Celina Independent School District

Celina Elementary School

2012-2013 Campus Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina, Texas is a small, rural city 30 miles outside of the metroplex. Celina Elementary continues to grow approximately 3% each year.

2011-2012 campus population consisted of: 45 pre-k, 149 kindergarten, 155 first grade, and 162 second grade students for a total of 511 students on campus.

Demographics Strengths

Demographics Needs

Student Achievement

Student Achievement Summary

After analyzing the data, staff determined that the Tier III model currently in place for RTI needs to continue to maintain, if not decrease our special education referrals and sustain our high test scores. In order to accomplish this, small group instruction in ARI, AMI, and Reading Recovery will continue. In addition, an implementation of guided reading groups with supplemental supplies, such as Tumblebooks and istation, will be added and maintained.

Student Achievement Strengths

**Progress monitoring throughout the year

**Guided Reading Groups- meet individual students needs

**Intervention groups- AMI, ARI, Reading Recovery, istation, Handwriting without Tears

Student Achievement Needs

** Low scores on math curriculum checks with at-risk students.

School Culture and Climate

School Culture and Climate Summary

CES has an inviting and friendly atmosphere that creates a welcoming and safe environment for students and parents. The administration and faculty make it evident that their vision and mission of the school is to keep the learning environment structured and safe as well as to motivate students to be successful in all they do by creating a positive atmosphere using incentives such as Principal's Pride, Positive Referrals, Adopt a Child, Math Hall of Fame and Word Wall Recognition. The rapport the faculty creates with the parents and community is key to success.

School Culture and Climate Strengths

**High Expectations

**Beautiful Facility

**Supportive Administration

**Positive Reinforcement

**Teachers/Staff Collaboration

**Pride

**Technology

**Parents are comfortable talking with child's teacher

School Culture and Climate Needs

**Share with parents the benefit of district, campus and teacher websites

**Campus communication (newsletters)

**Sharing with parents ways in which they can be involved in the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CES test data reflects the quality of our teachers. At the conclusion of the 6 weeks, teachers administer various assessment instruments both formative and summative in nature such as TPRI, DRA2, curriculum checks, and running records to determine student progress. Grade level meetings follow these tests where discussion centers around curriculum adjustments as well as student intervention plans. Administration and faculty place students in the most effective specialist/programs to ensure success. Teacher performance will be available to the teacher by personal conference, grade level meetings, written response, or through Eduphoria. The average number of years our teachers have been educating the students of Celina ISD is 9.9 years. The turnover rate is very low, however, accommodations must be made for new staff with a mentor to ensure all their needs are met. Administration's goal is to meet all staff members needs through weekly team meetings, monthly faculty meetings, open door policy, quick response to e-mails, weekly technology training, and professional development inservice days. During the summer of 2012, teachers attended 3 professional development days that included technology training, science, vocabulary and math training and time for teachers to plan together as a team. Guided reading is an integral part of students reading instruction, and will continue to be supported with the expansion of the leveled reader (literacy) library. The leveled readers facilitate reading instruction for the most basic beginners and continues to challenge the most fluent independent readers. Tabor Rotation for math instruction is a model in which we will begin to research and implement.

Staff Quality, Recruitment, and Retention Strengths

**Longevity within the campus

**Broad spectrum of experiences

**Providing productive and targeted campus based professional development

**Highly qualified teachers

**Administration support of staff

Staff Quality, Recruitment, and Retention Needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and students may feel overwhelmed by the frequency of tests, however, each test helps determine what objectives need more attention, gives information needed to drive small group instruction and demonstrates the mastery of objectives so teachers can accommodate objectives to meet the needs of individual students. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. CES will utilize the three tiered model for RTI to determine appropriate student interventions. All students are given the TPRI at BOY, MOY and EOY as well as DRA with the exception of kindergarten who administer DRA only MOY and EOY. STAR literacy is utilized to monitor students in Tier II intervention. It is imperative that whole group and small group instruction is driven by TEKS objectives and consistency is maintained throughout the district by following C-SCOPE alignment. The use of hands-on activities when possible and a variety of resources are used for student engagement, critical thinking, and problem solving skills. The Early Intervention Team (EIT) consists of the principal, assistant principal, nurse, special education teacher, counselor, student's homeroom teacher and child's parent(s). EIT is used to determine if additional assistance is needed to monitor success of intervention and student growth.

Curriculum, Instruction, and Assessment Strengths

**Six Week Curriculum Checks in grades 1 & 2

**Math placement test

**DRA2/TPRI results

**Teacher created assessments

**istation progress monitoring

**Interventions implemented

**EIT

Curriculum, Instruction, and Assessment Needs

Family and Community Involvement

Family and Community Involvement Summary

The community of Celina is supportive and proud of all academic and athletic accomplishments. There are many organizations that help bridge school and community such as PTA, CARE and CATS. These organizations provide scholarships, purchase materials for classrooms, and provide fundraising opportunities. School board, PTA officers, and other committee members serve as liasons between the school district and community. CES encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent involvement in Fun Day, Field Day, Open House, Art Show, music programs, book fair, and special programs information night. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to access grades and attendance through parent portal. Pullout programs such as Title 1 Reading Recovery, Accelerated Reading Instruction, Accelerated Math Instruction, ESL, Gifted and Talented, Resource, and Content Mastery are implemented to help monitor and establish student growth.

Family and Community Involvement Strengths

**District and community high sense of pride about academic and athletic accomplishments

**Scholarships offered by organizations

**Bilingual Classes (ESL) for parents

**Support of local businesses

**Parent Informational Meetings on Special Programs/Services

Family and Community Involvement Needs

**Communication between parents and school (newsletter, campus e-mail)

**Parent use of district website

**Lack of some family parent involvement

**Parents aware of manners in which to be involved

**Informative meetings about special programs for all parents

School Context and Organization

School Context and Organization Summary

Celina Elementary will maintain the kind of climate where personal growth is expected, recognized and rewarded. Implementation of staff development, vertical alignment across district, and positive feedback on performance will be provided through informational and formal evaluations. Teachers independently evaluate student progress and modify lessons as needed for mastery of TEKS. Committees such as the site-based decision making committee are formed to help teachers and staff voice opinions and ideas. The distrct has high and clear expectations for students, staff, and parents. A sense of pride and satisfaction in the school district is felt throughout the community.

School Context and Organization Strengths

**Several opportunities for teachers to voice opinions and help with district decision-making.

**Morale is high due to success as a district.

**New employees feel welcomed and appreciated.

School Context and Organization Needs

**Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

Technology

Technology Summary

At CES, each teacher has 3 students MAC desktops, 1 MAC laptop for professional use, a document camera, a projector, Mimio interactive whiteboard device and 3 itouches for student use. In addition, there is a set of computer on wheels per grade level and a computer teacher that will follow and implement the TEKS expectation and curriculum for each grade level. Teachers have weekly opportunities to learn various technology in the classroom with the ITS.

Technology Strengths

**Computers provided for student and teacher use

**COWS for each grade level

**Weekly technology training

**Mimio interactive whiteboard devices

**Projectors

**Document Cameras

**itouches

**Computer teacher

Technology Needs

**Sense of feeling overwhelmed with new application implementation

**ITS limited time per campus to facilitate classroom technology integration support

**ipads

**Frustration when technology is not working and support to remedy the situation quickly

**Digital visitor sign-in/sign-out

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Class size data
- Campus committee meeting discussions

- RTI Committee Minutes & Intervention Processes
- PDAS data
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data

Goals

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 1: Celina Elementary will expect 100% of each student group to be developed on state reading assessment Texas Primary Reading Inventory in order to be prepared for future state assessments.

Summative Evaluation: 1) Student progress throughout school year.
2) Teams will evaluate progress towards TEKS alignment in all subject areas K-12, Use of CSCOPE Curriculum Guide.
3) AWARE and other technology programs will be used to disaggregate data and assess student's progress.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tango app will be utilized to administer TPRI and DRA2 to all students in k-2. Data will be disaggregated and used through the system to establish students in need of intervention and/or intervention small groups.	Principal, Team Leaders, District Director of Instruction	Student increase in achievement (developed) and increase in levels of reading as demonstrated on TPRI and DRA2 reading assessments administered at BOY, MOY, and EOY.	(Considerable)	(Accomplished)	(Accomplished)	
2) CSCOPE Instructional Focus Document will be used to plan instruction for students. Teams will meet to study the TEKS for each unit and gain a deeper understanding of the alignment of standards.	Principal, Team Leaders, District Director of Instruction	Alignment of resources, teacher better understanding of TEKS as demonstrated by teacher feedback, teacher team meetings/planning time/PLC discussions	(Some Progress)	(Some Progress)	(Some Progress)	
✖ = Discontinue ⬤ = No Progress ◗ = Some Progress ◖ = Considerable ✔ = Accomplished						

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 2: Celina Elementary will implement programs and strategies to improve academic performance for At-Risk students.

Summative Evaluation: 1) Improved assessment scores.
2) Students feel supported and continue to make their education a priority.
3) Student's grades and motivation improve.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement I&E (Instruction and Enrichment) for all classroom teachers.	Principal, Teachers, Specialist teachers	Progress monitoring, TPRI, DRA2, math curriculum check data, teacher feedback	✓	✓	✓	
2) Expand the use of AWARE to disaggregate data.	Teachers, Principal, District Director of Instruction	Use data to form small group instruction	◐	◐	◐	
3) Explore and organize Tabor Rotations for math small group instruction.	Teachers, Principal, District Director of Instruction	Classroom assessments, instruction, walk-throughs and evaluations, teacher feedback, progress monitoring as documented through AHA Math	◐	◐	◐	
4) Implement new master schedule with adjusted instructional minutes and specials times.	Principal, all teachers and staff	Staff feedback, parent involvement survey results, student assessment scores and report card data/performance	✓	✓	✓	
5) Expand instructional technology use for teachers and students with iPads.	Principal, District Director of Instruction	Increase in student use with technology, Teacher feedback	○	○	○	
6) Implement standards based report cards in 1st grade.	First grade teachers, Principal, District Director of Instruction	Student growth academically, more knowledge for teachers, teacher feedback	✓	✓	✓	
7) Implement use of science lab for all grade levels.	All teachers and staff	Use of lab	◐	✓	✓	
8) Utilize performance based assessments and report cards in kinder and first grade.	Teachers Principal District Director of Instruction	Teacher Feedback, Parent Feedback, student performance on assessments	◐	◐	✓	
9) Increase library times as needed and/or "reading buddy" system	Librarian Teachers Principal	More time scheduled for students in library, schedule	◐	◐	◐	

Action Step	Staff Responsible	Evidence of Implementation				
10) Vertically align core subjects by using vertically alignment documents in CSCOPE during team and core team meetings.	Teachers Principal District Director of Instruction	Grade level meeting minutes	◕	◕	◕	
11) Implement common math assessment for progress monitoring.	Teachers Principal District Director of Instruction	Math progress monitoring and data at end of each unit, AHA Math data	◕	◕	✔	
12) Disaggregate data and provide small group instruction by using TANGO, TPRI, and DRA2 testing.	Teachers Principal District Director of Instruction	Differentiated Classroom Instruction, student growth as measured on assessments	◕	✔	✔	
13) Provide specifically directed Title 1 reading to identified students in K, 1, 2.	Teachers Principal District Director of Instruction	Differentiated instruction by small group, progress monitoring results, iStation data, master schedule	✔	✔	✔	
14) Utilize learning.com for student computer instruction.	Computer Teacher Principal	Data results provided by learning.com, increase student understanding and ability to utilize computers in the classroom to assist with learning, teacher feedback	◕	◕	◕	
15) Offer after school tech training for all elementary staff to increase teacher and student instructional technology use.	Technology Curriculum Coach Principal District Director of Instruction	Sign-in data Teacher feedback	◕	◕	✔	
16) Increase use of hands-on manipulatives in mathematics and science instruction to increase student engagement.	Teachers Principal	Teacher Feedback, student engagement as documented in classroom walk-throughs, increased student math assessment curriculum check scores, progress monitoring, decrease in number of students needing RtI services	◕	◕	◕	
17) Use CSCOPE and learning.com assessment tool to align curriculum checks in grades 1 & 2 with STAAR information and disaggregate data in AWARE.	Teachers Principal District Director of Instruction	Data provided by AWARE	◕	◕	✔	
18) Expand instructional technology use for teachers and students.	Technology Curriculum Coach Principal Teachers District Curriculum Director	Review resources and use of each resource, teacher lesson plans, technology curriculum coach reporting of classroom visits, sign in from training	◕	◕	✔	
19) Provide accelerated math instruction to identified students using Motivation Math, Envision, CSCOPE and Aha Math.	Teachers Principal Intervention teachers	Assessment data provided by teacher through AWARE, progress monitoring reports through AHA Math, walk-through data, master schedule	◕	✔	✔	

✖ = Discontinue ⬤ = No Progress ◖ = Some Progress ◕ = Considerable ✔ = Accomplished

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 3: Celina Elementary will expand advanced academic resources to improve student services and student performance.

Summative Evaluation: 1) Improve assessment scores
2) students knowledge base will expand to a more advance level because of higher rigor

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Purchase and implement iStation as an additional resource for student individualized reading instruction.	Principal Teacher Reading Specialist	Data provided by iStation progress monitoring, system use report	🥧	✔️	✔️	
❌ = Discontinue ⚪ = No Progress 🥧 = Some Progress 🟠 = Considerable ✔️ = Accomplished						

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 4: Celina Elementary will increase course offerings to meet the needs of the diverse learners.

Summative Evaluation: 1) Increased effective instructional technology use in the classroom
2) Increased student engagement in the classroom

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) iPod touches will be utilized in the classroom during small group instruction. At least one project per semester will involve utilizing the iPods for performance based learning (product created through iPod use).	Technology Curriculum Coach Teachers District Director of Instruction	iPod touch classroom use, Technology Curriculum Coach aligned app resources to teacher need, teacher feedback, student products created with iPod touches	◑	◑	✔	
2) Implement bilingual pre-k and increase the availability of bilingual resources in the campus library.	Principal Pre-K Teachers ESL Teacher Library Aide District Director of Instruction	bilingual program enrollment, bilingual resources ordered	◑	◑	✔	
3) Provide supplemental materials for effective classroom instruction for diverse learners.	Principal ESL Teacher Classroom Teachers District Director of Instruction	supplemental materials ordered, increase success on TELPAS, TPRI, and other assessments, teacher feedback	◕	◕	◕	
4) Increase the number of teachers at the elementary campus who have ESL certification.	Principal District Director of Instruction Human Resources	greater number of teachers with ESL certification	○	○	○	
✗ = Discontinue ○ = No Progress ◑ = Some Progress ◕ = Considerable ✔ = Accomplished						

Goal 2: Celina Elementary will provide a positive, safe, and orderly school climate at each campus.

Performance Objective 1: Celina Elementary will implement an effective discipline crisis management plan at all campuses.

Summative Evaluation: 1) Decrease number of office referrals
2) Review campus lockdown and crisis management procedures
3) All designated doors secured
4) Campus results of drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Positive behavior support system will be utilized on campus to recognize positive behaviors exhibited by students. Charts in the classroom will denote positive efforts made by students.	Teachers Principal	Decrease in office referrals, increase in student motivation, positive parent feedback on parental involvement survey, teacher feedback	◕	✔	✔	
✗ = Discontinue　　⬤ = No Progress　　◔ = Some Progress　　◕ = Considerable　　✔ = Accomplished						

Goal 2: Celina Elementary will provide a positive, safe, and orderly school climate at each campus.

Performance Objective 2: Celina Elementary will promote positive staff morale and student character development.

Summative Evaluation: 1) Character Education Program

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Implement Sunshine Committee for faculty and staff.	Counselor Principal Committee	Feedback from staff	Considerable	Considerable	Considerable	
2) Research and observe the use of mentor program for students in need, possibly increase the Bobcat Dad program.	Counselor Principal	Volunteer data Feedback from staff Data of counselor and discipline referrals	Considerable	Considerable	Considerable	
3) Organize and redesign the EIT process for referrals and retention rates.	Principal	Feedback, decrease in campus retention rates	Some Progress	Accomplished	Accomplished	
4) Conduct weekly grade level meetings and explore the possibility of PLC's.	Principal Teachers	Greater collaboration among grade level teams, discussion and improvement in classroom best practices, walk-through data	Some Progress	Some Progress	Some Progress	
5) Research and explore character education programs, such as Core Essentials or Character Counts.	Counselor	Selected program	No Progress	Considerable	Considerable	
6) Explore the possibility of conducting a No Bullying campus-wide assembly with secondary mentors or public speaker.	Principal Counselor	Office or counselor referrals, decrease in bullying reports	No Progress	No Progress	No Progress	
✗ = Discontinue ⬤ = No Progress ◔ = Some Progress ◕ = Considerable ✔ = Accomplished						

Goal 3: Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.

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

Summative Evaluation: 1) PTA update of membership totals
2) Increased bilingual parent communication/participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct a parent meeting communicating curriculum, campus needs, standards based report cards, and changes in intervention and master schedule to parents and/or guardians.	Principal Team Leaders	Parent feedback from parental involvement survey	⬤	⬤	⬤	
✗ = Discontinue ⬤ = No Progress ◔ = Some Progress ◕ = Considerable ✔ = Accomplished						

Goal 3: Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.

Performance Objective 2: Celina Elementary will improve two-way communication among all stakeholders of the district.

Summative Evaluation: 1) Parent feedback from campus and district communication sources
2) High number of 'hits' to website. Parents using the site as a means to gather information.
3) Higher number of parents utilizing parent portal
4) Positive parent and staff feedback.
5) Find a system that works with our current technology and that is affordable.
6) Successful training as indicated on teacher training surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement an e-mail form of communication/listserv to parents from principal about upcoming events, changes of schedules or any additional information provided by campus website.	Principal Director of Technology	Number of parents involved in e-mail chain, increased parent communication as noted on parental involvement survey	⚪ No Progress	⚪ No Progress	✅ Accomplished	
2) Explore the possibility or a digital sign-in system.	Principal Director of Technology District Director of Instruction	Meetings sign in sheets/representative presentations on possibilities, funding analyzed and evaluated, proposal or recommendation brought forth on system option	🟠 Considerable	✅ Accomplished	✅ Accomplished	
3) Utilize and expand campus recycling program.	Principal	Recycling program utilized, parent and student participation, increased recycling	◔ Some Progress	◔ Some Progress	◔ Some Progress	
❌ = Discontinue ⚪ = No Progress ◔ = Some Progress 🟠 = Considerable ✅ = Accomplished						

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

Performance Objective 1: Celina Elementary will hire the most qualified staff to fill all district positions.

Summative Evaluation: 1) Highly Qualified Report, TEA, and Region 10 support
2) Evaluate numbers and placement of student teachers. Maintain database of student teachers.
3) Screened applicants will be highly qualified.
6) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
7) Report of employees that have been through the fingerprinting process.
8) High School students and elementary students have a successful year with the program.
9) Recruit new staff to Celina ISD.
10) Create the most productive and meaningful mentoring program for new CISD staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement campus mentoring for new staff.	Principal	Evaluation information provided by new staff Campus Morale	🟠	🟠	✔️	
❌ = Discontinue ⚪ = No Progress 🟠 = Some Progress 🟠 = Considerable ✔️ = Accomplished						

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

Performance Objective 2: Celina Elementary will improve job specific training for all employees.

Summative Evaluation: 1) Celina ISD is updated in new and proven effective teaching methods.
2) Principal's evaluation of staff knowledge and staff input.
3) Instructional Coaches and Team Leaders become effective leaders within each campus.
4) Teachers will feel supported and trained.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Professional development will be provided for increased knowledge and understanding of Tabor Math Rotations.	Principal District Director of Instruction	Teacher feedback, training provided, implementation of small group instruction in mathematics.	◕	◕	✔	
2) Visits to surrounding districts of comparable size will be established in order to collaborate with other professional educators on classroom instruction, design, and best practices.	Principal District Director of Instruction	Teacher Feedback, implementation/discussion/presentation of information gained from site visit	◕	◕	◔	
✗ = Discontinue ⬤ = No Progress ◔ = Some Progress ◕ = Considerable ✔ = Accomplished						

State Compensatory

Budget for Celina Elementary School:

Account Code	Account Title	Budget

Personnel for Celina Elementary School:

Name	Position	Program	FTE