: There are only 2 people on staff, the principal and counselor, who can address behavior discipline issues. **Root Cause:** Students with challenging behaviors who are in the special education evaluation process often impede and disrupt classroom instruction.

Problem Statement 7: Parents need training on how to best support their child's academic and social-emotional development. **Root Cause:** Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

Perceptions






Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. **Root Cause:** Students come to school with a deficit in self-control and self-regulation skills.

Goal 2: Effective Teaching in Every Classroom

Performance Objective 1: Celina Primary School will provide training for all kindergarten teachers to complete the Science of Teaching Reading HB3 requirement in 2021-22. 100% of Celina Primary School kindergarten teachers will complete the Science of Teaching Reading training by August 2022.

HB3 Goal






Evaluation Data Sources: Science of Teaching Reading Certificate

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with CISD Administrative team to ensure all required staff complete the Science of Teaching Reading HB3 mandate. Strategy's Expected Result/Impact: -Improve reading instruction -Increase reading scores Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Effective Teaching in Every Classroom

Performance Objective 2: Celina Primary School will increase teacher efficacy and instructional consistency across programs and grade levels. 100% of teachers will participate in on going peer observations by May 26, 2022.

Evaluation Data Sources: -Peer observation schedule
 -Peer observation feedback forms
 -Administrator walkthrough data and classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Promote and increase teacher efficacy through regular peer observations. Strategy's Expected Result/Impact: -Increase teaching team efficacy -Promote the use of high yeild strategies -Consistent instructional practices campus-wide Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Include kindergarten long-term planning days and team leader collaboration time within the campus calendar. Strategy's Expected Result/Impact: -Increased student performance -Increased curriculum depth of knowledge -Increased campus morale -Increase teacher efficacy -Consistent instructional practices across grade level Staff Responsible for Monitoring: Principal and Team Leaders Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Sept	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Kindergarten teachers need a common planning time. Root Cause: The school schedule does not allow for a common planning time for kindergarten teachers nor does the school have enough staff to cover 13 teachers for 45 minutes.

Goal 3: Guaranteed and Viable Curriculum

Performance Objective 1: Celina Primary School will provide training for 100% of PreKindergarten and Kindergarten teachers on the use of new language arts curriculum by May 26, 2022.

Evaluation Data Sources: -Training dates
-Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide continues training and support for classroom teacher in the use of SAVVAS. Strategy's Expected Result/Impact: -Increased fidelity and effectiveness of the use of the new language arts curriculum Staff Responsible for Monitoring: Principal and Curriculum Coordinator Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor and support the implementation of the revised Kindergarten Scope and Sequence and new standards based report card. Strategy's Expected Result/Impact: -Consistent curriculum implementation and pacing across grade level -TEKS aligned lessons -Common grading practices Staff Responsible for Monitoring: Principal, Team Leaders, and Curriculum Coordinator Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The kindergarten report card does not accurately reflect or convey to parents what students' have mastered, what skills they are progressing in, or areas of academic weakness. Root Cause: The kindergarten report card requires teachers to assign students number grades.
Problem Statement 2: The current kindergarten curriculum and scope and sequence does not meet the needs of our kindergarten students. Root Cause: There was not enough support and direction from the district's previous curriculum department coordinator.

Goal 3: Guaranteed and Viable Curriculum

Performance Objective 2: Celina Primary School prekindergarten teachers will work collaboratively with the curriculum department to write a prekindergarten scope and sequence and skills based report card aligned to the prekindergarten guidelines by May 2022.

Evaluation Data Sources: -planning dates
-completed scope and sequence
-completed report card in both English and Spanish

Strategy 1 Details	Reviews			
Strategy 1: Schedule time for PreK teachers to work collaboratively with the curriculum coordinator to create the scope and sequence and design a new skills based report card. Strategy's Expected Result/Impact: -scope and sequence aligned to new ELAR curriculum -increased student achievement -teachers' deep understanding of PreK Guidelines and curriculum implementation -skills based report card to better communicate and demonstrate learning progress Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and PreK Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The kindergarten report card does not accurately reflect or convey to parents what students' have mastered, what skills they are progressing in, or areas of academic weakness. Root Cause: The kindergarten report card requires teachers to assign students number grades.