

**Celina Independent School District**  
**Celina Primary School**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Celina Primary School serves all kindergarten, qualifying Prekindergarten, and Early Childhood Special Education students in Celina ISD. Students range in age from 3-6. As of 10/6/22, there are 382 Students enrolled.

Students may enroll in kindergarten if they are age 5 by September 1st of the current school year. Prekindergarten students must meet one of the [qualifying criteria established by the state of Texas](#). To enroll in our Early Childhood Special Education program students must first be identified with a disability.

All teaching staff at Celina Primary School are certified by the state of Texas, hold a valid TX teaching certificate, and teach within the area of their certification. All classroom teachers are ESL (English as a Second Language) certified. Instructional aides all meet the Texas criteria as highly qualified or are currently working on obtaining that certification.

There are currently 27 home languages. Celina Primary School offers bilingual education in Spanish for Prekindergarten and kindergarten students who qualify for those services. Twentyseven percent of students are second language learners. Thirty-six students participate in the emergent bilingual program. Sixty-nine students participate in the ESL program.

### Demographics Strengths

- Free and Reduced Lunch Program
- Weekend Food Bag Program
- Highly Qualified Staff and High Staff Retention Rate
- Pre-K/Kindergarten Focused Building
- Early Childhood Special Education Program
- All day Prekindergarten Program

- ESL and Emergent Bilingual Programs
- Enrichment Classes (Music, PE, Art, STEAM, Computer, and Library)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. **Root Cause:** Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.

**Problem Statement 2:** Staff needs ongoing training on how to best support students with English language acquisition. **Root Cause:** There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers in our prekindergarten program.

# Student Learning

## Student Learning Summary

### Student Performance

For the purpose of Accountability, Celina Primary is scored with O'Dell Elementary. 2019 Overall, O'Dell scored an A with a scaled score of 94. Describe the domain ratings: Student Achievement: O'Dell is rated overall A, with a scaled score of 92. School Progress: Score of A, scaled score of 90. Closing the Gaps: Score of an A, with a scaled score of 100. Because of COVID, the previous two years did not have an Accountability Rating and due to being a brand new school, O'Dell does not have rating information prior to 2019.

In 2021-81% of Hispanic (up 1%) performed at approaching grade level or above grade level. African American students 78% performed at approaching grade level or above grade level down from 97%. White population 88% down from 95% performed at approaching grade level or above grade level. Asian students. 77% down from 91%. Multiracial 84% down from 100%. Economically disadvantaged 78% down from 88%. The American Indian population is not measurable at this time.

*Pre-k- English data according to CLI - rapid letter naming- 40% of students met the expectation at the beginning of the year and 70% at the middle of the year. On Rapid Vocabulary, 55% of students met the expectation at BOY to 70% MOY. The overall measure of math 75% met expectations at BOY to 85% MOY.*

*Spanish Pre-k Data according to CLI- Rapid Letter Naming- 45% met expectations to 95% at MOY. Rapid Vocabulary - BOY 50% met expectation to 40% MOY. Overall measure of Math 90% met expectations to 95% at MOY.*

*Kindergarten DIBELS- English BOY letter naming percentage grew from 52% to 53% but there was an increase of 13 students tested.*

Spanish BOY Rapid Letter Naming 84% to 80% MOY

Grade 1-3 READING MAP Testing

Grade 1 Fall 2020-2021 average score was 164- 2021-2022 average score 166

Grade 2 Fall 2020-2021 average score was 180- Fall 2021-2022 average score 181

Grade 3 Fall 2020-2021 average score was 197 (94 students)- Fall 2021-2022 194 (132 students)

Grade 1-3 MATH MAP Testing

Grade 1 Fall 2020-2021 average score was 165 - Fall 2021-2022 average score 170

Grade 2 Fall 2020-2021 average score was 181- Fall 2021-2022 average score 182

Grade 3 Fall 2020-2021 average score was 190 (93 students) - Fall 2021-2022 average score 194 (132 students)

At Celina Primary School student achievement data is disaggregated by teachers individually in the classroom and as a grade level during PLC meetings. As a team, teachers look at multiple data points throughout the school year and discuss areas of strength/need and create future lessons using this information. Classroom teachers also use data from TPRI, DRA, and ESGI to create small individualized groups within their classroom and identify students needing MTSS (Multi-Tiered Systems of Support).

#### Student Assessments

ESGI is used as an assessment tool to assess and track literacy and math skills throughout the year. The teachers are able to track student progress, growth, and achievement throughout the year. It also allows teachers to track growth with individual students, whole classroom achievement, as well as, grade level achievement. ESGI provides teachers item analysis to identify areas of weakness and helps drive whole group, small group, and intervention instruction.

Developmental Reading Assessment (DRA) is given at least twice, once in the MOY and EOY. DRA measures a student's developmental reading ability.

The Measure of Academic Progress Growth (MAP) testing is administered at the MOY and EOY. MOY MAP testing took place in February and this year we will administer the EOY in May. MAP measures students' growth in math.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered at the BOY, MOY, and EOY. There is some overlap between what is assessed by the DIBELS and ESGI which allows teachers to compile multiple measures on the same skill.

### **Student Learning Strengths**

- Multiple assessment measures
- Efficient MTSS Process
- Data and MTSS Meetings
- Sense of unity, pride, and teamwork
- Parental and Community support
- Instructional aides available to provide support in the classroom
- Comprehensive Social-Emotional Learning Program
- Very Experienced Bilingual School Counselor
- High Quality Consistent Guidance Lessons
- Morning Meeting
- Campus-wide Positive Behavior Incentives
- Added an Interventionist in 2020-2021
- Pre-Kindergarten Program for At-risk Students

- Bilingual Program
- Dedicated Early Childhood Campus

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. **Root Cause:** Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.

**Problem Statement 3 (Prioritized):** Some 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.

**Problem Statement 4 (Prioritized):** Kindergarten teachers need a common planning time. **Root Cause:** The kindergarten team is very large and do not have a common meeting time within their school day schedule.



## **School Processes & Programs**

### **School Processes & Programs Summary**

All grade-level teachers at Celina Primary School are highly qualified. Every classroom teacher is working in their area of certification. With the exception of the music and physical education teacher, all other special area teachers do not hold a valid teaching certificate.

Leadership is a shared responsibility amongst staff. Staff volunteer for some leadership roles while other roles are assigned. Leadership responsibilities are clearly defined.

Professional development is initiated at the state, district, and campus level. Specific professional development is planned to meet needs identified by our campus data and the work of the Campus Needs Assessment. Some professional development is mandated to address state initiatives such as the Science of Teaching Reading required for all K-3 grade teachers.

Our at-risk population has access to early intervention programs such as prekindergarten, early childhood special education, and MTSS. Students identified with a special need receive services and support through our special education programs. General education students who are struggling with academics or behavior have access to support from our campus interventionist through our Multi-Tier Systems of Supports (MTSS). Summer school is offered to all bilingual, ESL students, and identified failing students.

### **School Processes & Programs Strengths**

- PreKindergarten (4 year-olds)
- Early Childhood Special Education (3-5 year-olds)
- Bilingual Education (PreK and Kindergarten)
- English as a Second Language
- Special Education
- Multi-tiered System of Support
- Watch D.O.G.S.(Dads of Great Students)
- 504
- Social Emotional Program
- Food Bag Program
- Summer School
- Blue Santa
- Mentor Program
- Comprehensive Social-Emotional Learning Program

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** All Title I funds are being used to pay for staff salaries. **Root Cause:** Celina ISD is a rapidly growing district and the state allocated budget has not caught up to meet the needs of the growth.

# Perceptions

## Perceptions Summary

Parent engagement is high at Celina Primary School. The school and PTA work collaboratively to support school programs throughout the school year.

## Community Campus Events

- Back to School Dance - 400 in attendance
- ABC Fashion Show - October 15th - 364 in attendance
- Color Run - October 22nd - 349 in attendance
- Grandparents Day - 268 in attendance
- Thanksgiving Music Program - 217 in attendance
- Polar Express Night - December 9th - 399 in attendance
- STEAM Night - March 3rd - 393 in attendance

## Watch D.O.G.S. volunteer slots almost full

- 16 Dads for first semester (3 have already volunteered twice)
- 9 have already signed up for the spring
- 34 Watch D.O.G.S visits have occurred as of this date.

## New Mentor Program

- Number: 6 mentors volunteering one hour a week
- 156 hours of mentoring has been completed as of this March 31st.

## Coffee with the Counselor

- October - 18 Participants
- November - 12 Participants
- December - 15 Participants
- February- 6 Participants
- March- 18 Participants

The staff climate survey conducted by the district was overwhelmingly positive, campus morale is high, and staff retention is also high.

### **Perceptions Strengths**

- Well-attended campus events
- Many volunteer opportunities
- Very active PTA
- High staff retention

### **Problem Statements Identifying Perceptions Needs**

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

# Priority Problem Statements

**Problem Statement 4:** Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school.

**Root Cause 4:** Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.

**Problem Statement 4 Areas:** Demographics - Student Learning

**Problem Statement 1:** Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically.

**Root Cause 1:** Pre-kindergarten is not universal, not all students attend pre-kindergarten.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** All Title I funds are being used to pay for staff salaries.

**Root Cause 6:** Celina ISD is a rapidly growing district and the state allocated budget has not caught up to meet the needs of the growth.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 2:** Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class.

**Root Cause 2:** Some students come to school with a deficit in self-control and self-regulation skills.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Some parents need training on how to best support their child's academic and social-emotional development.

**Root Cause 3:** Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** Kindergarten teachers need a common planning time.

**Root Cause 5:** The kindergarten team is very large and do not have a common meeting time within their school day schedule.

**Problem Statement 5 Areas:** Student Learning


# Goals





**Goal 1:** Celina Primary School will maintain a safe, civil, and collaborative culture.

**Performance Objective 1:** Celina Primary School will increase parent orientation and understanding of school expectations of PreK and Kindergarten by providing information using at least 3 platforms by May 24, 2022.

- Evaluation Data Sources:** - Facebook analytics  
 # of YouTube Views  
 # of Smore Views  
 # of parents in attendance at parent information meetings and trainings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Celina Primary School will provide a PreK and a Kindergarten Parent Orientation prior to the first day of school.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase parent understanding of student expectations for behavior and academics            -Increase parent communication            -Improved student overall performance            -Increased parent involvement and support</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, and Counselor</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parents with ongoing parent training to support their child's social-emotional and academic development.</p> <p><b>Strategy's Expected Result/Impact:</b> -empowered parents</p>	Formative			Summative
	Sept	Nov	Mar	June

<p>-increased parent involvement and support -increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, and Counselor</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>				
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p> <p><b>Problem Statement 2:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p> <p><b>Problem Statement 3:</b> Some parents need training on how to best support their child's academic and social-emotional development. <b>Root Cause:</b> Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. <b>Root Cause:</b> Some students come to school with a deficit in self-control and self-regulation skills.</p>

**Goal 1:** Celina Primary School will maintain a safe, civil, and collaborative culture.

**Performance Objective 2:** Celina Primary School will provide a variety of opportunities for the involvement of all families in 2022-23. Parent participation and involvement in school programs and events will increase from 2021-2022 by 5% by May 24, 2023.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan and execute a minimum of three school-wide events and three parent trainings by May 24, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased attendance and involvement in school sponsored events                      -Community engagement and participation                      -Increase parent participation in monthly Coffee with the Counselor meetings                      -Reduced office referrals                      -Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, and Parental Involvement Committee Chair</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide diversity and equity training to all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> -greater awareness about the cultures we serve                      -increased participation of minority families in school events                      -increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b>                      2.6                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**



### Student Learning

**Problem Statement 3:** Some 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:** Some students come to school with a deficit in self-control and self-regulation skills.





**Goal 1:** Celina Primary School will maintain a safe, civil, and collaborative culture.

**Performance Objective 3:** 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.

**High Priority**

- 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			
<p><b>Strategy 1:</b> Provide staff with training and resources needed to promote students' emotional agility and resiliency.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Celina Primary School will provide parents with training on how to support their child's academic and social-emotional development at home.</p> <p><b>Strategy's Expected Result/Impact:</b> # of office referrals            # of parent participation in trainings</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, and Counselor</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training to all staff on ways to best support students displaying challenging behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> -more time on task -decreased in office referrals -positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, and Resource Teacher</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p>
<p><b>Problem Statement 2:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p>
<p><b>Problem Statement 3:</b> Some parents need training on how to best support their child's academic and social-emotional development. <b>Root Cause:</b> Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. <b>Root Cause:</b> Some students come to school with a deficit in self-control and self-regulation skills.</p>

**Goal 2:** Celina Primary School will ensure effective teaching is taking place in every classroom.

**Performance Objective 1:** Provide Celina Primary School teachers with at least two opportunities to participate in instructional rounds by May 24, 2023.






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase collective teacher/staff efficacy by educating, measuring, and responding to staff collective teacher efficacy survey data.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased student academic achievement -increase positive student behavior -increased positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Celina Primary School will ensure effective teaching is taking place in every classroom.






**Performance Objective 2:** Increase teaching staff's understanding and competence in using effective ESL strategies by May 24, 2023.

- Evaluation Data Sources:**
- use of ESL strategies collected during walkthroughs
  - # participation in training
  - Kindergarten TELPAS data
  - PreK BOY/EOY language testing data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Celina Primary School teachers will participate in ESL training.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased use of ESL strategies</p> <ul style="list-style-type: none"> <li>-Kindergarten TELPAS data</li> <li>-PreK BOY/EOY language testing data</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Vanessa Jaramillo</p> <p><b>Title I:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> </ul>	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 2:** Celina Primary School will ensure effective teaching is taking place in every classroom.

**Performance Objective 3:** Celina Primary School will attempt to maintain a 1:11 adult/student ratio in all PreKindergarten classrooms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Allot Title I funds to pay for instructional assistants in prekindergarten classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased student achievement -increased student supervision and support</p> <p><b>Staff Responsible for Monitoring:</b> Alvarez</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> salary for instructional aide - 211-Title I</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Celina Primary School will have access to a guaranteed and viable curriculum.

**Performance Objective 1:** Celina Primary School will provide long-term planning time for the kindergarten team within the school day at least 3 times by May 24, 2023.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate long-term planning days into the school calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> -increased collective teacher efficacy -increased positive staff morale -increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Kindergarten teachers need a common planning time. <b>Root Cause:</b> The kindergarten team is very large and do not have a common meeting time within their school day schedule.</p>

**Goal 3:** Celina Primary School will have access to a guaranteed and viable curriculum.

**Performance Objective 2:** Kindergarten teachers will participate in instructional framework training at least once by May 24, 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate with the curriculum and instruction department to provide kindergarten teachers with training and support of the implementation of our new ELAR and math instructional framework.</p> <p><b>Strategy's Expected Result/Impact:</b> -fidelity to the framework -increase teacher confidence and efficiency with the framework -increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, and Curriculum Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p>
Student Learning
<p><b>Problem Statement 1:</b> Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. <b>Root Cause:</b> Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p>
<p><b>Problem Statement 2:</b> Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school. <b>Root Cause:</b> Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.</p>



# Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	salary for instructional aide		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>