

Notice of Regular Meeting

The Board of Trustees Celina Independent School District

A Regular Meeting of the Board of Trustees of Celina Independent School District will be held Monday, October 18, 2021, beginning at 6:15 PM in the Multipurpose Facility, Celina High School, Banquet Hall, 3455 North Preston Road , Celina, TX 75009.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER & ESTABLISH QUORUM**
 - A. Pledge of Allegiance
 - B. Invocation
2. **RECOGNITIONS**
 - A. Recognize National Merit Scholar, William G. Ford
Presenter: Dave Wilson
 - B. Recognize Principals and Assistant Principals
Presenter: Dr. Tom Maglisceau
3. **CONSTRUCTION REPORT**
Presenter: Claycomb/Northstar
4. **Approve Steel Bid for New Elementary School**
Presenter: Jack Ream
5. **SUPERINTENDENT'S REPORT**
 - A. Information / Superintendent's Update
Presenter: Dr. Tom Maglisceau
6. **PUBLIC COMMENT**
 - A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
7. **CLOSED MEETING**
 - A. Personnel - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
 - B. Real Property - Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.
 - C. Safety and Security - Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.
8. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
9. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
10. **INFORMATION/CONFIRMATION AGENDA ITEMS**

- A. Insurance Update
Presenter: Dr. John Mathews
 - 11. **ACTION/BRIEFING AGENDA ITEMS**
 - A. Approve Bid for Celina Middle School Interactive Boards
Presenter: Marilyn Chamberlin
 - B. Approve District Improvement Plan and Campus Improvement Plans
Presenter: Lori Sitzes
 - C. Approve 2021 Tax Rolls
Presenter: Dr. Tom Maglisceau or Amber Pennell
 - D. Approve Annexation Application
Presenter: Dr. Tom Maglisceau
 - E. Approve Facilities Development Agreement Between City of Celina and Celina ISD
Presenter: Dr. Tom Maglisceau
 - 12. **DISCUSSION ITEMS**
 - 13. **CONSENT/CONFIRMATION AGENDA ITEMS**
 - A. Minutes of the September 20, 2021 Regular Board Meeting
 - B. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments
 - 14. **ADJOURNMENT**
-

If, during the course of the meeting, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the preside officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

This meeting was posted in accordance with the Texas Open Meetings Act on Friday, October 15, 2021 at 3:00 PM.

For the Board of Trustees

PROJECT UPDATE

OCTOBER 2021

CELINA MIDDLE SCHOOL



EXTERIOR SHEATHING/WEATHERPROOFING, WINDOWS INSTALLED, MASONRY INSTALLED



STORM SHELTER CONSTRUCTION



INTERIOR ROUGH-IN (MEPT, GYP BD)

CONSTRUCTION STATUS

SITE WORK

- EARTHWORK - ON-GOING
- SITE UTILITIES - ON-GOING
 - STORM SEWER, WATER LINES, ELECTRICAL SERVICE, SANITARY SEWER, GAS LINE
- PAVING - ON-GOING
 - ROUGH GRADING
 - CONCRETE PARKING
 - FIRE LANES
- FOOTBALL/TRACK - ON-GOING

LOOKING FORWARD

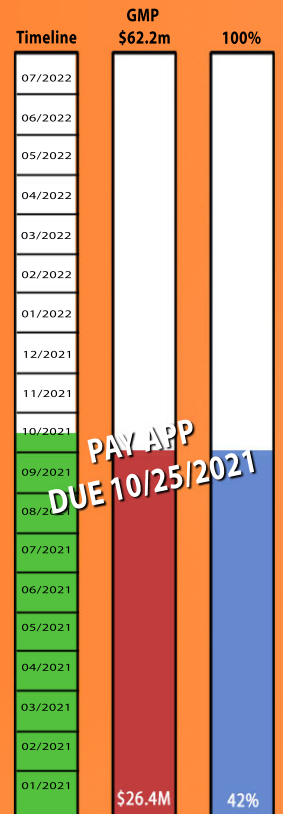
- LANDSCAPING

BUILDING

- STRUCTURAL STEEL DELIVERY - COMPLETE
- SHOP DRAWING SUBMITTALS - ON-GOING
- STRUCTURAL STEEL INSTALLATION - ON-GOING
- EXTERIOR METAL STUDS - ON-GOING
- EXTERIOR SHEATHING & WEATHERPROOFING - ON-GOING
- INTERIOR METAL STUDS - ON-GOING
- MEPT ROUGH-IN - ON-GOING
- FIREPROOFING - ON-GOING
- ROOFING INSTALLATION - ON-GOING
- MASONRY - ON-GOING

LOOKING FORWARD

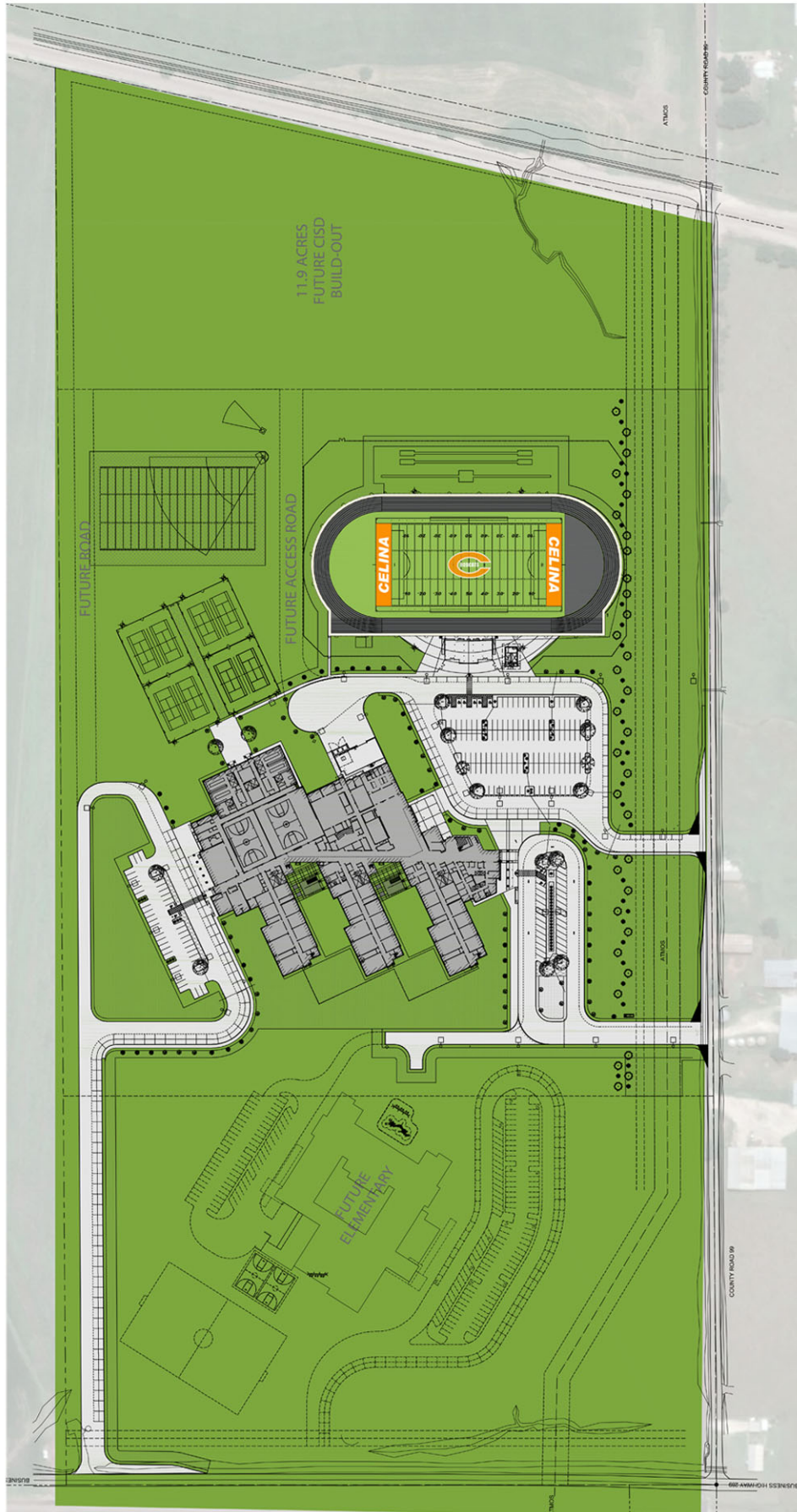
- ROOF TOP UNITS



Designing Schools . . . With Kids in Mind!

www.claycomb.net

PROJECT UPDATE



NORTHSTAR BUILDERS GROUP

Celina ISD

Celina ES #4 - Package 1 Structural Steel
 Celina, TX

Documents Dated 9/23/2021
 Estimate Dated 10/12/2021

1st Floor (SF) 66,358
 2nd Floor (SF) 34,913
 Total Bldg Area (SF) 101,271

GMP SUMMARY

CODE	ITEM	LABOR	MATERIAL	SUB	TOTAL	COMMENTS	\$/SqFt
METALS						3,127,423	
05 12 00	Steel - Structural		XXXXXX	XXXXXX	3,127,423		30.88
00 21 00	Steel - Joists & Joist Girders	05 12 00	XXXXXX	XXXXXX	XXXXXX	0	0.00
00 31 00	Metal Deck	05 12 00	XXXXXX	XXXXXX	XXXXXX	0	0.00
05 50 00	Metal Fabrications - General	05 12 00	XXXXXX	XXXXXX	XXXXXX	0	0.00
SUBTOTAL						3,127,423	30.88
	Contractor's Contingency	2.50%			78,186		0.77
	Bond	1.12%			35,903		0.35
	Fee	1.95%			63,209		0.62
TOTAL BASE BID					3,304,721		32.63



QUOTATION

31324

BILL TO:		JOB LOCATION:	
COMPANY: CELINA ISD	COMPANY: CELINA ISD	DATE: September 1, 2021	
ADDRESS: 205 S. COLORADO	ADDRESS: 205 S. COLORADO	SALES REP: RENDI HODGE	
		PHONE:	
CELINA, TX 75009	CELINA, TX 75009	EMAIL: RHODGE@DELCOMGROUP.COM	
CONTACT:	CONTACT:	CONTRACT #: NONE	
PHONE:	PHONE:		

TITLE:

Vivitek NovoTouch - EK753i

SCOPE OF WORK:

Interactive Flat Panels for Celina MS #1

PART NUMBER	PART DESCRIPTION	QTY	UNIT PRICE	EXT. PRICE
EK753i	75" Multi-touch Interactive UHD LED 330 nits	78.00	\$2,947.37	\$229,894.86

Warranty and Maintenance

SUBTOTAL:	\$229,894.86
SHIPPING:	\$0.00
TAX:	\$0.00
TOTAL:	\$229,894.86



ProComputing

P.O. Box 2720
Grapevine, TX 76099
Phone: (214) 634-2450

PROPOSAL: 145914
DOC. TYPE: SQ
DATE: 9/10/2021
SHIP VIA:

REP: PHILLIPS, JOE MARK

SOLD TO: CELINA ISD
ACCOUNTS PAYABLE
205 S COLORADO
CELINA, TX 75009-0188
PH. (469) 742-9100

SHIP TO: CELINA ISD
205 S COLORADO
CELINA, TX 75009-0188
PH. (469) 742-9100

Account:	100187	Reference:		Terms:	Net 15 Days	
Item Number	Description			Quantity	Price	Extended

EK753I	<i>Celina Middle School Panels</i> Vivitek NovoTouch 75" w/NovoPro Android Module, includes 5 year warranty			78	\$2,399.00	\$187,122.00
LABOR	Delivery of Panels to One Location			1	\$2,500.00	\$2,500.00

Sub-Total:	\$189,622.00
Tax:	\$0.00
Total:	\$189,622.00

FOR ELECTRONIC INVOICING:

SEND REQUEST TO: e-invoice@procomputing.com with your designated email address

**E-Mail all purchase orders to sales@procomputing.com,
send all payments to the address above.**

Prices subject to change without notice, In the event any tax or tariffs are imposed upon the import of the products purchased hereunder, the cost of such tariff shall be added to the purchase price accordingly. Prices reflect purchase of all equipment listed on quote.

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

Mission Statement

Celina High School Mission Statement: Celina High School will prepare each student for college and career readiness through technology enriched curriculum, strong work ethic, and time honored tradition.

Motto

Paving the way for the future.

Vision

Celina High School Vision Statement: Preparing for the future while embracing the excellence of the past.

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Goals

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

Performance Objective 1: Celina High School will develop strategies to ensure the safety of all students and staff, while enhancing and promoting a safe, civil and collaborative culture.

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will conduct monthly meetings of our campus assessment and care team to ensure all parties are aware of potential safety and security issues on campus.</p> <p>Strategy's Expected Result/Impact: Ensure at-risk students are identified and monitored. Ensure all team members openly discuss any existing concerns. Identify students who potentially need to be added to the list.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselors Nurse SRO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted</p> <p>Support Strategy</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School will work directly with our campus Student Resource Officer (SRO) to develop an Expolers Police Program at CHS.</p> <p>Strategy's Expected Result/Impact: Get students involved in a program to educate them on the law enforcement field. Give students an opportunity to learn about the career and all the advantages to it.</p> <p>Staff Responsible for Monitoring: Student Resource Officer Principal</p> <p>Funding Sources: Resources to create a start up program - 199 -- CISD - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			

Strategy 3 Details	Reviews			
<p>Strategy 3: Celina High School, while working in campus Professional Learning Communities, (PLC) will work directly with core content-specific teams, CTE & Fine Arts to continually develop the content of our campus PLC's while promoting a safe, civil and collaborative environment.</p> <p>Strategy's Expected Result/Impact: Verticle and horizontal alignment of classes. Easier transitions to next level classes and grade levels</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Assistant Superintendent of Curriculum Curriculum Coach Region 10 Lesson Study Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Additional Training for PLC - 255--Title II - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				



No Progress



Accomplished







Continue/Modify



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



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

Performance Objective 2: Celina High School will provide opportunities for our families to be involved in the creation of the campus culture. Additionally, we will be looking for community members to be involved in our campus site-based committee.

Strategy 1 Details	Reviews			
<p>Strategy 1: Solicit community members and parents to assist with campus-based committees. (5 or more)</p> <p>Strategy's Expected Result/Impact: Community assistance will help develop an in-depth CIP plan for CHS. Site-based for safety and security at CHS / Policy suggestions for changes to the student handbook.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote opportunities to involve our community in events at CHS. Examples of these events include Veterans Day, College and Career night, scholarship night, CTE Night.</p> <p>Strategy's Expected Result/Impact: To teach and inform our students about respecting the past, but also educating them on programs that we have here at CHS, as well as inform them of opportunities for college</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors CTE Director</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Resources for these programs - 199 -- CISD - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Involve our community businesses in planning meetings to enhance our CTE offerings and potential internship and job opportunities for our students.</p> <p>Strategy's Expected Result/Impact: Create partnerships with local businesses to develop relationships that are important to student placement. To better understand the needs of businesses to better prepare our students for employment, post High School</p> <p>Staff Responsible for Monitoring: Principal CTE Director Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Resources for meetings and deliverables - 244--CTE - \$2,500</p>	Formative			Summative
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Goal 1: Celina High School will provide a safe, civil, and collaborative culture for all stakeholders.



Performance Objective 3: Celina High School will support all students and staff through enhance counseling, social-emotional programs, and partnership programs to enhance the experience for all at CHS.






Strategy 1 Details	Reviews			
<p>Strategy 1: Celina High School will meet with selected students monthly to collaborate ideas and better understand the students and their needs.</p> <p>Strategy's Expected Result/Impact: Have a group that can be a liaison between the admin and our student body. Solicit ideas from students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School will continue to grow student growth programs such as AVID, the Ambassador Program, CTE Work Program, internship opportunities, and certifications upon graduation for all students.</p> <p>Strategy's Expected Result/Impact: Growth opportunities professionally and personally. Certifications and job opportunities.</p> <p>Staff Responsible for Monitoring: Principal CTE Director AVID and Ambassador teachers</p> <p>Funding Sources: Resources for projects - 199 -- CISD - \$1,000</p>	Formative			Summative
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Goal 2: Celina High School will provide and support effective teaching in every classroom.

Performance Objective 1: Celina High School will continue to recruit, develop, train, and retain high-quality educators dedicated to continuous improvement.

Evaluation Data Sources: Retention rate
 Number of certifications obtained
 Internal staff being promoted to new positions





Strategy 1 Details	Reviews			
<p>Strategy 1: Celina High School will identify highly motivated teachers and target areas of interest to help them with training opportunities for professional growth. (Target 3+ educators for the 21-22 School Year)</p> <p>Strategy's Expected Result/Impact: Investing in our current staff preparing staff for positions that will be available due to growth Teacher Leaders for each content area</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School will partner with Region 10 to research and implement the Texas Lesson Study model to develop a specific and common language for PLCs, lesson planning, and curriculum.</p> <p>Strategy's Expected Result/Impact: Common PLC agendas and language Better data identification and usage Better communication during PLC Vertical and horizontal alignment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Curriculum coach Teacher Leaders</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
	 0%			

Strategy 3 Details	Reviews			
<p>Strategy 3: Celina High School will continue to identify and recognize teachers that go over and above to support and help their colleagues and students on campus. (Monthly awards and recognition)</p> <p>Strategy's Expected Result/Impact: High morale High Teacher retention Additional recruitment of teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Celina High School will provide and support effective teaching in every classroom.

Performance Objective 2: Celina High School will identify educators with specific industry-based experience to enhance all current and future CTE classes offered.





Evaluation Data Sources: Specific Interviews with new candidates
Partnerships with local businesses

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted CTE recruitment of teachers that have specific experience in the content areas we are targeting with our pathways.</p> <p>Strategy's Expected Result/Impact: Real-world experience will enhance the CTE course offerings Growth based upon class interest Additional funding for CTE participants</p> <p>Staff Responsible for Monitoring: CTE Director Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college -</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School administration, working with the Director of CTE, in looking at creating a CTE counselor position at the High School for the 2nd semester of the 21-22 school year.</p> <p>Strategy's Expected Result/Impact: Work with students on course of study and CTE pathways. Assist students with a better understanding of what CTE courses have to offer. Work with the Director of CTE to ensure that the CCMR points are obtained and tracked each school year.</p> <p>Staff Responsible for Monitoring: Principal Director of CTE Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: CTE Prostitution - 244--CTE - \$50,000</p>	Formative			Summative
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Goal 3: Celina High School will provide and support a guaranteed viable curriculum for all stakeholders.





Performance Objective 1: Celina High School will work to develop and enhance a common campus language for instruction throughout shared courses.

Evaluation Data Sources: Alignment throughout specific courses that crossover between teachers.
Alignment of all coursework (Daily work, Quizzes, Tests)

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS Administration will work with Teacher Leaders and curriculum coaches to strengthen PLCs with guidance and tools that directly strengthen the effectiveness of the PLC meetings and the instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: The common language in all PLC meetings (Common agenda / Norms / common assessment) Monitor student academic growth with Map Testing (English & Math)</p> <p>Staff Responsible for Monitoring: All Staff at CHS</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School will continue to develop and implement support structures that are available to all students that allow for crossover and active teacher support to address students' academic needs and gaps.</p> <p>Strategy's Expected Result/Impact: HB4545 Tutoring will help close the academic gap from the previous school year. ICU tutoring with help with missing assignments from our students.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: ICU Program / HB4545 - 255--Title II - \$5,000</p>	Formative			Summative
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Goal 3: Celina High School will provide and support a guaranteed viable curriculum for all stakeholders.

Performance Objective 2: Celina High School will establish a foundation and specific programs that directly support College & Career Readiness for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celina High School will identify local businesses to partner with in order to provide opportunities for internships and jobs while students are in high school or post-graduation.</p> <p>Strategy's Expected Result/Impact: Stronger relationships with local businesses. Real-world opportunities for students Add 5 more new businesses to our partnership list</p> <p>Staff Responsible for Monitoring: Assistant Principals CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Celina High School will work directly with Collin College (locally) and other universities, to offer dual credit courses that cover core content areas, as well as, CTE classes.</p> <p>Strategy's Expected Result/Impact: Additional Dual credit offerings Partnership opportunities to enhance our CTE career pathways</p> <p>Staff Responsible for Monitoring: Principal CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Celina High School, working with Collin College, will have a Collin College counselor on campus each day to assist students with enrollment procedures and post-secondary questions.</p> <p>Strategy's Expected Result/Impact: To increase the number of students who go to college after High School To assist students with the enrollment process through Collin College or different universities. Assist CHS by being a liaison between the College and the High School.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
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Celina Independent School District

O'Dell Elementary School

2021-2022 Goals/Performance Objectives/Strategies



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.

Vision

Value Statement

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Goal 3: O'Dell Elementary school will provide and support a guaranteed & viable curriculum.	9

Goals

Goal 1: O'Dell Elementary school will provide and support a safe, civil, and collaborative culture.

Performance Objective 1: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in Career Day with local business owners and parents.</p> <p>Strategy's Expected Result/Impact: Increase the % of community member & parent participation from 50% to 75%.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
				
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Goal 1: O'Dell Elementary school will provide and support a safe, civil, and collaborative culture.

Performance Objective 2: Build relationships between the district and community organizations.

Evaluation Data Sources:

of district personnel on city educational committees







of community organization volunteers at campuses

Strategy 1 Details	Reviews			
<p>Strategy 1: Broaden the involvement of Celina's Fire, Police, City officials & community members by providing school safety & outreach programs.</p> <p>Strategy's Expected Result/Impact: Increase the # of community volunteers participating in the program.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: O'Dell Elementary school will provide and support a safe, civil, and collaborative culture.

Performance Objective 3: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

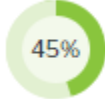





Evaluation Data Sources: # of systems and supports implemented
 % of students indicating preparedness

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Education adopted by the district will be provided bi-weekly in the classrooms by the campus counselor.</p> <p>Strategy's Expected Result/Impact: Increase the # of student success in careers & college readiness.</p> <p>Staff Responsible for Monitoring: Campus administration, Counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will deliver Social Emotional Learning lessons daily provided by the campus counselor.</p> <p>Strategy's Expected Result/Impact: Increase the # of student success in career readiness.</p> <p>Staff Responsible for Monitoring: Campus administration, counselor, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: O'Dell Elementary school will provide and support a safe, civil, and collaborative culture.

Performance Objective 4: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources: % of students and parents indicating satisfaction
 # of supports provided based on counselor reports







Strategy 1 Details	Reviews			
Strategy 1: Routinely practice safety drills to ensure a positive, safe & orderly school atmosphere. Strategy's Expected Result/Impact: Increase % of student & parent satisfaction for safety. Staff Responsible for Monitoring: Campus administration, teachers, SRO	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and support campus-wide positive behavior management strategies, utilizing a punch card system. Strategy's Expected Result/Impact: % of office referrals decrease Staff Responsible for Monitoring: Teachers Administration	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: O'Dell Elementary school will continuously provide and support effective teaching in every classroom.

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

Evaluation Data Sources:





- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Strategy 1 Details	Reviews			
Strategy 1: Support & grow teachers through professional development, continuing education & provide guidance for assigned campus interns. Strategy's Expected Result/Impact: Increase the % of teacher growth. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Perfect the procedures/protocols of our PLC by working with Region 10 through the Texas Lesson Study. Strategy's Expected Result/Impact: To support & build mastery, build teachers professionally and develop a culture of learning. Staff Responsible for Monitoring: Teachers Administration	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: O'Dell Elementary school will continuously provide and support effective teaching in every classroom.

Performance Objective 2: Expand technological opportunities by utilizing our digital learning specialist.





- Evaluation Data Sources:** % increase in courses offered
 % increase in enrollment/participation
 # increase in device to student ratio
 # increase in teachers participating in quality training

Strategy 1 Details	Reviews			
Strategy 1: The elementary digital learning specialist will continue to work with teachers & offer new innovative ideas to share/introduce to their students. Strategy's Expected Result/Impact: Data processing & completion time expedited. Staff Responsible for Monitoring: Teachers, Technology	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: O'Dell Elementary school will provide and support a guaranteed & viable curriculum.

Performance Objective 1: Data-driven instruction will be utilized to meet the academic needs of all students.

Evaluation Data Sources: Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results

Strategy 1 Details	Reviews			
Strategy 1: Support & provide the needed materials and resources to increase the percentage of student scores to "meets" & "masters" on the state assessment. Strategy's Expected Result/Impact: Increase in % of students scoring "meets & masters" and showing an increase in student growth from 25% to 50%. Staff Responsible for Monitoring: Campus administration, teachers, intervention teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure the success of all students by monitoring their progress after both formative and summative assessments & by using MAP testing to monitor growth. Strategy's Expected Result/Impact: Increase % of students showing growth on the state assessment. Staff Responsible for Monitoring: Campus administration, teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support HB 4545 by ensuring that our current 4th & 5th-grade students that failed a STAAR assessment last spring, receive adequate intervention with our Reading & math interventionists. Strategy's Expected Result/Impact: 67% of those who failed will pass in 2021-2022. Staff Responsible for Monitoring: Teachers Interventionists Administration	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide additional support by purchasing needed materials & supplies for our intervention program and newly revised elementary curriculum scope & sequence. Strategy's Expected Result/Impact: Increase the % of student growth & the % of TIER 1 instruction & STAAR scores. Staff Responsible for Monitoring: Campus administration, teachers	Formative			Summative
	Sept	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				






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			
<p>Strategy 1: Share leadership roles, responsibilities, and decisions making opportunities amongst various staff.</p> <p>Strategy's Expected Result/Impact: -Staff led professional development to improve staff effectiveness</p> <ul style="list-style-type: none"> -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 <p>Staff Responsible for Monitoring: Principal</p> <p>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</p>	Formative			Summative
	Sept	Nov	Mar	June
	 <p>5%</p>			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
<p>Strategy 1: Provide students with continuous, explicit instruction on self-regulating techniques, problems solving, and character development.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Counselor, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 4 - Perceptions 1</p> <p>Funding Sources: Supplemental Instructional Material - 211-Title I - \$3,000, Staff Development - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Resource Teacher, and Interventionist</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 digital parent handbook specific to our school by August 16, 2021.

Evaluation Data Sources: # of parents in attendance
of presentations

Strategy 1 Details	Reviews			
<p>Strategy 1: Celina Primary School will provide a PreK and a Kindergarten Parent Orientation prior to the first day of school.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Problem Statements: Student Learning 1, 2, 7 - Perceptions 3</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 4 Problem Statements:

Student Learning
<p>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.</p>
<p>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.</p>
<p>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.</p>
Perceptions
<p>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.</p>

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			
<p>Strategy 1: Provide staff with training and resources needed to promote students' emotional agility and resiliency.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>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</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4 - Perceptions 1</p> <p>Funding Sources: Social and Emotional Staff Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Celina Primary School will provide parents with training on how to support their child's academic and social-emotional development at home.</p> <p>Strategy's Expected Result/Impact: # of office referrals # of parent participation</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 7 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>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.</p>

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			
<p>Strategy 1: Collaborate with CISD Administrative team to ensure all required staff complete the Science of Teaching Reading HB3 mandate.</p> <p>Strategy's Expected Result/Impact: -Improve reading instruction -Increase reading scores</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy</p> <p>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</p>	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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			
<p>Strategy 1: Promote and increase teacher efficacy through regular peer observations.</p> <p>Strategy's Expected Result/Impact: -Increase teaching team efficacy</p> <ul style="list-style-type: none"> -Promote the use of high yeild strategies -Consistent instructional practices campus-wide <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and Coordinator of Dyslexia and Literacy</p> <p>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</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Include kindergarten long-term planning days and team leader collaboration time within the campus calendar.</p> <p>Strategy's Expected Result/Impact: -Increased student performance</p> <ul style="list-style-type: none"> -Increased curriculum depth of knowledge -Increased campus morale -Increase teacher efficacy -Consistent instructional practices across grade level <p>Staff Responsible for Monitoring: Principal and Team Leaders</p> <p>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</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Sept	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Learning
<p>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.</p>

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			
<p>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</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 1 Problem Statements:





School Processes & Programs
<p>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.</p> <p>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.</p>

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, and PreK Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>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.</p>

Celina Independent School District

Lykins Elementary

2021-2022 Goals/Performance Objectives/Strategies



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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Goals

Goal 1: Safe, Collaborative Culture

Performance Objective 1: Lykins Elementary School will expand opportunities for involvement of all stakeholders in 2021-2022.

Evaluation Data Sources: # of Watchdog volunteers
 # of volunteers
 # of communicated volunteer opportunities
 # of participants at family events






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide weekly communication between parents and staff about upcoming events and volunteer opportunities through a variety of ways including but not limited to website, Smore newsletter, weekly email, teacher emails, social media, phone calls, and face to face meetings.</p> <p>Strategy's Expected Result/Impact: Open communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Translate all campus communication in Spanish for bilingual population.</p> <p>Strategy's Expected Result/Impact: Increase in volunteer opportunities and participation</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase partnerships with local businesses to support our families and students.</p> <p>Strategy's Expected Result/Impact: % of students involved in mentorships, internships, apprenticeships and shadowing</p> <p>Staff Responsible for Monitoring: Counselor PTA Campus Admin Teachers and staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Lykins Elementary will build and develop teachers and staff capacity to increase in leadership skills for various campus and district roles.</p> <p>Strategy's Expected Result/Impact: Increase staff involvement in decision making process Increase staff in campus based committees Increase staff involvement on district level committees</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Safe, Collaborative Culture

Performance Objective 2: Lykins Elementary will effectively perform functions of a professional learning community.






Evaluation Data Sources: Professional Learning Opportunities
 Meeting Agendas
 Data Digs/ Talks
 Collaborative Planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a weekly professional learning community focused on researched based practices and student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Increase teacher knowledge of grade level standards Increase in grade level collaboration in weekly planning for subjects Researched based practices and resources being used to drive instruction</p> <p>Staff Responsible for Monitoring: Campus Administration Intervention Teacher Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level teachers will participate in piloting the Texas Lesson Study with support from Region 10 and district administration.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Increase in grade level collaboration in weekly planning for subjects Researched based practices and resources being used to drive instruction</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Interventionist Digital Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Safe, Collaborative Culture

Performance Objective 3: Diversify opportunities for students to develop leadership skills.





Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus.</p> <p>Strategy's Expected Result/Impact: Increase the student participation, feedback from students, staff and parents</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teacher Sponsors Classroom Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote and encourage the positive behavior support system that will be used on campus to recognize positive behavior exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS, Bobcat Heart Referral)</p> <p>Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teacher Lykins Staff</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Lykins Elementary staff will meet the emotional and behavioral needs of all students. 100% of grade level teachers will participate in leading their class through morning meetings and SEL lessons.</p> <p>Strategy's Expected Result/Impact: Guidance counselor facilitating guidance lessons Decrease the amount of office referrals Increase positive behavior supports Increase student knowledge of proper social skills increase staff participating in SEL training</p> <p>Staff Responsible for Monitoring: Campus Admin Counselor Classroom Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Safe, Collaborative Culture

Performance Objective 4: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Sources: % of detailed plan implemented


Strategy 1 Details	Reviews			
<p>Strategy 1: Create and utilize mentoring for new staff.</p> <p>Strategy's Expected Result/Impact: Agenda from meetings, teacher feedback, documentation of days they met</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leads New Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Effective Teaching in Every Classroom





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

Evaluation Data Sources:

- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for math instruction and increase student approaching rate but even more importantly growth index measure.</p> <p>Strategy's Expected Result/Impact: Increase student passing rate and growth measure. Increase students moving from approaching to meets. Increase students moving from meets to mastery.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Intervention Teachers Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: increase teacher knowledge in the procedures and protocols of our professional learning community by working with Region 10 through the Texas Lesson Study.</p> <p>Strategy's Expected Result/Impact: Teachers to understand the rigor of the state standard and designing lessons that data is showing are areas of weakness for our students.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Campus Administration Director of Elementary Curriculum</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide necessary professional development and expand the use of guided reading library and strategy groupings for small group instruction in reading, writing, and math.</p> <p>Strategy's Expected Result/Impact: Measure of growth by objective and reading levels. Growth in academic skills</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$10,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement use of Instructional Leaders on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with PLC process.</p> <p>Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$6,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on data gleaned from the 2017-2018 and 2018-2019 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for math fourth grade to increase the number of student who meet and master growth measurement standards</p> <p>Strategy's Expected Result/Impact: Purchase a math curriculum and engage in strategy group training for small group instruction, during professional development opportunities</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$10,000</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Align formative and summative assessments for better indication of student needs and mastery of content and standards.</p> <p>Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement</p> <p>Staff Responsible for Monitoring: Classroom teachers Director of Elementary Curriculum Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.</p> <p>Strategy's Expected Result/Impact: Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Conduct, review, and perfect Gomez and Gomez Peer Evaluations and adoption professional development to improve bilingual instruction.</p> <p>Strategy's Expected Result/Impact: Increase use of bilingual resources and improvement in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Interventionist</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide paraprofessional inclusion support staff professional development and trainings.</p> <p>Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Teacher Director of Elementary Curriculum</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Effective Teaching in Every Classroom





Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Sources:

% increase of participation in extracurricular activities

increased of extra-curricular activities offered

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance the required dedicated, daily SEL time on the master schedule through morning meeting and SEL curriculum in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Professional development provided for staff, lessons provided, character trait recognition each month</p> <p>Staff Responsible for Monitoring: School counselor Campus Administration Classroom Teachers Campus Staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand extra curricular opportunities for students, such as UIL events (Chess Puzzle, Creative Writing, Story Telling, Music Memory, Spelling, Art, Number Sense, Dictionary Skills, Maps Graphs & Charts, and Listen Skills)</p> <p>Strategy's Expected Result/Impact: % Increase in participation and student clubs</p> <p>Staff Responsible for Monitoring: Campus Administrators Sponsors Teachers PTA</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a campus-wide assembly with secondary student mentors or public speakers</p> <p>Strategy's Expected Result/Impact: Reduction in office or counselor referrals, decrease in bullying reports, list of events that occurred, roster of students</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities.</p> <p>Strategy's Expected Result/Impact: STEAM lab rotation or in master schedule for all students grades 1-5</p> <p>Staff Responsible for Monitoring: Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Effective Teaching in Every Classroom

Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on workshop model, mini-lesson, and small group instruction</p> <p>Strategy's Expected Result/Impact: Increase depth of knowledge on learning standards Decrease time off task Increase class predicability Increase student scores on state and district level testing</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach, model and integrate soft skills into morning meetings and guidance lessons.</p> <p>Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule</p> <p>Staff Responsible for Monitoring: Librarian Classroom Teachers Campus Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall and anchor charts and bilingual labels throughout the building.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills. Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up Staff Responsible for Monitoring: Campus Counselor District CTE Director Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Effective Teaching in Every Classroom

Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

of systems and supports implemented

% of students indicating preparedness

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer technology professional development to increase teacher and student instructional technology use with iPads, Apple tv's, and continue to expand instructional technology use for teachers and students.</p> <p>Strategy's Expected Result/Impact: Students will produce work through the advances of technology. Teachers will move from pen and paper to an online presence.</p> <p>Staff Responsible for Monitoring: Digital Learning Coach Campus Administrators Director of Elementary Curriculum</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Effective Teaching in Every Classroom

Performance Objective 5: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Sources:

of top financial ratings and recognitions

% of financial resources spent on instruction and student activities





Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a committee to meet quarterly to be an advocate for instructional resources and expenditures, which will ensure transparency within the campus.</p> <p>Strategy's Expected Result/Impact: Agenda from meetings, fiscal responsibility and use of funds</p> <p>Staff Responsible for Monitoring: Campus Administration Secretary Campus Counselor Team Leads</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Effective Teaching in Every Classroom

Performance Objective 6: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Strategy 1 Details	Reviews			
<p>Strategy 1: Consider additional instructional aid to provide support for at-risk students and our bilingual population.</p> <p>Strategy's Expected Result/Impact: Paraprofessional schedule, improve student academic scores on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: staffing - 211-Title I - \$22,000</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Effective Teaching in Every Classroom

Performance Objective 7: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:

% of students and parents indicating satisfaction

of supports provided based on counselor reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide annual training/instruction on campus crisis and emergency plans. Strategy's Expected Result/Impact: Schedule trainings/meetings, staff sign-in sheets from trainings, staff knowledge an implementation of Code of Conduct Staff Responsible for Monitoring: Campus Administration School Counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase trained special education personnel for students academic needs and student safety. Strategy's Expected Result/Impact: Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Nov	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Guaranteed Viable Curriculum






Performance Objective 1: Instruction that is student driven meeting the academic needs of every learner.

Evaluation Data Sources: Common Formative Assessments

9 week Benchmarks

MAP testing (BOY, MOY, EOY)

State Assessment Data- STAAR


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets, Increase in teacher participation/buy in, feedback, and student growth</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify student strength and weaknesses using Lead4ward Heat Map, vertical alignment TEKS resource, Map Scores, and common formative assessments.</p> <p>Strategy's Expected Result/Impact: Intentional, specific instruction specific to student needs Progress monitoring of skills Teachers knowing their students by name and need</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support HB4545 by ensuring 4th and 5th grade students who did not approach in the 2020-2021 STAAR assessment last spring, receive intensive reading and math intervention.</p> <p>Strategy's Expected Result/Impact: 67% of students who failed the 2020-21 STAAR will at least score approaching on the 2021-22 STAAR</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Campus Administration</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: Guaranteed Viable Curriculum


Performance Objective 2: To provide for the academic needs of all students in Celina ISD.


- Evaluation Data Sources:** Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results
 Student AP test scores (% of student scoring >3)

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct PLC meetings to monitor strategies such as rigorous, student-focused, and differentiated lessons to promote continuous improvement in Special Education, Dyslexia, ELL, Gifted and Talented, and students served through 504 accommodations.</p> <p>Strategy's Expected Result/Impact: Provide differentiated, targeted instruction for all students.</p> <p>Staff Responsible for Monitoring: Campus Administration IDLT Special Education Classroom Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Celina Independent School District
Celina Junior High
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

Paving the way for the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

- Ethnic Distribution:
 - African American 10 1.6%
 - Hispanic 169 26.3%
 - White 425 66.2%
 - American Indian 7 1.1%
 - Asian 5 0.8%
 - Pacific Islander 1 0.2%
 - Two or More Races 25 3.9%

Student Groups:

- Economically Disadvantaged 144 22.4%
- Non-Educationally Disadvantaged 498 77.6%
- Section 504 Students 114 17.8%
- English Learners (EL) 24 3.7%
- Students w/ Dyslexia 35 5.5%
- At-Risk 162 25.2%
- Total Mobile Students (Homeless) 33 5.1%
- Bilingual/ESL Education 24 3.7%
- Career & Technical Education 37 5.8%

- Gifted & Talented Education 52 8.1%
- Special Education 58 9.0%

Class Size Averages by Grade and Subject:

- Grade 6: 20.2
- Grade 7 & 8:
 - ELA 22.6
 - Foreign Languages 29.0
 - Mathematics 16.6
 - Science 20.7
 - Social Studies 20.7

Staff Data:

- Number of staff 59
- Number of Students per Teacher 15.1
- Teachers by Years of Experience:
 - Average Years Experience of Teachers: 11.9
 - Average Years Experience of Teachers w/District: 6.3

Beginning Teachers 0.1 0.3%

1-5 Years Experience 5.9 13.9%

6-10 Years Experience 18.8 44.3%

11-20 Years Experience 12.6 29.6%

Over 20 Years Experience 5.1 12.0%

- Experience of Campus Leadership:
 - Average Years Experience of Principals 5.0

- Average Years Experience of Principals with District 3.0
- Average Years Experience of Assistant Principals 6.5
- Average Years Experience of Assistant Principals with District 6.5
-

Parent/Guardian/Community:

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

- Celina is a working-class community with the majority of the residents working outside of Celina.
- Rapidly growing community
- The languages spoken are predominantly English and Spanish.
- The total student population increased from 626 to 642
- Hispanic student population increased from 24.9% (156) to 26.3% (169)
- The economically disadvantaged student population increased from 21.6% (135) to 22.4% (144)

Demographics Strengths

Describe the school:

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

Strengths of campus:

- Foster an inclusive campus culture
- Student growth centered
- Encourage and welcome all stake-holders
- Majority of the teachers have more than 5 years of teaching experience
- At-risk student population decreased from 28.6% to 25.2%

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

STAAR results disaggregated by Race:

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

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

Disaggregated Student Data Summary Reading

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

Disaggregated Student Data Summary Math

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

Disaggregated Student Data Summary Science and Social Studies

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

Student Learning Strengths

Strengths of campus:

- PLC

- CTT
- LLI
- RTI
- ARI/AMI
- Stevenson's Language & Phonics Program
- 8th Grade has a separate English and Reading class

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

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

Students in need of intervention are given support, interventions, accommodations, and inclusion to bridge the gap. If students did not meet the approaches grade level on STAAR, they are placed in an intervention class for the entire year. If they do not show progress in MAP testing, they are placed in RTI if they are not already in an intervention class.

Special ED students and the General Education Teachers are consulted, regularly, by Special Ed staff regarding student performance and curricular decisions. In addition, teachers have access to the necessary professional development.

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

- Staff PD is planned over the summer and teachers are also surveyed to determine any potential PD needs of staff. It helps communicate pertinent information to staff members that help the campus be successful. PLC/Tech Tuesday is a collaborative time that we also utilize to have PD and share what is learned among peers.
- PLC/CTT leadership groups participate in decision-making
 - Leadership teams discuss potential PD in monthly meetings and plan calendar.
 - Staff is surveyed to determine needs that are discussed during PLC/CTT meetings. CTT meetings host RtI discussions on a weekly basis to determine how to best help students in need of extra support. During PLC meetings we collaboratively plan lessons, analyze data, discuss the vertical alignment of instruction, and share best teaching practices.

Programs and Opportunities for Students:

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

School Processes & Programs Strengths

Campus Strengths

- Schedule that accommodates PLC/CTT for Teachers to collaborate on all levels.
- PBIS program is a huge strength in holding students to campus expectations and lessening the need for corrective action in student behavior
- Access to technology for teachers and students
- Supportive staff and administration
- Intervention programs integrated into the master schedule - flexibility to move kids based on data and needs
- Extra classes have been and are being added each year to reach each student where they are and help move them to the next level
- Our master schedule allows core teachers to have 2 periods that split between PLC/CTT and conference. This allows teachers to collaborate daily while still having a daily conference to attend to planning needs, etc.
- JH utilizes PBIS and a behavior flow chart to make sure we are being consistent and uniform with our classroom management procedures across the campus.
- 6th grade uses the Bobcat Economy as an incentive and rewards program

- ISS/DAEP is assigned based on the student code of conduct
- Meet with students individually to discuss their MAPs scores, set goals, and review growth. Conversations are held daily with students regarding class expectations.
- Admin expects teachers to create common assessments within their grade level/subject area to administer to students. This allows for data discussions to be on par and help teachers determine where students are across the board.

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

- With the use of our CTT meetings, students have shown positive growth in the behavior contract process. Of the 8 students with contracts, 3 are no longer under formal monitoring and the other 5 are still on a monitor list but were successful.
- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
 - PBIS
 - ACE Rewards
 - 9 Weeks/Semester Rewards
 - Behavior Contracts
 - BIPs.
 - PLC, CTT are used for input, all staff included by committees and through surveys

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

parental involvement decreases.

Priority Problem Statements

Problem Statement 1: As student population increases there will be a need to add a counselor and a nurse on the sixth-grade campus to meet the needs of both campuses

Root Cause 1: Staff needs to meet the needs of student growth and SEL issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Current TAPR data indicates the need to improve ESL student growth.

Root Cause 2: Staff addressing individual needs of ESL students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Increase parent involvement of parents in campus activities and programs.

Root Cause 3: As students transition into secondary grades, parental involvement decreases.

Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Provide intervention staff for 6th grade to provide support with closing the gap between 6th and 7th grade growth.

Root Cause 4: The 6th grade students have a trend of losing growth on the STAAR accountability data.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: ACE Period is utilized for multiple purposes and may be losing its effectiveness of our PBIS program.

Root Cause 5: Working to meet the needs of ALL students is over using the allotted time given in the daily schedule for ACE period.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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





Goals

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

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

Evaluation Data Sources:





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

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

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily collaboration in Collaborative Teacher Teams (CTT) and Professional Learning Communities (PLC) focused on student achievement and research-based practices</p> <p>Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners</p> <p>Staff Responsible for Monitoring: Administrators, Department Heads, CTT Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pilot the Texas Lesson Study within the math PLC, utilizing support from Region 10.</p> <p>Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Promote positive student behavior and character development





Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote character development through Social Emotional Learning (SEL) lessons, monthly character traits, positive rewards, and guidance lessons.</p> <p>Strategy's Expected Result/Impact: Improved student behavior throughout the year, less discipline referrals, improved student learning</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and build upon teacher and student strengths.</p> <p>Strategy's Expected Result/Impact: Collective efficacy among teachers, better understanding of student learning styles, more effective interventions</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a House System along with Positive Behavior Intervention and Supports (PBIS) to promote positive behavior, academic excellence, and mentorship for students.</p> <p>Strategy's Expected Result/Impact: decreased discipline referrals increased student learning positive school culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Safety protocols
Documentation of safety drills





Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff on the safety protocols from the I Love You Guys Foundation and practice these protocols during monthly and quarterly drills.</p> <p>Strategy's Expected Result/Impact: Increased safety for staff and students</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources:





- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide English Language Learner training and support for staff throughout the year. Strategy's Expected Result/Impact: Build teacher capacity to meet diverse student needs. Staff Responsible for Monitoring: Principal ESL coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID team will provide professional development monthly through PLC meetings and/or newsletters to help teachers incorporate AVID strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, Reading) in all core classes. Strategy's Expected Result/Impact: Increased student achievement greater alignment throughout the school common vocabulary Staff Responsible for Monitoring: Administrators, AVID coordinator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Instructional Technology Specialist will meet with teachers twice a month in PLC meetings to help teachers utilize technology purposefully in the classroom. Strategy's Expected Result/Impact: Increased student engagement Greater differentiation for students increased student learning Staff Responsible for Monitoring: Administrators, Instructional Technology Specialist TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





Evaluation Data Sources: systemic framework
meeting agendas
lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a student data system to share necessary student data across grade-levels.</p> <p>Strategy's Expected Result/Impact: Greater collaboration Effective Student Intervention Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze data in PLC and CTT meetings and will utilize a Multi-Tiered System of Supports (MTSS) to provide appropriate Tier 1, 2, and 3 instruction for students.</p> <p>Strategy's Expected Result/Impact: Targeted intervention to meet student needs Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have access to resources and procedures to provide appropriate behavioral and academic supports to students.</p> <p>Strategy's Expected Result/Impact: focused intervention increased teacher self-efficacy</p> <p>Staff Responsible for Monitoring: administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





Evaluation Data Sources: PLC Agendas
Student Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use the 4 questions of PLC, along with the Understanding by Design process, to collaboratively plan highly effective units and lessons.</p> <p>Strategy's Expected Result/Impact: aligned curriculum improved teaching practices greater collective efficacy</p> <p>Staff Responsible for Monitoring: administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will utilize the continuous improvement model to monitor and adjust instructional practices in each core content area.</p> <p>Strategy's Expected Result/Impact: Greater student achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Increase student attendance rate

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor and encourage student attendance. Strategy's Expected Result/Impact: Improved Average Daily Attendance (ADA) Staff Responsible for Monitoring: Attendance Clerk, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Celina Independent School District
District Improvement Plan
2021-2022

Mission Statement

The mission of Celina ISD, the destination district, is to provide a safe, caring, and collaborative learning environment for all students.

Motto

Paving the way for the future

Vision

Shaping the future by providing an educational model of innovation & excellence

Value Statement

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on CISD Fall 2019 submission

Student Demographic Information:

American Indian/Alaskan:	28 students	.99% of the student population
Asian:	25 students	.88% of the student population
Black/African American:	95 students	3.36% of the student population
Hispanic/Latino:	681 students	24.06% of the student population
White:	1,878 students	66.34% of the student population
Two or more:	124 students	4.38% of the student population

LEP:	182 students	6.43% of the student population
ESL:	73 students	2.58% of the student population
Bilingual:	110 students	3.89% of the student population
Immigrant:	20 students	0.71% of the student population
Economic Disadvantaged:	605 students	21.37% of the student population
Military connected:	63 students	2.23% of the student population
Dyslexia:	124 students	4.38% of the student population
Homeless:	17 students	0.60% of the student population
At Risk:	820 students	28.97% of the student population
Special education:	295 students	10.42% of the student population

 Staff and faculty based on our 2018-2019 TAPR report

	District ct.	%.	State ct.	%
Professional Staff:	220.0	62.6%	461,380.1	64.1%
Teachers	176.1	50.1%	358,450.1	49.8%
Professional Support	24.0	6.8%	72,848.5	10.1%
Campus Administration (School Leadership)	11.9	3.4%	21,812.7	3.0%
Central Administration	8.0	2.3%	8,268.8	1.1%
Educational Aides:	36.0	10.2%	74,292.4	10.3%
Auxiliary Staff:	95.6	27.2%	183,830.1	25.5%

District ct. %. State ct. %

Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	138.9	78.8%	263,991.5	73.6%
Masters	36.2	20.6%	87,059.6	24.3%
Doctorate	1.0	0.6%	2,466.8	0.7%

District ct. %. State ct. %

Teachers by Years of Experience:				
Beginning Teachers	2.0	1.1%	24,953.3	7.0%
1-5 Years Experience	34.0	19.3%	103,762.4	28.9%
6-10 Years Experience	46.7	26.5%	68,136.0	19.0%
11-20 Years Experience	61.3	34.8%	105,158.7	29.3%
Over 20 Years Experience	32.1	18.2%	56,439.7	15.7%

The district grew from 2718 to 2831 students between the Fall PEIMS submissions in 2018 and 2019. During the same time, the student at risk population decreased from 32.1% to 28.97%. Additionally, our special education population increased from 9.01% to 10.42%.

Demographics Strengths

Celina ISD teaching staff has more longevity in the teaching profession with the teaching experience for the majority of our staff higher than the state average. There are several teachers with over 20 years experience.

All teachers have maintained GT endorsement. Most core teachers PK-5 have received ESL supplemental certification. All ELAR teacher K-12 have received ESL supplemental certification.

Last year, CISD had a 12% teacher turnover rate, which is 5% lower than the state average. CISD teachers tend to stay with CISD, which provides stability in the instructional program of the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Problem Statement 2 (Prioritized): For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.

Student Learning

Student Learning Summary

Data pulled from 18-19 TAPR:

- Celina exceeds both state and regional scores in all assessments with the exception of 4th grade mathematics, 4th grade writing, and 8th grade math at the masters (Commended) level.
- As noted in the demographic section, there is a gap in scores between the district average and the Hispanic, Bilingual and ELL, and Sped populations on most state assessments.
- CISD performed low with the performance of the economically disadvantaged population scoring significantly less than our "all-student" population.
- CISD is in process of an Equity Audit based on the progress indicators for our African American student population. For two of the past three years, there has been a discrepancy of 10 or more points between our African American student population and our white student population on the progress indicator for the district.

Student Learning Strengths

Student Achievement Strengths:

- Celina ISD scored above both state and regional data in all but two categories.
- Celina ISD has maintained an "A" rating. We have also met requirements for Special Education determination status.
- CISD has met requirements for the 2019 ASVAB Career Exploration assessment.
- While the discrepancy mentioned above between our African American student population and our white student population is present, the intervention we have been providing for our at-risk student populations has been effective. This is evident in that our low socio-economic and Hispanic student populations are not indicated in the student progress measure of the data and Equity Audit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause:** Interventions were focused on at-risk student populations in general.

District Processes & Programs

District Processes & Programs Summary

Celina ISD partners with Region 10 in using the Teacher Job Network as a means to create a pool of qualified educators. Principals are able to access this pool to fill positions as is needed on each campus. Our Human Resources (HR) office supports campus administration with student counts and faculty-need projections for each upcoming school year. HR also provides the procedures and processes for interviewing and recommending candidates for hire.

Annually, CISD's HR and business offices, with input from the district's demographer, provide projections on student population and educator needs for the upcoming school year. Also annually, the district strives to provide pay increases as a means to remain competitive with surrounding districts and encourage educator retention.

In order to improve educator self-efficacy and to build capacity within each educator, CISD provides quality professional development opportunities through Solution Tree for PLC, the Buck Institute for PLBs, the Momentous Institute, and OpportUnity with multiple presenters who are thought leaders in the field of education.

District Processes & Programs Strengths

PLCs are a priority for the district, which increases teacher efficacy, student intervention, and consequently, student learning.

With the increased focus on instructional technology and support we have provided teachers for the use of instructional technology, we are able to provide more dynamic and engaging lessons. Student access to technology is one-to-one at the secondary level, and we have increased the technology hardware-to-student ratio at the elementary levels.

With the addition of the Director of Special Services position, the district is able to provide additional support for campus leadership in the areas of data analysis, intervention planning, and special populations.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause:** Our educator population percentages do not reflect our student population percentages.

Perceptions

Perceptions Summary

District Culture and Climate Summary

- Celina ISD maintains a strong district culture and climate, as noted in the annual district culture surveys.

Perceptions Strengths

- All schools except CHS, utilize PBIS to maintain positive interaction between students.
- PBIS, Bobcat Heart in the elementary schools, and PAWS in the Junior High are used to create a positive environment and teach appropriate conduct.
- Monthly character traits are taught by campus counselors to promote leadership and positive culture in schools below high school.
- These positive characteristics are celebrated at each campus through quarterly recognitions and awards at the elementary campuses.
- The characteristics are celebrated through daily incentives, principal's 100, and end-of-the-year awards at the junior high.
- Student access to technology.
- Parents feel CISD provides a safe environment for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. **Root Cause:** Our district does not have a common or district-wide communication system in place.

Priority Problem Statements

Problem Statement 1: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some student populations struggle to perform and/or grow at the same pace as our overall student population.

Root Cause 3: Interventions were focused on at-risk student populations in general.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district.

Root Cause 4: Our district does not have a common or district-wide communication system in place.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures.

Root Cause 5: Our educator population percentages do not reflect our student population percentages.

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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






Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities





Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 1: Enhance all systems and processes to ensure student and staff safety and foster a civil, collaborative culture.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work proactively with District and City Police to ensure the physical safety and security of all students, staff, and district facilities.</p> <p>Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors.</p> <p>Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers.</p> <p>Funding Sources: - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize MTSS/PBIS systems and processes to train and support all staff for managing positive student outcomes.</p> <p>Strategy's Expected Result/Impact: Improved student engagement and success. Safe, civil, and collaborative school climate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, Special Education and 504 administration.</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Funding Sources: - State Compensatory Pic 24, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Threat Assessment and Safe and Supportive School Teams on each campus to provide trauma-informed/resilience-focused care to include Policy FFH (LOCAL) regarding student welfare, freedom from discrimination, harassment, and retaliation, and the prevention of sex trafficking.</p> <p>Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors.</p> <p>Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers, school counselors, Special Education and 504 administration.</p> <p>Funding Sources: - Title IV, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 2: Expand collaboration opportunities for the community, all families, and all staff to be involved in the culture of our schools and to participate in the decision-making process for the future success of our district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support campus parent and family engagement by promoting scheduled opportunities and utilizing parent volunteers in district and campus initiatives such as Bobcat Council, SHAC, Watch Dog Dads, Principal and Counselor coffee/teas, Meet the Teacher, Open House, new parent meetings, college and career nights, etc. We will ensure communication materials are translated to include non-English speaking parents in community engagement activities.</p> <p>Strategy's Expected Result/Impact: Increased community involvement.</p> <p>Staff Responsible for Monitoring: Strategic Relations Coordinator, district and campus administration.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - Title IV, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand opportunities for all stakeholders to have a voice in the decisions for which they are directly impacted.</p> <p>Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes.</p> <p>Staff Responsible for Monitoring: District and campus administration.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet the fast growing needs of our student population by anticipating and preparing for enrollment gains (including academic, extra-curricular, social-emotional, custodial, transportation, student nutrition, facilities).</p> <p>Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes.</p> <p>Staff Responsible for Monitoring: District and campus administration.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.





Strategic Objective 3: Support students and staff through mentoring, social-emotional supports, and the CISD guidance program.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a proactive district-wide system of support for social and emotional learning to complement the District comprehensive school counseling program.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs staff, School Resource Officers.</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance CISD's district-wide emergency response protocols to include grief support.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs supports, School Resource Officers.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize campus and district organizations to support positive peer relationships, including Partner P.E., Student Ambassadors, AVID, Special Olympics, student leadership, etc.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Increased student participation in leadership opportunities. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs staff, School Resource Officers, AVID Campus Coordinators.</p> <p>Funding Sources: - 255--Title II, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: CISD will continuously provide and support effective teaching in every classroom.






Strategic Objective 1: Recruit, develop, and retain high quality educators dedicated to continuous improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train campus and district leaders to support effective instructional coaching and leadership. Strategy's Expected Result/Impact: Build and enhance instructional leadership capacity and improve instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with Region 10 to research the Texas Lesson Study model to develop a district-wide common language for instruction. Strategy's Expected Result/Impact: Develop a district-wide common language for instruction. Develop norms and procedures for effective PLCs. Foster and nurture a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Funding Sources: PLC training - 255--Title II - \$12,000, PLC training - 211-Title I - \$5,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand opportunities for peer mentorship through classroom walkthroughs and teacher rounds. Strategy's Expected Result/Impact: Systematize a district-wide common language for instruction. Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Equity Plan Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand opportunities to recognize staff for effective teaching and for supporting effective teaching in every classroom.</p> <p>Strategy's Expected Result/Impact: Incentivize and celebrate growth and continuous improvement.</p> <p>Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors and all staff.</p> <p>Funding Sources: - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize AVID WICOR framework and strategies to continuously expand campus-wide commitment to college and career readiness.</p> <p>Strategy's Expected Result/Impact: Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery through the use of AVID WICOR strategies. Systematize a district-wide commitment to a next-level and college/career-ready culture.</p> <p>Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site teams, district/campus administration.</p> <p>Funding Sources: - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Work with Digital Learning Specialists and Instructional Coaches to clarify the role of coaching in effective PLCs.</p> <p>Strategy's Expected Result/Impact: Continuous improvement in teacher support and coaching. Improved instructional design, planning, and delivery.</p> <p>Staff Responsible for Monitoring: C&I administration, district/campus administration, instructional/digital coaches.</p> <p>Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 1: Foster and nurture a district-wide common language for instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Limit the number of new initiates, prioritizing those related to articulating and providing professional development for our district-wide model of instruction.</p> <p>Strategy's Expected Result/Impact: Clarity for teacher training and support. Increased student success.</p> <p>Staff Responsible for Monitoring: District and campus leadership, department heads, team leads, instructional/digital coaches.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 2: Foster and nurture a culture that supports and enhances college and career readiness for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize CCMR and CTE data and programming to monitor student next-level preparation and readiness. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded exploration of college, career, and military opportunities. Staff Responsible for Monitoring: CTE Director, district/campus administration, school counselors, CTE teachers.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand opportunities for all students to explore internships and apprenticeships. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded opportunities for career exploration. Staff Responsible for Monitoring: CTE Director, district/campus administration.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance and expand partnerships with colleges/universities, businesses, Chamber of Commerce, etc. Strategy's Expected Result/Impact: Support for expanded student opportunities. Enhanced next-level mindset in students and expanded opportunities for college and career exploration. Staff Responsible for Monitoring: CTE Director, District Strategic Relations Coordinator, district/campus administration, school counselors.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 3: Ensure all students have opportunities to participate and be successful in advanced academic course offerings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase enrollment and percent enrolled in advanced courses while also increasing passing/success percentages.</p> <p>Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, advanced placement teachers.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and advance AVID school-wide efforts to increase participation in advanced courses, to improve instruction, and to nurture a school-wide college and career-ready culture.</p> <p>Strategy's Expected Result/Impact: Implementation and increased enrollment in AVID elective classes. Improved instruction through WICOR strategies. Improved next-level mindset in students.</p> <p>Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site team members, district and campus administration.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand opportunities for students to compete at advanced levels in academic programming and competitions.</p> <p>Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, all staff.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Funding Summary

199 -- CISD					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	6			\$0.00
Sub-Total					\$0.00
255--Title II					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2	PLC training		\$12,000.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
Sub-Total					\$12,000.00
211-Title I					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC training		\$5,000.00
Sub-Total					\$5,000.00

Title IV					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
State Compensatory Pic 24					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$17,000.00

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

	<p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
<p>Criminal Investigation</p>	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
<p>Concluding the Investigation</p>	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p>District Action Prohibited Conduct</p>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
<p><i>Corrective Action</i></p>	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Job Title: Chief of Police*

Exemption Status/Test: Exempt/Executive**

Reports to: Superintendent

Funding Source:

Dept./School: Police Department

Primary Purpose:

Direct and manage district police department. Coordinate daily operations of department to provide safe environment for students and staff. Ensure enforcement of all federal, state, and local laws and ordinances.

Qualifications:

Education/Certification:

Texas Peace Officer license issued by Texas Commission on Law Enforcement (TCOLE)
Clear and valid Texas driver's license

Special Knowledge/Skills:

Knowledge of overall operations of a police department
Knowledge of criminal investigations, police report writing, and criminal law
Ability to manage budget and personnel
Training and ability to subdue offenders, including use of firearms and handcuffs
Bondable as required by Texas Education Code §37.081(h)
Strong public relations, organizational, communication, and interpersonal skills

Experience:

___ years law enforcement experience in supervisory or command capacity

Major Responsibilities and Duties:

Department Management

1. Direct the daily operations of the district police department to ensure effective law enforcement.
2. Coordinate enforcement activities with other department directors and campus principals and work cooperatively to develop and implement preventative security programs, gang management plans, and other safety programs.
3. Investigate and make recommendations on all complaints and accusations made against district police officers or staff.

Law Enforcement

4. Ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of district.

5. Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
6. Serve as district liaison to state and local law enforcement agencies and juvenile authorities and represent the district on assigned committees and task forces.

Safety

7. Develop department safety procedures including procedures for safe handling and use of firearms.

Personnel Management

8. Select, train, supervise, and evaluate staff and make sound recommendations relative to assignment, retention, discipline, and dismissal.
9. Evaluate job performance of employees to ensure effectiveness.
10. Prepare, review, and revise police department job descriptions.

Administration

11. Maintain property room for storage of weapons and contraband confiscated on district property.
12. Compile and administer department budget based on documented needs and ensure that operations are cost-effective and funds are managed wisely.
13. Compile, maintain, and file all reports, records, and other documents required.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of police officers, security guards, and department clerical staff.**

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearm, handcuffs, alarm system, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding and use of mouse; frequent driving

Lifting: Moderate lifting and carrying (less than 15 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather). Frequent districtwide travel

Other: Specific hearing and visual requirements. May be subject to adverse and hazardous working conditions, including violent and armed confrontations. Ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously.

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Districts employing police officers must have adopted policies CKE (Legal) and DEB (Legal). The district must also have a memorandum of understanding that outlines reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*

***To meet the executive exemption test, the primary duty must be management **and** the employee must supervise at least two full-time employees.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Reviewed by _____ Date _____

Job Title: Police Officer*

Exemption Status/Test: Nonexempt

Reports to: Chief of Police

Funding Source:

Dept./School: Assigned Campus(es)

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Qualifications:

Education/Certification:

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

Special Knowledge/Skills:

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

Experience:

Background in law enforcement or related work experience

Major Responsibilities and Duties:

Law Enforcement

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate criminal offenses that occur within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.
7. Testify in court as needed.

Consultation

- 8. Work cooperatively with other police agencies to share information and provide other assistance.

Safety

- 9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
- 10. Provide protection to or escort district personnel as needed.
- 11. Operate all equipment including firearms according to established safety procedures.

Administration

- 12. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Districts employing police officers must have adopted policies CKE (Legal) and DEB (Legal). The district must also have a memorandum of understanding that outlines reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Reviewed by _____ Date _____

2021 TAX ROLL SUMMARY

	Amount	Count
NUMBER OF ACCOUNTS		10,578
MARKET VALUES		
ROLLCODE: MINERAL		
Mineral	\$100	
ROLLCODE: MOBILE HOME		
Improvement	\$28,322	
ROLLCODE: PERSONAL		
Personal	\$149,823,751	
ROLLCODE: REAL		
Agriculture	\$1,908,064,558	
Improvement	\$1,339,755,879	
Improvement Non-Home Site	\$220,590,536	
Land	\$555,559,646	
Land Ag Land	\$6,302,738	
Land Non-Home Site	\$338,920,636	
TOTAL MARKET VALUE	\$4,519,046,166	
DEFERRALS		
Ag	\$1,906,677,058	1,844
TOTAL DEFERRALS	\$1,906,677,058	
EXEMPTIONS		
Absolute Exemption	\$226,981	1
Absolute Exemption , XN , XN	\$29,600	1
Autos , XO , PPV , XO , PPV	\$11,909,885	39
Cap Adjustment , XT , XT	\$25,060,518	971
Disabled	\$740,000	78
Disabled Veteran	\$19,843,543	176
Disaster	\$630,826	5
Economic Development , XL , XL	\$1,500	1
Energy , XR , XR	\$3,232,796	11
Freeport	\$4,267,199	2
Historic Site	\$0	8
Homestead	\$83,736,616	3,390
Low Income Housing , XD, XA , XD, XA	\$25,000	1
Miscellaneous , XV , XV	\$265,699,874	563
Nominal Value	\$9,008	38
Over 65	\$8,366,786	859
Pollution Control	\$2,783,461	9
Solar/Wind	\$20,475	1
TOTAL EXEMPTIONS	\$426,584,068	
GRAND TOTAL FOR DEFERRALS AND EXEMPTIONS	\$2,333,261,126	
TOTAL MARKET VALUE	\$4,519,046,166	
TAXABLE VALUE	\$2,185,785,040	
TAX RATE	1.4409	
ROLLCODE: MINERAL		
Levy	\$0.00	1
ROLLCODE: MOBILE HOME		
Levy	\$408.09	1

2021 TAX ROLL SUMMARY

ROLLCODE: PERSONAL		
Levy	\$1,879,359.85	559
ROLLCODE: REAL		
Levy	\$28,699,974.58	10,017
TOTAL LEVY		\$30,579,742.52
LEVY LOST DUE TO FROZEN		\$915,233.72
OTHER LOST LEVY		\$0.00
TOTAL LOST LEVY		\$915,233.72

Calculation Analysis

	Calc Levy	- Tax Amount	=	Diff.	Market Value	Exemption	Taxable Value
Frozen	3,486,666.96	2,571,433.24		915,233.72	369,319,674	127,341,258	241,978,416
DV100 (Excl. Frozen)	1,396.09	1,396.09		0.00	10,307,542	9,610,652	696,890
Prorated (Excl. Frozen)	0.00	0.00		0.00	0	0	0
Other	28,006,913.19	28,006,913.19		0.00	4,139,418,950	2,196,309,216	1,943,109,734
Total	31,494,976.24	30,579,742.52		915,233.72	4,519,046,166	2,333,261,126	2,185,785,040
DV100 (Incl. Frozen)	4,250.75	2,859.22		1,391.53	11,260,042	8,870,682	2,389,360
Prorated (Incl. Frozen)	0.00	0.00		0.00	0	0	0

CELINA
INDEPENDENT SCHOOL DISTRICT
TAX ROLL RESOLUTION

WHEREAS, Section 26.09 of the Property Tax Code requires approval by the governing body of the Celina Independent School District of the appraisal roll with tax amounts entered by the assessor, for the year 2021, and

WHEREAS, such roll was presented to the Celina Independent School District's Trustees on October 18, 2021 and appears in all things correct as under the applicable laws of Texas and

IT IS HERBY RESOLVED by the Trustees that the appraisal taxable roll valued at \$2,185,785,040 with the amount of tax levy due totaling \$30,579,742.52 for the year 2021 is approved and is the tax roll for the Celina Independent School District for the year 2021.

DULY PASSED on this 18th day of October, 2021.

FOR
AGAINST

Kelly Juergens
President, Board of Trustees
Celina Independent School District

October 18, 2021
Date

Tracey Balsamo
Secretary, Board of Trustees
Celina Independent School District

October 18, 2021
Date

(District Seal)



Life Connected.

Universal Planning Application Form

All applications must be submitted with:

1. Universal Application Form	2. Fees (Check Fee Schedule)	3. All Materials from Associated Checklist
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Applications will be processed based on the City's official submission dates (Check Planning Submittal Schedule)

APPLICATION TYPE	PROJECT INFORMATION
<input type="checkbox"/> Annexation <input type="checkbox"/> Development Agreement <input type="checkbox"/> Planned Development <input type="checkbox"/> Plat – Amending <input type="checkbox"/> Plat – Conveyance <input type="checkbox"/> Plat – Final <input type="checkbox"/> Plat – Minor <input type="checkbox"/> Plat – Preliminary <input type="checkbox"/> Plat – Replat <input type="checkbox"/> Site Plan <input type="checkbox"/> Specific Use Permit <input type="checkbox"/> Right-of-Way Vacation <input type="checkbox"/> Zoning or Rezoning <input type="checkbox"/> Zoning Verification Letter	<p>Project Name: Click or tap here to enter text.</p> <p>Project Address (or Nearest Cross Street): Click or tap here to enter text.</p> <p>Parcel Tax ID: Click or tap here to enter text.</p> <p>Legal Description (Survey/Abstract or Lot/Block/Subdivision): Click or tap here to enter text. *Attach metes and bounds description for all unplatted property and all zoning cases</p> <p>Total Acreage Click or tap here to enter text.</p> <p>Existing Zoning: Click or tap here to enter text.</p> <p>Proposed Zoning (If Applicable): Click or tap here to enter text.</p>

CONTACT INFORMATION – APPLICANT (PRIMARY CONTACT)	CONTACT INFORMATION - OWNER
<p>Name: Click or tap here to enter text.</p> <p>Company: Click or tap here to enter text.</p> <p>Address: Click or tap here to enter text.</p> <p>Phone: Click or tap here to enter text.</p> <p>Email: Click or tap here to enter text.</p>	<p>Name: Click or tap here to enter text.</p> <p>Company: Click or tap here to enter text.</p> <p>Address: Click or tap here to enter text.</p> <p>Phone: Click or tap here to enter text.</p> <p>Email: Click or tap here to enter text.</p>

PROPERTY OWNER CONSENT/AGENT AUTHORIZATION

I CERTIFY THAT I AM THE LEGAL OWNER OF THE ABOVE REFERENCED PROPERTY, OR HIS AUTHORIZED AGENT, AND THAT TO THE BEST OF MY KNOWLEDGE THIS IS A TRUE DESCRIPTION OF THE PROPERTY UPON WHICH I HAVE REQUESTED THE ABOVE CHECKED ACTION. I UNDERSTAND THAT I AM FULLY RESPONSIBLE FOR THE ACCURACY OF THE LEGAL DESCRIPTION GIVEN.

Signature: Click or tap here to enter text.
 Name: Click or tap here to enter text.
 Date: Click or tap to enter a date.

I waive the statutory review period time limits in accordance with Section 212.009 of the Texas Local Government Code (For Plat Applications Only).

Signature: Click or tap here to enter text. Date: Click or tap here to enter text.



Life Connected.

142 N. Ohio Street, Celina, Texas, 75009
www.celina-tx.gov

VOLUNTARY ANNEXATION (C-3) CHECKLIST

- **Pre-Application Meeting:** A pre-application meeting with City Staff is required, unless otherwise determined by the Director, prior to formal submittal.
- **Electronic Submittal:** The City of Celina is paperless in terms of submittals and resubmittals. All required materials shall be submitted in electronic formats – Adobe PDF (single file) via email; via your dropbox or go to www.hightail.com, upload, and send to submittal@celina-tx.gov; or on a CD/DVD or flash drive.
- **Purpose of Annexations:** The purpose of the annexation process is to bring property that is located in either Collin or Denton County into the corporate limits of the City of Celina.
- **Annexation Process:** Requires three meetings by the City Council:
 - First Meeting: A resolution is adopted by the City Council, which sets the two public hearing dates for the annexation.
 - Second Meeting: The first of two required public hearings is held.
 - Third Meeting: The second of two required public hearings is held in addition to the adoption of the ordinance annexing the property.
- **Submittal Items:**
 - Universal Planning Application
 - Fee (Refer to Fee Chart)
 - Letter of Intent (Generally describing the project, including the total number of acres and the number of people currently living on each tract of land to be annexed)
 - Legal Description/Metes and Bounds/Map
 - Voluntary Annexation Petition (C-3) Letter (see below)

VOLUNTARY ANNEXATION PETITION (C-3)

TO: THE MAYOR AND CITY COUNCIL MEMBERS OF THE CITY OF CELINA, TEXAS:

I, _____, owner of the hereinafter described tract(s) or parcel(s) of land ("Property"), hereby voluntarily petition the City Council of the City of Celina, Texas, to annex the Property and extend the present city limits and extraterritorial jurisdiction so as to include as part of the City of Celina, Texas, the Property, containing approximately ___ acres of land, described as follows:

Being all that certain tract or parcel of land situated in Abstract No. ABS A0779 in the Levin Routh Survey, Tract 3 containing 44.333 acres, more or less, Collin County, Texas, as more particularly described in Exhibit 1, attached hereto.

Being all that certain tract or parcel of land situated in Abstract No. A0211A in the Cowan Survey, Tract 26B, containing 64.6724 acres, more or less, Denton County, Texas, as more particularly described in Exhibit 2, attached hereto.

I desire to enter into a written agreement for municipal services with the City of Celina pursuant to Section 43.0672 of the Local Government Code. If any portion of the Property is appraised for ad valorem tax purposes as agricultural, wildlife management use or timber land under Chapter 23 of the Tax Code, I certify that I was offered a development agreement pursuant to Section 43.016 of the Local Government Code and still requested annexation.

I certify that the above-described Property is contiguous and adjacent to the City of Celina, Texas, and that this petition is signed and duly acknowledged by each and every person, corporation, or entity having an ownership interest in said Property.

OWNER(S): (add additional signature lines for each owner)

Signature: _____ Print Name: _____

NOTARY ACKNOWLEDGEMENT

STATE OF TEXAS §
§
COUNTY OF _____ §

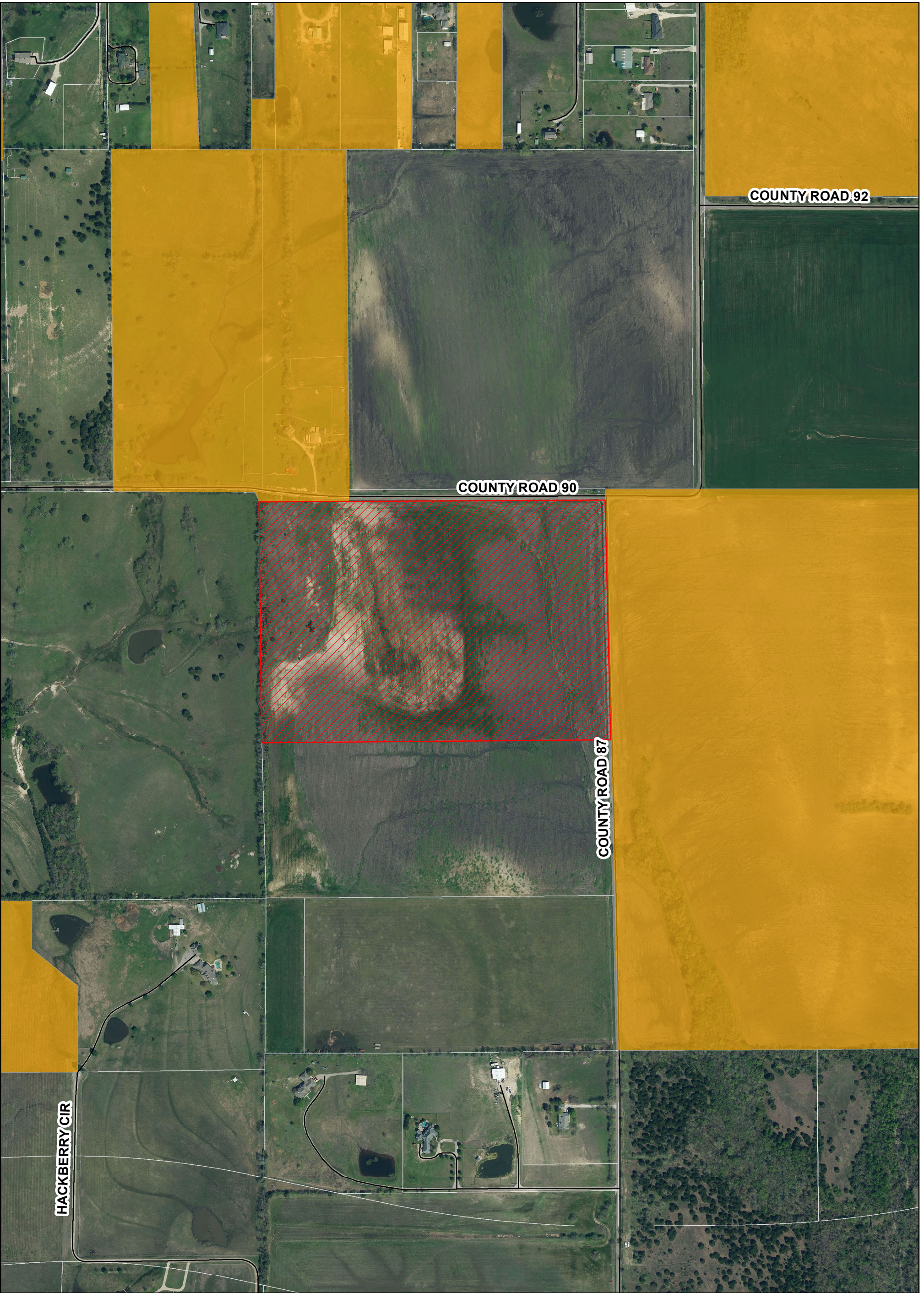
BEFORE ME, the undersigned authority, on this day personally appeared _____, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed on behalf of the Owner.

Given under my hand and seal of office this ____ day of _____, 2020.

(SEAL)

NOTARY PUBLIC in and for the
STATE OF TEXAS

Printed Name
My commission expires: _____



COUNTY ROAD 92

COUNTY ROAD 90

COUNTY ROAD 87

HACKBERRY CIR







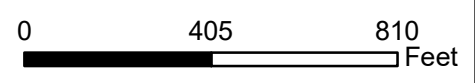
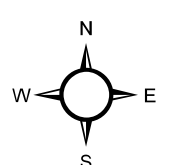
Life Connected.

Exhibit 1 City of Celina

Date: 3/2/2021

Legend

-  Subject Property
-  City Limits
-  Roads
-  Parcels



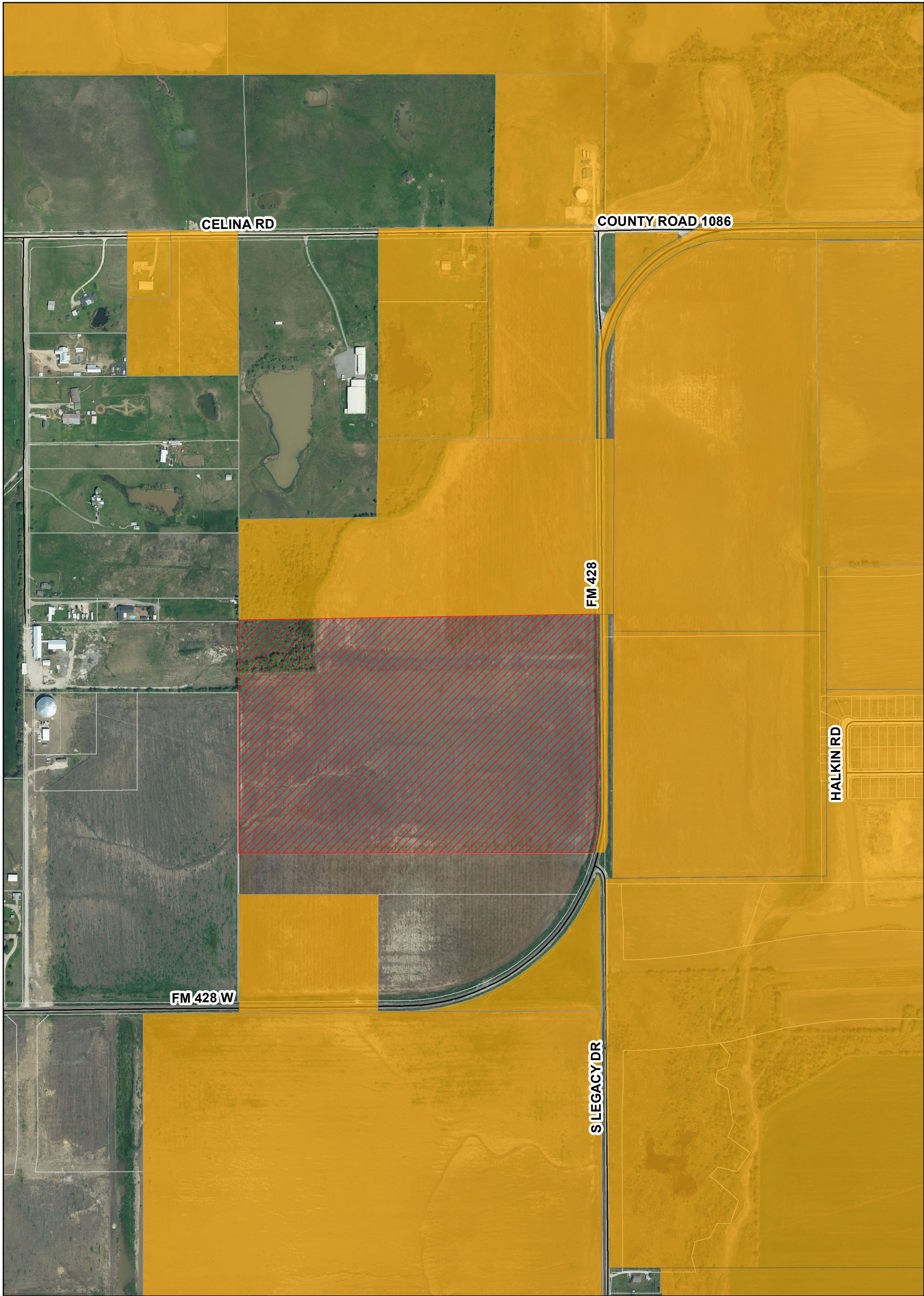




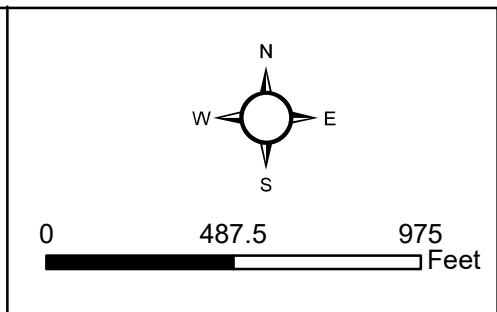


Exhibit 2 City of Celina

Date: 3/2/2021

Legend	
	Subject Property
	City Limits
	Roads
	Parcels



**FACILITIES DEVELOPMENT AGREEMENT
BETWEEN THE CITY OF CELINA, TEXAS AND CELINA INDEPENDENT
SCHOOL DISTRICT**

This Facilities Development Agreement (the "**Agreement**") is made and entered into as of this the ____ day of _____, 2021 by and between the City of Celina, Texas, a home-rule municipality (hereinafter referred to as the "**City**") and the Celina Independent School District, a political subdivision of the State of Texas (hereinafter referred to as the "**District**"), each a "**Party**" and together hereinafter known as the "**Parties**".

RECITALS:

WHEREAS, the City and the District are authorized to enter into this Agreement pursuant to the laws of the State of Texas, including but not limited to Chapter 212, Subchapter G, of the Texas Local Government Code; and

WHEREAS, the District owns, or intends to acquire, certain property in the City's extraterritorial jurisdiction, which is depicted and described in **Exhibit A**, attached hereto and incorporated herein for all purposes (the "**New School Property**"), on which it desires to construct a middle school; and

WHEREAS, the New School Property will require the construction of roadways, sidewalks and utilities, including water and wastewater lines, to service the District's new middle school on the New School Property; and

WHEREAS, the District has the capability to install the required roadways, sidewalks and utilities to service the New School Property, and in exchange asks for certain considerations from the City; and

WHEREAS, the District currently uses the C-Town Property (as defined below) for the educational purposes of the District; and

WHEREAS, the District is the owner of the C-Town Property; and

WHEREAS, City and District agree and understand that this Agreement shall not be effective until the City Council and District Board of Trustees have approved this Agreement at public meetings called and held for this purpose (the date of the obtaining of the last of the foregoing approvals is hereinafter referred to as the "**Effective Date**"); and

WHEREAS, the Parties wish to enter into this Agreement to delineate the rights and duties of the City and the District in relation to the public improvements to serve the New School Property and the development of the C-Town Property as a public park, recreation and event space.

NOW, THEREFORE, for and in consideration of the mutual agreements, covenants, and conditions contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. Purpose. The purpose of this Agreement is to establish a framework of cooperation for each of the Parties to provide mutual support, cooperation, and assistance to develop the New School Property and Traditions Park to the mutual benefit of the Parties.

2. Recitals. The recitals contained in this Agreement (a) are true and correct as of the Effective Date, (b) form the basis upon which the Parties negotiated and entered into this Agreement, (c) reflect the final intent of the Parties with regard to the subject matter of this Agreement, and (d) constitute a legislative finding by the City Council and District's Board of Trustees. In the event it becomes necessary to interpret any provision of this Agreement, the intent of the Parties, as evidenced by the recitals, shall be taken into consideration and, to the maximum extent possible, given full effect.

3. Term; Termination. This Agreement shall continue for a term of forty-five (45) years ("Term"). This Agreement may only be terminated by mutual agreement of the Parties.

4. City's Obligations. At its sole cost, the City agrees to undertake the following:

A. Water Lines. The City shall, or has, install underground water lines to serve the New School Property in a manner depicted and described in Exhibit B, attached hereto and incorporated herein for all purposes (the "Water Lines"). The design, installation, maintenance, and repair of the Water Lines are exclusively that of the City's. The City shall complete the Water Lines before the District receives a certificate of occupancy for the middle school.

B. Zoning. Following annexation of the New School Property, the City zoned the New School Property as Community Facilities zoning district.

5. District's Obligations. At its sole cost, the District agrees to undertake the following:

A. Annexation. **THE DISTRICT CONSENTED TO THE FULL PURPOSE ANNEXATION UNDER STATE LAW OF THE NEW SCHOOL PROPERTY INTO THE CORPORATE LIMITS OF THE CITY, WHICH THE CITY HAS COMPLETED, AND THE DISTRICT WAIVES ALL OBJECTIONS, ELECTIONS, AND PROTESTS OF SUCH ANNEXATION. THIS AGREEMENT SHALL SERVE AS THE VOLUNTARY PETITION OF THE DISTRICT FOR FULL PURPOSE ANNEXATION OF THE NEW SCHOOL PROPERTY.**

B. C-Town Property. District owns the land labeled as CAD parcel ID 988630, with a legal description of Celina Original Donation, Block 67, Lot 1, and CAD parcel ID 988649, with a legal description of Celina Original Donation, Block 67, Lot 2, and all improvements thereon, generally located on East Pecan Street between North Arkansas Street, East Walnut Street and North Texas Drive as reflected in Exhibit C (the "C-Town Property"). Within sixty (60) days of the Effective Date of this Agreement, the District agrees to convey the C-Town Property to the City by deed, which conveyance instrument shall be acceptable to the City. City and District shall enter into a written lease agreement for the C-Town Property, the form and other terms of which shall be reasonably agreed upon by City and District, but which shall contain the following terms: (a) District shall

pay City rent of One Dollar (\$1.00) per annum; (b) District shall be responsible for maintaining and insuring the C-Town Property; and (c) City may terminate the lease with 12-months' notice to District when City is preparing to build Traditions Park (which name of said park may be changed).

C. County Road 99. The District shall be responsible for installing any required railroad crossing safety equipment at the corner of CR 99 and N. Louisiana Dr., including but not limited to flashing lights, gates, crossbucks, sirens, and road grading. The District shall also be responsible for installing road improvements with a minimum width of twenty-four (24) feet to CR 99, left and right turn lanes, and any striping of traffic lanes required by City Regulations (as defined below) as a result of the increased traffic to the New School Property, and the City shall contribute \$150,000.00 towards the costs therefore. City agrees that the road immediately adjacent to the New School Property on the south side of the New School Property known as Country Road 99 does not have to be concrete as required by the City Regulations, but may be asphalt as approved by the City Engineer. Plans and specifications for the railroad crossing safety equipment and road improvements described in this paragraph shall be subject to the reasonable approval of the District.

D. Louisiana St./Business 289. In lieu of the District escrowing funds with the City for future concrete right and left turn lanes on Louisiana St./Business 289, as required by City Regulations, the District may construct the northbound right turn lane and southbound left turn lane using asphalt so long as the construction plans are approved by the City Engineer. The City agrees that the District may delay the commencement of construction of the northbound right turn lane until the District obtains a building permit from the City for a new elementary school to be located adjacent to, near or on the New School Property, and said northbound right turn lane must be completed before the new elementary school can receive a certificate of occupancy from the City.

E. Marilee CCN Decertification and Temporary Service. The District shall cooperate with the City in the City's acquisition of Marilee Special Utility District's ("**Marilee**") Certificate of Convenience and Necessity ("**CCN**") for the New School Property, which costs of acquisition shall be paid by the City. The District and the City may enter into a temporary agreement with Marilee to provide water service, with fire flow as approved by the City's Fire Marshal, until the New School Property is certified into the City's CCN, but such agreement shall terminate upon certification.

F. Easements and Rights-of-Way. The District, upon reasonable review and approval of the types, locations, and specifications, shall dedicate and convey all easements and rights-of-way needed on the New School Property for roads, drainage and public utilities, including but not limited to the Water Lines, to the City at no charge to the City.

G. Water and Wastewater Facilities. District shall be responsible for designing and constructing all onsite and offsite water and wastewater facilities necessary to serve the New School Property, other than the Water Lines. Within thirty (30) days of the issuance to the District by the City of a certificate of occupancy for a middle school on the New

School Property, City shall pay Three Hundred Thousand Dollars (\$300,000.00) to District towards the costs of said water and wastewater facilities.

H. Sidewalks. The City agrees that the District may delay the commencement of construction of required sidewalks along Louisiana St./Business 289 for the New School Property until the District obtains a building permit from the City for a new elementary school to be located adjacent to, near or on the New School Property, and said sidewalks must be completed before the new elementary school can receive a certificate of occupancy from the City.

6. City Standards.

6.1 Full Compliance with City Standards.

A. Development of the New School Property shall be subject to any ordinance, rule, regulation, standard, policy, order or guideline adopted or enforced by the City, as amended (the “**City Regulations**”) and uniform engineering design standards, as amended, to the extent such City Regulations and uniform engineering design standards are enforceable under Texas law.

B. Building permits and certificates of occupancy shall be required for improvements on the New School Property using the procedures and standards contained in the City Regulations. Permits will not be issued for permit applications that do not comply with the terms of this Agreement. The City will not be held liable for withholding permits under this section.

C. Notwithstanding anything herein to the contrary, all building elevations and exterior materials used for improvements constructed on the New School Property shall substantially conform to the elevations and materials depicted in **Exhibit D**, attached hereto and incorporated for all purposes.

D. All public infrastructure, including but not limited to water, wastewater, drainage, and roadways, shall be dedicated to the City, and upon acceptance by the City of the water and wastewater improvements, the City shall be the retail provider of such services.

E. The District shall submit to the City for approval a plan for landscaping the New School Property. In the alternative, the District agrees to follow the landscaping standards established in the City Regulations, for non-residential development.

6.2 Approval of Plats/Plans/Replat. Approval of plats, permits, plans, designs, or specifications by the City shall be in accordance with the City Regulations to the extent such City Regulations are enforceable under Texas law. Approval by the City, the City Engineer or other City employee or representative, as applicable, of any plats, permits, plans, designs or specifications submitted by the District pursuant to this Agreement or pursuant to the City Regulations shall not constitute or be deemed to be a release of the responsibility and liability of the District, its engineer, employees, officers or agents for the accuracy and competency of their design and specifications. Further, any such approvals shall not be deemed to be an assumption of such responsibility and liability by the City for any defect in the design and specifications prepared by the District or the District’s engineer, or engineer’s officers, agents, servants or employees, it being the intent of the Parties

that approval by the City Engineer signifies the City's approval on only the general design concept of the improvements to be constructed. All plats and plans of the District related to the New School Property shall meet the requirements of the City Regulations to the extent such City Regulations are enforceable under Texas law. The District may submit a replat for all or any portion of the New School Property.

6.3 Vested Rights. This Agreement shall constitute a "permit" under Chapter 245 of the Texas Local Government Code that is deemed filed with the City on the Effective Date.

6.4 Building Codes, Fire Codes and Building Materials. *As consideration for the capital improvements and cost-sharing provided by the City, District has consented to and requested, and the Parties agree, that the City-adopted building codes and local amendments as subsequently amended, the City-adopted fire codes and local amendments as subsequently amended, and the City's building material regulations contained in the zoning ordinance and in other City ordinances, all as subsequently amended, to apply to the New School Property, and voluntarily agrees to burden the New School Property with their applicability, despite Texas Government Code Chapter 3000, effective September 1, 2019, as it presently exists or may be subsequently amended. The Parties further acknowledge and agree that the terms, provisions, covenants, and agreements contained in, or referenced in, this paragraph are covenants that touch and concern the New School Property and that it is the intent of the Parties that such terms, provisions, covenants, and agreements shall run with the New School Property and shall be binding upon the Parties hereto, their successors and assigns, and all subsequent owners of the Property. Should any amendment to the building material regulations contained in the zoning ordinance and in other city ordinances be held to be invalid by a court of competent jurisdiction, the Parties agree that the building material regulations in effect on August 1, 2019 shall then touch and concern the New School Property and be binding upon the Property. To the extent any other provision in this Agreement is in conflict with this Section 6.4, this Section 6.4 shall control.*

6.5 Conflicts. In the event of any conflict between this Agreement and any City Regulation, this Agreement, including any exhibit or attachment, shall control unless otherwise stated herein.

7. General Provisions.

A. Notices. All notices required to be contemplated by this Agreement (or otherwise given in connection with this Agreement) (a "Notice") shall be in writing, shall be signed by or on behalf of the Party giving the Notice, and shall be effective on the earlier of (a) on the third (3rd) day after being deposited with the United States mail service, Certified Mail, Return Receipt Requested with a confirming copy sent by facsimile or email, (b) on the day delivered by a private delivery or private messenger service (such as FedEx or UPS) as evidenced by a receipt signed by any person at the delivery address (whether or not such person is the person to whom the Notice is addressed), or (c) on the day actually received by the person to whom the Notice is addressed, including, but not limited to, delivery in person, delivery by regular mail, delivery by facsimile (with a confirmation copy sent by regular mail), or delivery by email (with a confirming copy sent by one of the other methods set forth herein). Notices given pursuant to this Section shall be addressed as follows:

To the City: City of Celina
142 North Ohio Street
Celina, Texas 75009
Attention: City Manager
Telephone: (972) 283-2682
Facsimile: (972) 382-3736
Email: jlaumer@celina-tx.gov

With a copy to: Julie Fort
Messer, Fort & McDonald, PLLC
6371 Preston Road, Suite 200
Frisco, Texas 75034
Telephone: (972) 668-6400
Email: julie@txmunicipallaw.com

To the District: Celina Independent School District
Attention: Superintendent
205 S. Colorado Street
Celina, Texas 75009

With a copy to: Chris Zillmer
Celina ISD Lawyer
Abernathy, Roeder, Boyd & Hullett, PC
1700 Redbud Blvd., Suite 300
McKinney, Texas 75069
Telephone: (214) 544-4000
Email: czillmer@abernathy-law.com

The Parties shall have the right from time to time to change their respective addresses, and each shall have the right to specify as its address any other address within the United States of America by giving at least ten (10) days written notice to the other Party. If any date or any period provided in this Agreement ends on a Saturday, Sunday, or legal holiday, the applicable period for calculating the notice shall be extended to the first business day following such Saturday, Sunday, or legal holiday.

B. Governmental Immunity. This Agreement is made for the express purpose of installing public infrastructure and improving publicly owned property, which purposes are governmental functions. Neither the City nor the District waive sovereign, statutory, or other immunity. Notwithstanding the foregoing, and only to the extent permitted by law, the District shall indemnify and hold harmless the City, and its officers, agents, and employees, from and against any and all claims, actions, suits, liability, loss, costs, expenses, and damages of any nature, which are caused by or result from any negligent act or omission of the District in performing its obligations hereunder. Notwithstanding the foregoing, and only to the extent permitted by law, the City shall indemnify and hold

harmless the District, and its officers, agents, and employees, from and against any and all claims, actions, suits, liability, loss, costs, expenses, and damages of any nature, which are caused by or result from any negligent act or omission of the City in performing its obligations hereunder.

C. Current Revenues. Each Party shall make any payments or expenditures under this Agreement out of the current revenues available to the Party in any given year of this Agreement.

D. Entire Agreement; Amendment. This Agreement contains the entire agreement of the Parties with respect to the matters covered by this Agreement, and no other agreement, statement, or promise made by either Party, or to any employee, officer, or agent of either Party, which is not contained in this Agreement shall be binding or valid. This Agreement may not be altered, amended, or modified except in writing and approved by the City Council and District Board.

EXECUTED by the City and the District to be effective on the Effective Date.

CITY OF CELINA

Sean Terry, Mayor

ATTEST:

Vicki Tarrant, City Secretary

CELINA INDEPENDENT SCHOOL DISTRICT

Dr. Tom Maglisceau, Superintendent

ATTEST:

, Secretary

Exhibit A
Legal Description and Depiction of New School Property

BEING a 75.3364 acre tract of land situated in the Wade H. Ratton Survey, Abstract No. 753, Collin County, Texas, said 75.3364 acre tract of land being a portion of a call 640 acre tract of land conveyed to **MOSES HUBBARD** and **MARY JANE HUBBARD** by deed thereof filed for record in Volume 29, Page 486, Deed Records, Collin County, Texas (D.R.C.C.T.), said 75.3364 acre tract being herein more particularly described by metes and bounds as follows:

BEGINNING at mag nail with washer stamped "SPOONER 5922" set (hereinafter referred to as a mag nail set) at the southwest property corner of the said 640 acre tract, same being the northeast property corner of a called 5.006 acre tract of land conveyed to Peter S. Boidock and Mary Joan Boidock by deed recorded in Volume 2485, Page 575, D.R.C.C.T., said beginning point being the northwest property corner of a called 129.4 acre tract of land conveyed to Denise Lynn Willard by deed recorded in Volume 5476, Page 394, D.R.C.C.T., said beginning point also being at the approximate intersection of the centerline of Business Highway 289, being a variable width public right-of-way by use and occupation with the centerline of County Road 99, also being a variable width public right-of-way by use and occupation;

THENCE, North 00°01'09" West, along the west property line of the said 640 acre tract and with said Business Highway 289, at a distance of 169.00 feet passing the most easterly southeast property corner of a called 112.703 acre tract of land conveyed to Ariana, LLC by deed recorded in Instrument Number 20180730000947040, Official Public Records, Collin County, Texas (O.P.R.C.C.T.), continuing along the said west property line, with said Business Highway 289 and along the east property line of the said 112.703 acre tract, in all a total distance of 1,259.94 feet to a mag nail set at the northwest property corner of the herein described tract, from which a ½" iron rod found at the northeast property corner of a called 153.177 acre tract of land conveyed to Chi Chu Chan, Tsun Huei Chan and Yen Tea Chan by deed recorded in Instrument Number 20091217001510900, O.P.R.C.C.T., bears North 00°01'09" West 1,977.87 feet;

THENCE, North 89°33'02" East, departing the said west property line and said Business Highway 289, over and across the said 640 acre tract, 2,744.00 feet to a 5/8" iron rod with cap stamped "SPOONER 5922" set on the northwest property line of a called 10.9 acre tract of land conveyed to Sam Lazarus by deed recorded in Volume 104, Page 551, D.R.C.C.T., said 10.9 acre tract being a 100 feet wide railroad right-of-way that is currently owned and operated by the Burlington Northern Santa Fe Railway Company.

THENCE, South 12°25'52" West, along the said northwest property line, 1,292.43 feet to a mag nail set on the south property line of the said 640 acre tract, said mag nail set being the northwest property corner of a called 5.9 acre tract of land conveyed to Sam Lazarus by deed recorded in Volume 104, Page 559, D.R.C.C.T., said 5.9 acre tract being a 100 feet wide railroad right-of-way that is currently owned and operated by the Burlington Northern Santa Fe Railway Company, said mag nail set being in the said centerline of County Road 99;

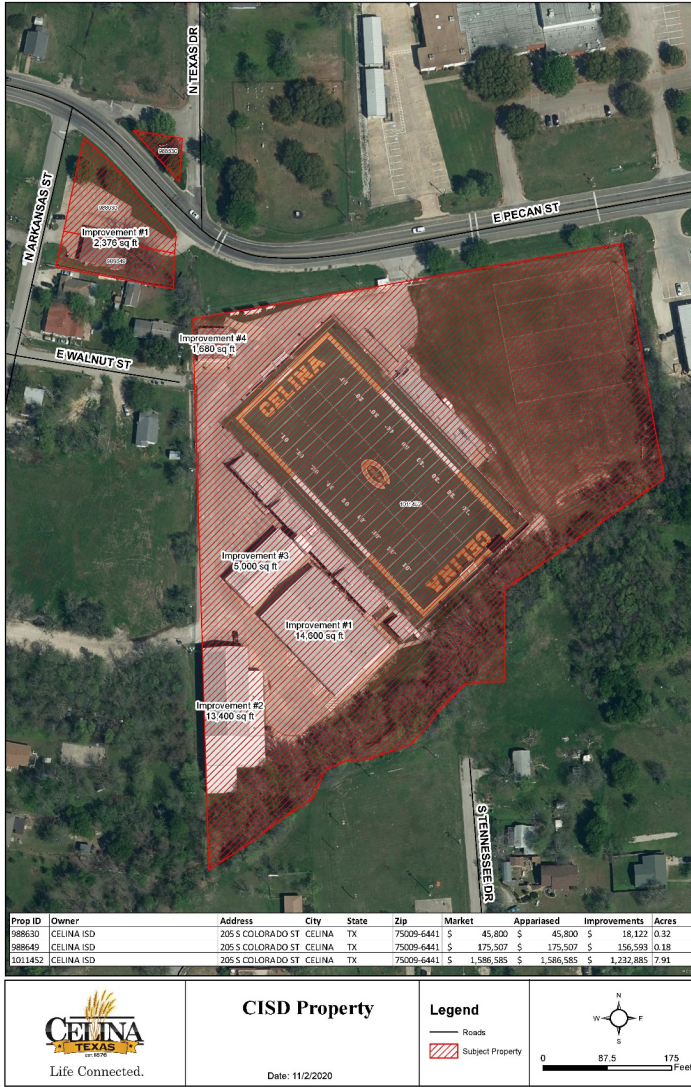
THENCE, South 89°33'02" West, along the said south property line of the 640 acre tract, along the north property line of the said 129.4 acre tract and with the said centerline of County Road 99,

2,465.35 feet to the Point of Beginning containing **75.3364 acres (3,281,652 square feet)** of land more or less.

**Exhibit B
Water Lines**



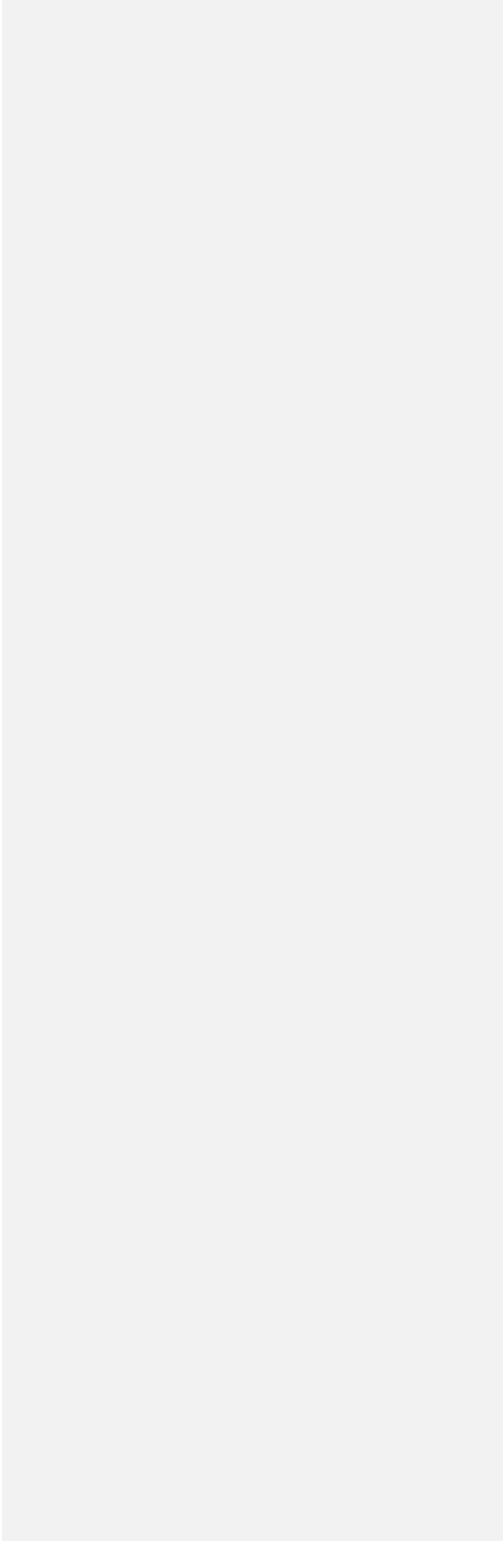
Exhibit C Improvements



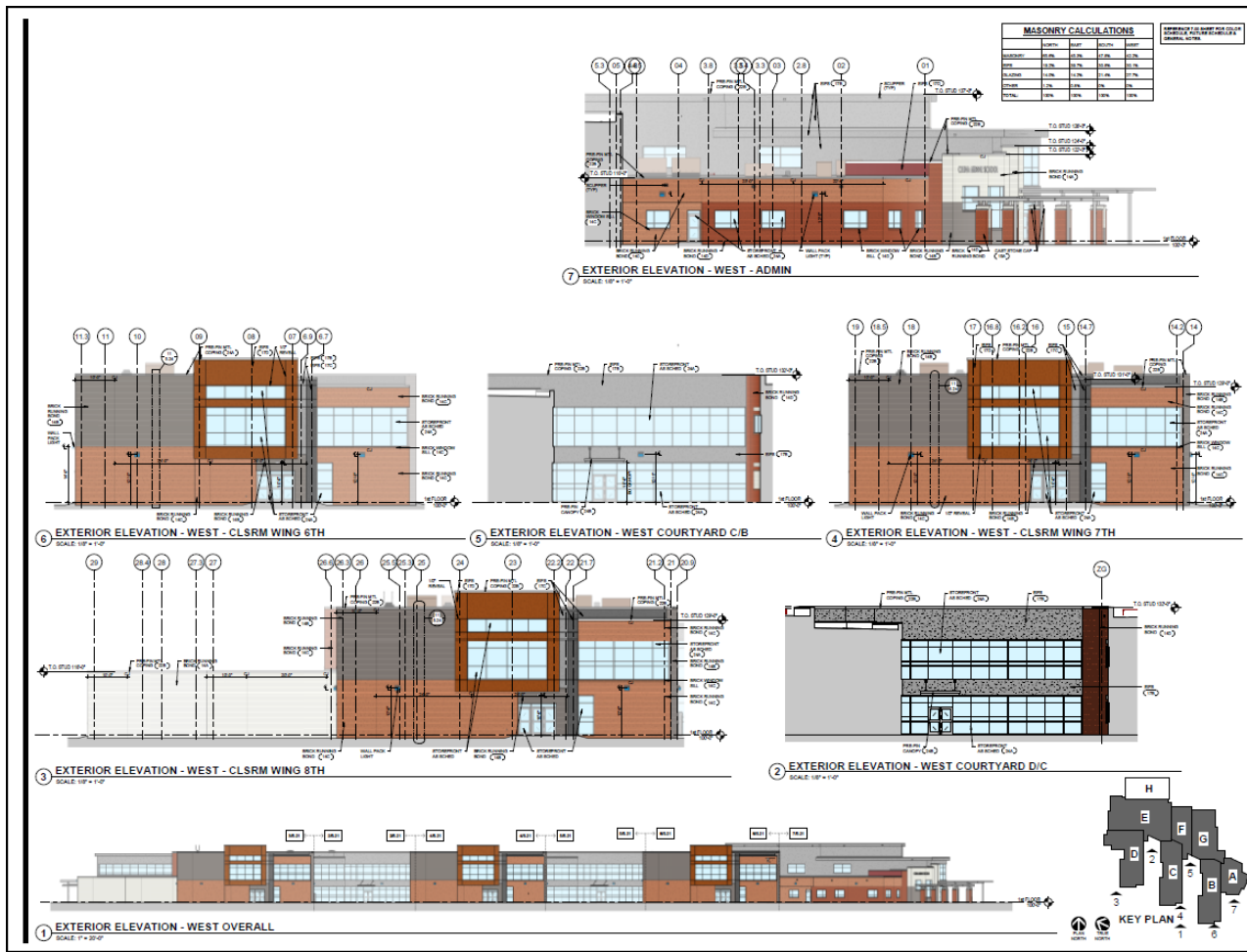
GENERAL LIST OF IMPROVEMENTS TO BE CONVEYED TO CITY:

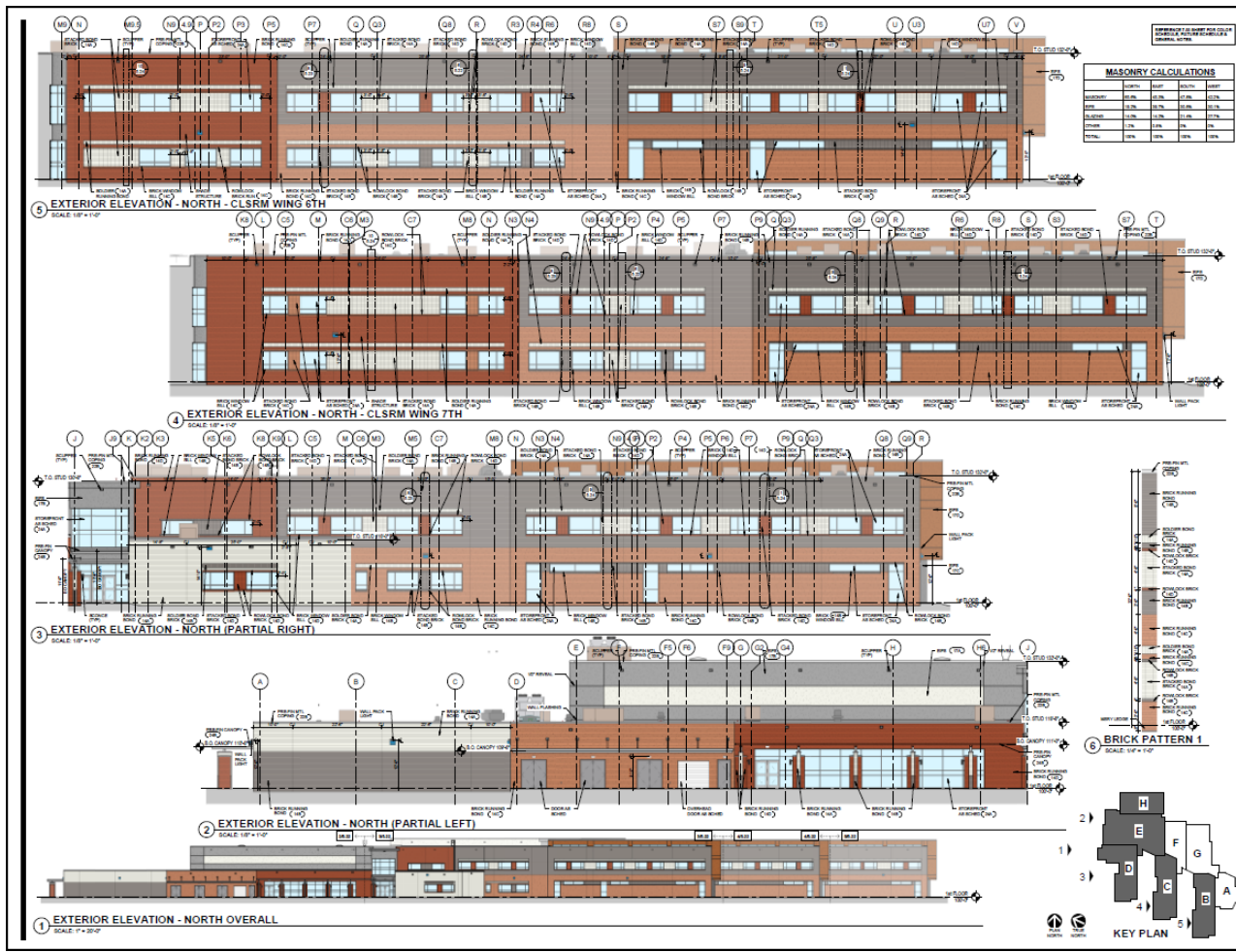
- 2,367 square foot building

Exhibit D
Building Elevations











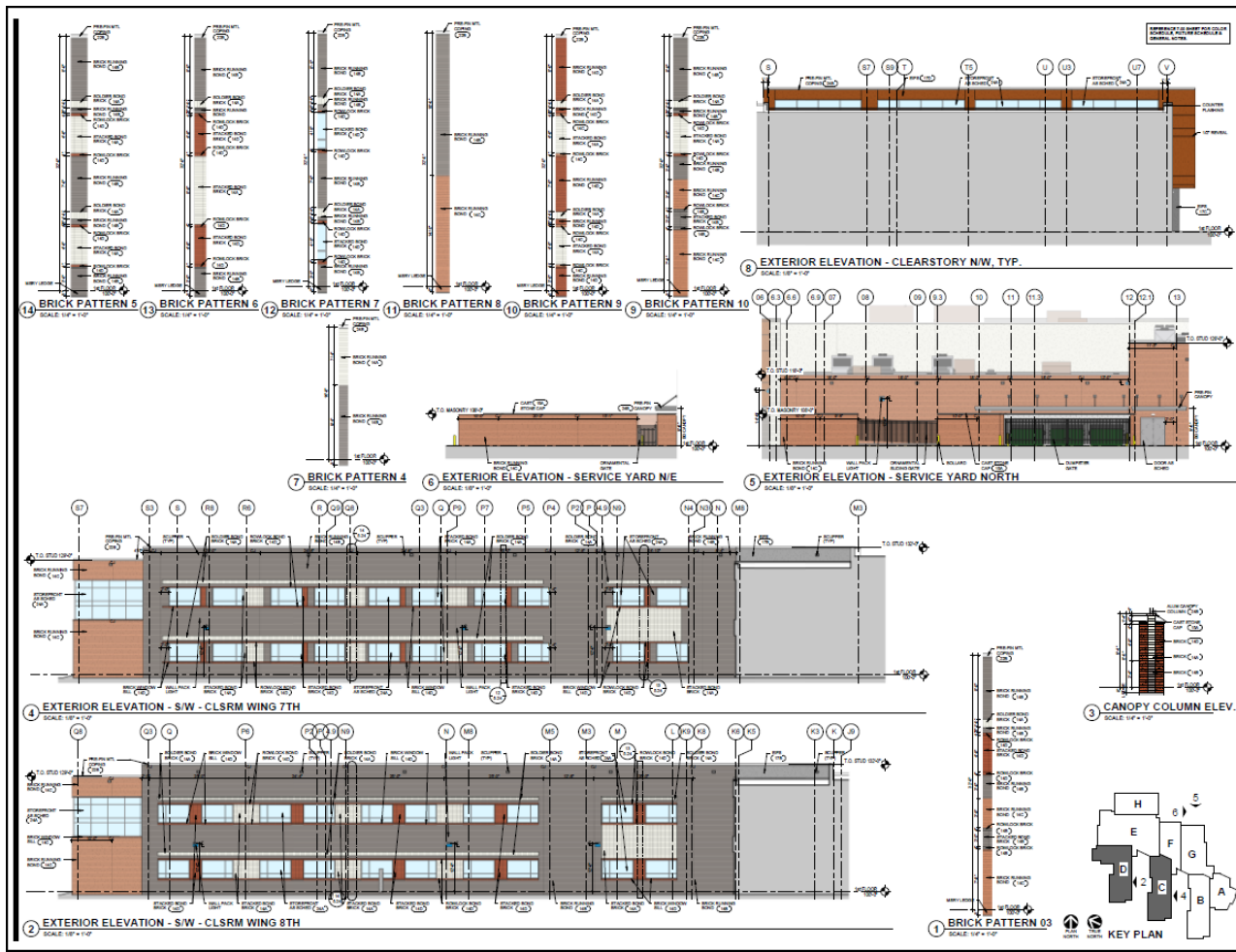


Exhibit E
Deed

Commented [JL1]: Not needed for 2 party agreement?

STATE OF TEXAS
COUNTY OF COLLIN

KNOW ALL MEN BY THESE PRESENTS:

That we, Mrs. Edna Rooney Timmerman, a widow, Mrs. J. C. Ousley, a widow, Edgar Graham Ousley, a single man, and Maxine Ousley, a widow, for and in consideration of Ten (\$10.00) Dollars, to us in hand paid by the Trustees of the Celina Independent School District, the receipt of which is hereby acknowledged, have, until the time hereinafter stated, GRANTED, SOLD AND CONVEYED, and by these presents do grant, sell and convey unto the Trustees of the Celina Independent School District and their successors in office for the use and benefit of the Celina Independent School District and for the purpose of providing grounds and facilities for carrying on or public free school activities of said district, all of the following described land, to-wit:

SITUATED in Collin County, Texas, in the J. K. Rice survey, Abst. No. 767, and being out of the Northwest corner of 125 acres described in deed from J. P. Graham to Edna Rooney Ousley, dated June 21, 1939, and recorded in Vol. 322, page 366, of the Collin County Deed Records.
BEGINNING at a stake at fence post at the Northwest corner of the said 125 acre tract;
THENCE South 74 1/2 feet with fence line to a stake at fence post on the North bank of a creek;
THENCE North 52-3/4 degrees East 821 feet with the North bank of said creek to a stake at fence post;
THENCE North 12-1/4 degrees West 345 feet with fence line to a stake in the middle of a gravel road;
THENCE South 81 degrees West 504.5 feet with the middle of said gravel road to the place of beginning, containing 7.86 acres of land.

*Edna
Corrected
1972*

TO HAVE AND TO HOLD the above described premises unto the Trustees of the Celina Independent School District and their successors in office so long as the above described lands are used for school purposes including athletics and all other activities usually and customarily carried on by school districts from time to time. And whenever such land shall cease to be used for such school purposes then and thereupon this conveyance shall be null and void and the lands and premises shall absolutely revert to the grantors herein, their heirs and assigns without suit or re-entry.

The grantors expressly reserve unto themselves, their heirs and assigns all the oil, gas and other minerals in, on and under the above described land, together with the full, sole and complete right to lease said land for oil, gas or other minerals, together with the right either in themselves or any leasee or assignee to go upon said land at any time for the purpose of exploring for or recovering and producing any oil, gas or other minerals to be found thereon.

Witness our hands this 26 day of December, 1950.

59

Mrs. Edna Rooney Timmerman
Mrs. Edna Rooney Timmerman

Mrs. J. C. Ousley
Mrs. J. C. Ousley

Edgar Graham Ousley
Edgar Graham Ousley

Marine Ousley
Marine Ousley

STATE OF TEXAS §
COUNTY OF COLLIN §

BEFORE ME, the undersigned authority, this day personally appeared Mrs. Edna Rooney Timmerman, a widow, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that she executed the same for the purposes and consideration therein expressed.



GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 26 day of December, 1950.

Lee E. Newsom
Notary Public, Collin County, Texas
(Lee E. Newsom)

STATE OF TEXAS §
COUNTY OF COLLIN §

BEFORE ME, the undersigned authority, this day personally appeared Mrs. J. C. Ousley, a widow, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that she executed the same for the purposes and consideration therein expressed.



GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 26 day of December, 1950.

Lee E. Newsom
Notary Public, Collin County, Texas
(Lee E. Newsom)

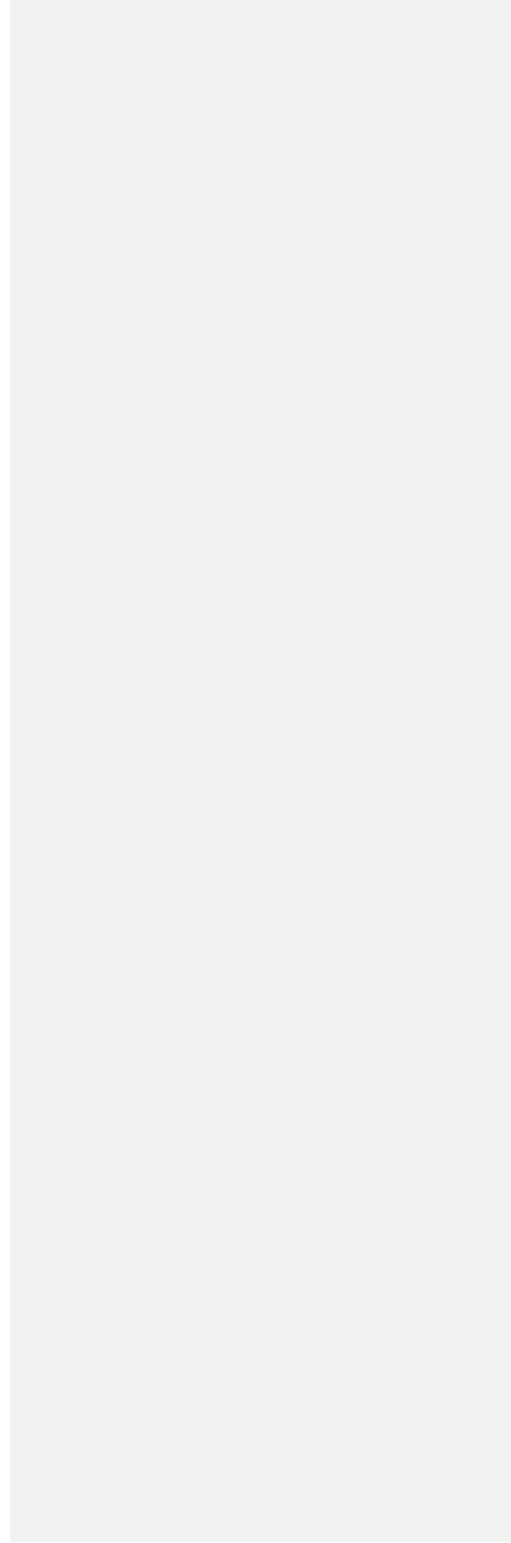
STATE OF TEXAS §
COUNTY OF COLLIN §

BEFORE ME, the undersigned authority, this day personally appeared Edgar Graham Ousley, a single man, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.



GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 26 day of December, 1950.

Lee E. Newsom
Notary Public, Collin County, Texas
(Lee E. Newsom)



Regular Meeting
Monday, September 20, 2021 6:15 PM Central

Multipurpose Facility, Celina High School,
Banquet Hall
3455 North Preston Road
Celina, TX 75009

1. CALL TO ORDER & ESTABLISH QUORUM

Kelly Juergens called the meeting to order at 6:15 PM.

1.A. Pledge of Allegiance
Led by Choc Christopher

1.B. Invocation
Led by Brooks Barr

2. RECOGNITIONS

2.A. 20-21 Business Recognition Presentation
Jill Roza presented Business Recognitions to local businesses that have supported Celina ISD.

3. PUBLIC COMMENT

3.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
Mary Anne Jensen addressed the board regarding graduation caps and gowns.
Cheri Moe spoke to the board about graduation caps and gowns and keeping Celina traditions.
Ann Yost addressed the board regarding graduation caps and gowns.

4. SUPERINTENDENT'S REPORT

4.A. Information / Superintendent's Update

5. CONSTRUCTION REPORT

Presented by Jack Ream.

6. CLOSED MEETING

Kelly Juergens adjourned the Board to Executive Session at 6:48 PM.

6.A. Personnel - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

6.B. Real Property - Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.

6.C. Safety and Security - Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section

2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

7. RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.

The Board reconvened to Open Session at 8:25 PM.

8. ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION

8.A. Motion was made by Todd Snyder and seconded by Tracey Balsamo to grant the proposed Glendenning Parkway easement as presented.

Motion carried 7-0

8.B. Motion was made by Jeff Gravley and seconded by Choc Christopher to allow Dr. Tom Maglisceau to act on behalf of the Celina ISD Board of Trustees regarding future land acquisition decisions.

Motion carried 7-0

9. INFORMATION/CONFIRMATION AGENDA ITEMS

9.A. Accountability

9.B. 2nd Quarter Demographic Information

10. ACTION/BRIEFING AGENDA ITEMS

10.A. Approve Student to Industry Connection Course

Motion was made by Brooks Barr and seconded by Jeff Gravley to approve the Student to Industry Connection Course as presented.

Motion carried 7-0

10.B. Discuss and Approve Naming At Least One Volunteer to Celina Education Foundation

Motion was by Chuck Hansen and seconded by Tracey Balsamo to nominate Jeff Gravley and Choc Christopher to represent the Celina ISD Board of Trustees on the Celina Education Foundation Board.

Motion carried 7-0

11. CONSENT/CONFIRMATION AGENDA ITEMS

Motion was made by Tracey Balsamo and seconded by Brooks Barr to approve the minutes of the August 16, 2021 Regular Board Meeting, the September 1, 2021 Facilities Committee Meeting, as well as the monthly cash distributions, cash balance, investment report, and budget amendments.

Motion carried 7-0

11.A. Minutes of the August 16, 2021 Regular Board Meeting and the September 1, 2021 Facilities Committee Meeting

11.B. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments

12. ADJOURNMENT

Motion was made by Todd Snyder and seconded by Chuck Hansen to adjourn the meeting.

Motion carried 7-0

The meeting was adjourned at 8:58 PM.

DRAFT

Celina Independent School District
 BOND CONSTRUCTION ACCOUNT
 2021-2022

	July 2021 Actual	August 2021 Actual	September 2021 Actual
<i>Beginning Cash Balance</i>	\$34,504,957.44	\$ 31,089,108.67	\$ 73,072,921.58
Independent Bank			
RECEIPTS			
Interest	\$ 15,595.01	\$ 29,435.09	\$ 32,172.95
Sale of Bonds		\$ 45,000,000.00	
Transfers from Texpool			
Transfers from Indep. Bank	\$		
Accounts Payable			
Total Revenue	\$ 15,595.01	\$ 45,029,435.09	\$ 32,172.95
DISBURSEMENTS			
Transfers to Texpool/Logic	\$		
Construction Payables	\$ (3,431,443.78)	\$ (3,045,622.18)	\$ (3,577,666.46)
Total Expenditures	\$ (3,431,443.78)	\$ (3,045,622.18)	\$ (3,577,666.46)
Net Change in Cash	\$ (3,415,848.77)	\$ 41,983,812.91	\$ (3,545,493.51)
 Ending Cash Balance**	 \$31,089,108.67	 \$ 73,072,921.58	 \$ 69,527,428.07

	August 2021 Actual	September 2021 Actual
<i>Beginning Cash Balance</i>		\$ 30,000,451.04
Texpool (Bond Acct.)		
RECEIPTS		
Interest	\$ 451.04	\$ 687.18
Sale of Bonds	\$ 30,000,000.00	
Transfers from Texpool		
Transfers from Indep. Bank		
Accounts Payable		
Total Revenue	\$ 30,000,451.04	\$ 687.18
DISBURSEMENTS		
Transfers to Texpool/Logic		
Construction Payables		
Total Expenditures		
Net Change in Cash	\$ 30,000,451.04	\$ 687.18
 Ending Cash Balance**	 \$ 30,000,451.04	 \$ 30,001,138.22
 Total Bond Funds	 \$103,073,372.62	 \$ 99,528,566.29

Celina Independent School District
Operating Cash Flow
2021-2022

	July 2021 Actual	August 2021 Actual	September 2021 Actual
<i>Beginning Cash Balance</i>	\$ 6,409,443.79	5,256,674.02	4,554,948.89
RECEIPTS			
Tax Collections	\$ 31,903.07	36,199.82	64,214.13
Interest	\$ 2,837.16	2,180.67	1,888.53
Other Local Revenue	\$ 57,702.50	82,254.06	
State Revenue - Available School	\$ 86,870.00	196,908.00	55,574.00
State Revenue -Foundation	\$ 1,263,060.00	1,459,053.00	1,996,030.00
State Revenue - Prior Year	\$	41.00	359,573.99
State Revenue - Misc	\$	22,109.00	
Federal Program Revenue	\$ 13,189.71	58,347.20	108,545.87
Breakfast/Lunch Revenue - Local/Fed	\$ 530.00	61,957.43	111,032.20
Transfers From Texpool	\$		
Total Revenue	\$ 1,456,092.44	1,919,050.18	2,696,858.72
DISBURSEMENTS			
Payroll Net Checks	\$ -1,348,286.40	-1,327,077.19	-1,533,062.77
Payroll Deductions	\$ -76,646.13	-76,681.31	-85,563.23
TRS Deposit	\$ -178,683.24	-381,563.98	-397,389.40
IRS Deposit	\$ -166,242.79	-162,072.72	-171,238.55
Total Payroll	\$ -1,769,858.56	-1,947,395.20	-2,187,253.95
Transfers to Texpool	\$		
Transfer to Ind Bank MMA	\$		
Account Payable Expenditures	\$ -839,003.65	-673,380.11	-558,503.76
Total Expenditures	\$ -2,608,862.21	-2,620,775.31	-2,745,757.71
Net Change in Cash	\$ -1,152,769.77	-701,725.13	-48,898.99
Ending Cash Balance	\$ 5,256,674.02	4,554,948.89	4,506,049.90
Beginning Cash Balance at Texpool	\$ 3,342,513.41	3,342,566.99	3,342,629.99
Deposits - Transfers In	\$		
Interest Earned	\$ 53.58	63.00	76.55
Transfers out	\$		
Ending Cash Balance at Texpool	\$ 3,342,566.99	3,342,629.99	3,342,706.54
Beginnin Cash Balance-Ind Bank MMA	2,059,391.62	2,060,353.61	2,061,316.05
Deposits - Transfer In			
Interest Earned	961.99	962.44	931.83
Transfers out			
Ending Cash Balance-Ind Bank MMA	2,060,353.61	2,061,316.05	2,062,247.88
TOTAL CASH AVAILABLE	\$ 10,659,594.62	9,958,894.93	9,911,004.32

Celina Independent School District
Interest and Sinking Cash Flow

	2021 July 2021 Actual	2022 August 2021 Actual	September 2021 Actual
<i>Beginning Cash Balance-Independent Bk</i>	\$ 5,469,223.12	5,488,027.43	6,222,398.12
RECEIPTS			
Tax Collections	\$ 16,246.53	27,368.61	30,649.51
Interest	\$ 2,557.78	2,689.50	2,825.23
Transfer from Texpool	\$ 0.00	7,014,084.06	0.00
State Revenue - IFA	\$ 0.00	0.00	0.00
Total Revenue	\$ 18,804.31	7,044,142.17	33,474.74
DISBURSEMENTS			
Bond Payments	\$ 0.00	6,309,771.48	750.00
Transfers to Texpool	\$ 0.00	0.00	0.00
Transfers to MMA Independent Bank	0.00	0.00	0.00
Total Expenditures	\$ 0.00	6,309,771.48	750.00
Net Change in Cash	18,804.31	734,370.69	32,724.74
Ending Cash Balance - Independent Bk	\$ 5,488,027.43	6,222,398.12	6,255,122.86
Beginning Cash Balance at Texpool	\$ 4,608,737.57	4,608,811.49	0.00
Deposits - Transfers In/Int Sale of Bond	\$ 0.00	2,405,272.57	0.00
Interest Earned	\$ 73.92	0.00	0.00
Transfers out (to Indep. Bank better rate)	\$ 0.00	7,014,084.06	0.00
Ending Cash Balance at Texpool	\$ 4,608,811.49	0.00	0.00
Independent Bank - MMA Investment			
Beginning Balance	102,973.93	103,022.03	103,070.16
Deposits	0.00	0.00	0.00
Interest	48.10	48.13	46.59
Transfers out	0.00	0.00	0.00
Ending Cash Balance - Ind Bank MMA	103,022.03	103,070.16	103,116.75
TOTAL CASH AVAILABLE	\$ 10,199,860.95	6,325,468.28	6,358,239.61

CELINA INDEPENDENT SCHOOL DISTRICT
GENERAL FUND (INCLUDES ATHLETIC, OPERATING)
MONTHLY FINANCIAL REPORT
September 30, 2021

	ADOPTED BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:				
5700 OTHER LOCAL REVENUE	\$ 243,500.00	\$ 495,802.64	\$ (252,302.64)	-103.62%
5711 PROPERTY TAXES, CURRENT YEAR	\$ 20,165,678.00	\$ 86,357.23	\$ 20,079,320.77	99.57%
5712 PROPERTY TAXES, PRIOR YEAR	\$ 150,000.00	\$ 32,827.37	\$ 117,172.63	78.12%
5719 PENALTY & INTEREST	\$ 100,000.00	\$ 10,330.79	\$ 89,669.21	89.67%
5800 STATE PROGRAM REVENUES	\$ 13,119,436.00	\$ 2,426,565.76	\$ 10,692,870.24	81.50%
5900 FEDERAL PROGRAM REVENUE	\$ 60,000.00		\$ 60,000.00	100.00%
7900 OTHER REVENUE IF NEEDED	\$ 365,088.00		\$ 365,088.00	0.00%
TOTAL REVENUES	\$ 34,203,702.00	\$ 3,051,883.79	\$ 31,151,818.21	91.08%

	ADOPTED BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:				
11 INSTRUCTION	\$ 19,483,632.00	\$ 3,853,152.61	\$ 15,630,479.39	80.22%
12 LIBRARY SERVICES	\$ 274,387.00	\$ 59,156.29	\$ 215,230.71	78.44%
13 CURRICULUM	\$ 451,654.00	\$ 172,552.84	\$ 279,101.16	61.80%
21 INSTRUCTIONAL LEADERSHIP	\$ 68,497.00	\$ 16,931.31	\$ 51,565.69	75.28%
23 SCHOOL ADMINISTRATION	\$ 2,322,962.00	\$ 540,131.79	\$ 1,782,830.21	76.75%
31 GUIDANCE AND COUNSELING	\$ 1,015,482.00	\$ 265,112.72	\$ 750,369.28	73.89%
33 HEALTH SERVICES	\$ 355,513.00	\$ 63,341.71	\$ 292,171.29	82.18%
34 PUPIL TRANSPORTATION	\$ 1,640,948.00	\$ 321,758.33	\$ 1,319,189.67	80.39%
36 EXTRA CURRICULAR ACTIVITIES	\$ 1,447,420.00	\$ 404,149.30	\$ 1,043,270.70	72.08%
41 GENERAL ADMINISTRATION	\$ 1,342,560.00	\$ 362,058.26	\$ 980,501.74	73.03%
51 PLANT MAINTENANCE & OPERATIONS	\$ 3,578,652.00	\$ 804,755.67	\$ 2,773,896.33	77.51%
52 SECURITY & MONITORING	\$ 501,387.00	\$ 62,383.67	\$ 439,003.33	87.56%
53 DATA PROCESSING	\$ 698,283.00	\$ 224,791.31	\$ 473,491.69	67.81%
71 DEBT SERVICE	\$ 777,825.00	\$ 565,107.02	\$ 212,717.98	27.35%
81 FACILITY IMPROVEMENT	\$ 45,000.00	\$ 7,788.21	\$ 37,211.79	82.69%
93 PAYMENT TO FISCAL AGENTS	\$ 18,500.00	\$ -	\$ 18,500.00	100.00%
95 PAYMENT TO JJAEP	\$ 16,000.00		\$ 16,000.00	100.00%
99 TAX APPRAISAL	\$ 165,000.00	\$ 743.96	\$ 164,256.04	99.55%
TRANSFER TO CONST/FOOD SERVICES	\$ -	\$ -	\$ -	0.00%
TOTAL EXPENDITURES	\$ 34,203,702.00	\$ 7,723,915.00	\$ 26,479,787.00	77.42%

CELINA INDEPENDENT SCHOOL DISTRICT
 FOOD SERVICE FUND 240
 MONTHLY FINANCIAL REPORT
 AS OF
 SEPTEMBER 30, 2021

	ADOPTED BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:				
5751 REVENUE FROM MEALS SERVED	\$ 425,000.00	\$ 62,193.80	\$ 362,806.20	85.37%
5800 STATE REVENUE	\$ 41,144.00	\$ 8,955.52	\$ 32,188.48	78.23%
5900 NATL CHILD NUTRITION	\$ 330,000.00	\$ 113,481.76	\$ 216,518.24	65.61%
7900 DUE FROM OPERATING	\$ 206,079.00	\$ -	\$ 206,079.00	100.00%
TOTAL REVENUES	\$ 1,002,223.00	\$ 184,631.08	\$ 611,512.92	61.02%

	ADOPTED BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:				
35 FOOD SERVICES	\$ 1,002,223.00	\$ 176,266.35	\$ 825,956.65	82.41%

CELINA INDEPENDENT SCHOOL DISTRICT
INTEREST AND SINKING FUND 599
MONTHLY FINANCIAL REPORT
AS OF
SEPTEMBER 30, 2021

	ADOPTED BUDGET	RECEIVED TO DATE	REMAINING	REMAINING
REVENUES:				
5700 TAXES CURRENT YEAR	\$ 10,716,275.00	\$ 43,899.11	\$ 10,672,375.89	99.59%
5700 TAXES PRIOR YEAR	\$ 50,000.00	\$ 14,908.73	\$ 35,091.27	70.18%
5700 PENALTY AND INTEREST	\$ 40,000.00	\$ 4,897.26	\$ 35,102.74	87.76%
5700 LOCAL REVENUE	\$ 17,500.00	\$ 8,289.25	\$ 9,210.75	52.63%
5800 STATE REVENUE EDA/IFA	\$ -	\$ 9,645.00	\$ (9,645.00)	0.00%
7900 BOND PROCEEDS/PREMIUMS	\$ -	\$ 2,685,554.55	\$ (2,685,554.55)	0.00%
TOTAL REVENUES	\$ 10,823,775.00	\$ 2,767,193.90	\$ 8,056,581.10	74.43%

	ADOPTED BUDGET	EXPENDED TO DATE	REMAINING	REMAINING
EXPENDITURES:				
6511 BOND PRINCIPAL	\$ 2,835,000.00	\$ 2,885,000.00	\$ (50,000.00)	-1.76%
6521 BOND INTEREST	\$ 7,978,775.00	\$ 3,421,118.76	\$ 4,557,656.24	57.12%
6599 OTHER DEBT SERVICE FEES	\$ 10,000.00	\$ 4,402.72	\$ 5,597.28	55.97%
6599 BOND SALE FEES	\$ -	\$ 280,281.98	\$ (280,281.98)	0.00%
8900 FLOW THRU			\$ -	
TOTAL EXPENDITURES	\$ 10,823,775.00	\$ 6,590,803.46	\$ 4,232,971.54	39.11%

Budgeted/Expended Comparison Summary
 SEPTEMBER 30, 2021

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	% Available to Use
Funds 181-191-199 General Operating							
11 Instruction							
6100 Payroll Costs	18,282,956.00	18,278,456.00	3,454,653.94	3,124,763.12		14,823,802.06	81.10%
6200 Professional Service	549,150.00	557,650.00	113,672.84	85,904.14	60.00	443,917.16	79.60%
6300 Supplies and Materi	524,369.00	520,369.00	158,703.48	104,567.60	55,955.15	305,710.37	58.75%
6400 Other Operating	78,399.00	78,399.00	34,846.92	3,880.70	6,097.28	37,454.80	47.77%
6600 Capital Outlay	48,758.00	48,758.00			29,163.00	19,595.00	40.19%
Total Instruction	19,483,632.00	19,483,632.00	3,761,877.18	3,319,115.56	91,275.43	15,630,479.39	80.22%
12 Library							
6100 Payroll Costs	228,449.00	228,449.00	46,828.43	32,607.62		181,620.57	79.50%
6200 Professional Service	12,888.00	12,888.00	8,759.28			4,128.72	32.04%
6300 Supplies and Materi	9,875.00	9,875.00	402.96	262.58	15.62	9,456.42	95.76%
6400 Other Operating	6,000.00	6,000.00				6,000.00	100.00%
6600 Capital Outlay	17,175.00	17,175.00	707.00	557.00	2,443.00	14,025.00	81.66%
Total Library	274,387.00	274,387.00	56,697.67	33,427.20	2,458.62	215,230.71	78.44%
13 Curriculum							
6100 Payroll Costs	271,794.00	271,794.00	68,238.77	22,828.89		203,555.23	74.89%
6200 Contracted Services	108,900.00	108,900.00	34,748.44	12,280.00	39,604.10	34,547.46	31.72%
6300 Supplies and Materi	44,325.00	44,325.00	18,909.19	9,691.52	1,287.19	24,128.62	54.44%
6400 Other Operating	19,635.00	19,635.00	5,553.00	4,393.00	364.75	13,717.25	69.86%
6600 Capital Outlay	7,000.00	7,000.00			3,847.40		
Total Library	451,654.00	451,654.00	127,449.40	49,193.41	45,103.44	279,101.16	61.80%
21 Instructional Leadership							
6100 Payroll Costs	68,497.00	68,497.00	16,931.31	5,684.57		51,565.69	75.28%
Total Inst Leadersh	68,497.00	68,497.00	16,931.31	5,684.57	0.00	51,565.69	75.28%
23 School Leadership							
6100 Payroll Costs	2,290,743.00	2,290,743.00	516,509.00	213,067.35		1,774,234.00	77.45%
6200 Professional Service	5,400.00	5,400.00	980.00	980.00	195.00	4,225.00	78.24%
6300 Supplies and Materi	11,919.00	11,919.00	2,471.25	2,022.69	2,163.87	7,283.88	61.11%
6400 Other Operating	12,250.00	12,250.00	14,762.00	13,410.00	1,300.67	(3,812.67)	-31.12%
6600 Capital Outlay	2,650.00	2,650.00	250.00		1,500.00	900.00	33.96%
Total School Leader	2,322,962.00	2,322,962.00	534,972.25	229,480.04	5,159.54	1,782,830.21	76.75%
Funds 181-191-199 General Operating							
31 Guidance & Counseling							
6100 Payroll Costs	978,432.00	978,432.00	251,486.93	101,312.65		726,945.07	74.30%
6200 Professional Service	6,500.00	6,500.00			3,500.00	3,000.00	46.15%
6300 Supplies and Materi	26,350.00	26,350.00	8,154.65	860.40	1,971.14	16,224.21	61.57%
6400 Other Operating	3,700.00	3,700.00				3,700.00	100.00%
6600 Capital Outlay	500.00	500.00				500.00	100.00%
Total Counseling	1,015,482.00	1,015,482.00	259,641.58	102,173.05	5,471.14	750,369.28	73.89%
33 Health Services							
6100 Payroll Costs	338,463.00	338,463.00	61,383.04	56,520.62		277,079.96	81.86%
6200 Professional Service	0.00	0.00				0.00	0.00%
6300 Supplies and Materi	14,250.00	14,250.00	797.50	797.50	1,161.17	12,291.33	86.25%
6400 Other Operating	1,800.00	1,800.00				1,800.00	100.00%
6600 Capital Outlay	1,000.00	1,000.00				1,000.00	100.00%
Total Health Servic	355,513.00	355,513.00	62,180.54	57,318.12	1,161.17	292,171.29	82.18%
34 Pupil Transportation							
6100 Payroll Costs	1,350,948.00	1,350,948.00	255,756.46	184,410.80		1,095,191.54	81.07%
6200 Professional Service	24,000.00	24,000.00	8,810.44	519.39	3,145.47	12,044.09	50.18%
6300 Supplies and Materi	228,000.00	228,000.00	46,288.85	24,404.43	6,712.11	174,999.04	76.75%
6400 Other Operating	38,000.00	38,000.00	1,045.00	685.00		36,955.00	97.25%
6600 Capital Outlay						0.00	0.00%
Total Pupil Transpo	1,640,948.00	1,640,948.00	311,900.75	210,019.62	9,857.58	1,319,189.67	80.39%
36 Extra Curricular-Athletics							
6200 Professional Service	113,760.00	113,760.00	16,028.16	11,950.86	915.00	96,816.84	85.11%
6300 Supplies and Materi	114,090.00	114,090.00	36,103.57	10,265.16	20,802.32	57,184.11	50.12%
6400 Other Operating	72,800.00	72,800.00	12,101.73	9,330.56	1,091.69	59,606.58	81.88%

Budgeted/Expended Comparison Summary
 SEPTEMBER 30, 2021

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	% Available to Use
6600 Capital Outlay	2,500.00	2,500.00				2,500.00	100.00%
Total Extra Curricul	303,150.00	303,150.00	64,233.46	31,546.58	22,809.01	216,107.53	71.29%
36 Extra Curricular							
6100 Payroll Costs	960,405.00	960,405.00	188,467.37	131,483.30		771,937.63	80.38%
6200 Professional Service	60,000.00	60,000.00	71,295.86	100.00		(11,295.86)	-18.83%
6300 Supplies and Materi	29,005.00	29,005.00	350.00	350.00	3,090.00	25,565.00	88.14%
6400 Other Operating	94,860.00	94,860.00	53,088.60	4,516.60	815.00	40,956.40	43.18%
6600 Capital Outlay	0.00	0.00				0.00	0.00%
Total Extra Curricul	1,144,270.00	1,144,270.00	313,201.83	136,449.90	3,905.00	827,163.17	72.29%
Funds 181-191-199 General Operating							
41 General Administration							
6100 Payroll Costs	1,048,860.00	1,048,860.00	294,304.33	97,101.19		754,555.67	71.94%
6200 Professional Service	165,000.00	165,000.00	39,647.73	26,796.56		125,352.27	75.97%
6300 Supplies and Materi	18,500.00	18,500.00	4,321.36	1,465.52	811.50	13,367.14	72.25%
6400 Other Operating	110,200.00	110,200.00	22,081.81	9,091.85	891.53	87,226.66	79.15%
6600 Capital Outlay							
Total General Admi	1,342,560.00	1,342,560.00	360,355.23	134,455.12	1,703.03	980,501.74	73.03%
51 Plant Maintenance							
6100 Payroll Costs	1,793,852.00	1,793,852.00	420,579.24	142,114.66		1,373,272.76	76.55%
6200 Professional Service	1,231,800.00	1,231,800.00	314,014.47	96,968.57	1,247.50	916,538.03	74.41%
6300 Supplies and Materi	290,500.00	290,500.00	65,465.07	19,276.69	166.00	224,868.93	77.41%
6400 Other Operating	262,500.00	262,500.00	311.72			262,188.28	99.88%
6600 Captl Outly	0.00	0.00	2,971.67			(2,971.67)	#DIV/0!
Total Plant Mainten	3,578,652.00	3,578,652.00	803,342.17	258,359.92	1,413.50	2,773,896.33	77.51%
52 Security and Monitoring							
6100 Payroll Costs	375,437.00	375,437.00	45,994.03	17,075.70		329,442.97	87.75%
6200 Professional Service	69,250.00	69,250.00	10,527.88	10,079.00	5,375.00	53,347.12	77.04%
6300 Supplies and Materi	24,700.00	24,700.00	446.80	239.81		24,253.20	98.19%
6400 Other Operating	19,000.00	19,000.00	39.96	39.96		18,960.04	99.79%
6600 Capital Outlay	13,000.00	13,000.00				13,000.00	100.00%
Total Security	501,387.00	501,387.00	57,008.67	27,434.47	5,375.00	439,003.33	87.56%
53 Data Processing							
6100 Payroll Costs	454,425.00	454,425.00	104,722.67	36,126.97		349,702.33	76.95%
6200 Professional Service	151,258.00	151,258.00	82,288.97	3,046.54	1,207.91	67,761.12	44.80%
6300 Supplies and Materi	86,100.00	86,100.00	32,758.31	3,598.28	3,363.46	49,978.23	58.05%
6400 Other Operating	6,500.00	6,500.00			449.99	6,050.01	93.08%
6600 Capital Outlay							
Total Data Processi	698,283.00	698,283.00	219,769.95	42,771.79	5,021.36	473,491.69	67.81%
71 Debt Service							
6500 Debt Service	777,825.00	777,825.00	565,107.02	6,137.00		212,717.98	27.35%
Total Debt Service	777,825.00	777,825.00	565,107.02	6,137.00	0.00	212,717.98	27.35%
Funds 181-191-199 General Operating							
81 Facilities and Acquisition							
6600 Capital Outlay	45,000.00	45,000.00	4,800.00		2,988.21	37,211.79	82.69%
Total Facilities	45,000.00	45,000.00	4,800.00		2,988.21	37,211.79	82.69%
93 Payment to Fiscal Agent							
6400 Other Operating	18,500.00	18,500.00				18,500.00	100.00%
Total Fiscal Agent	18,500.00	18,500.00				18,500.00	100.00%
95 Payment to JJAEP							
6400 Other Operating	16,000.00	16,000.00				16,000.00	100.00%

Budgeted/Expended Comparison Summary
 SEPTEMBER 30, 2021

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	% Available to Use
Total Fiscal Agent	16,000.00	16,000.00				16,000.00	100.00%
99 Other Govt Charges							
6200 Contracted Services	165,000.00	165,000.00	743.96	700.91		164,256.04	99.55%
Total Oter Govt Ch	165,000.00	165,000.00	743.96	700.91	0.00	164,256.04	99.55%
8900 TRANSFERS OUT							
	0.00	0.00				0.00	
Total Trans Out	0.00	0.00				0.00	
Total General Oper	\$ 34,203,702.00	\$ 34,203,702.00	\$ 7,520,212.97	\$ 4,644,267.26	\$ 203,702.03	\$ 26,479,787.00	77.42%
Fund 240 Food Service							
35 Food Service							
6100 Payroll Costs	623,123.00	623,123.00	122,316.99	102,390.92		500,806.01	80.37%
6200 Professional Service	20,400.00	20,400.00	4,920.87	2,860.87		15,479.13	75.88%
6300 Supplies and Materi	352,200.00	352,200.00	45,466.49	45,323.10		306,733.51	87.09%
6400 Other Operating	6,500.00	6,500.00	3,562.00			2,938.00	45.20%
6600 Capital Outlay	0.00	0.00				0.00	0.00%
Total Food Service	1,002,223.00	1,002,223.00	176,266.35	150,574.89	0.00	825,956.65	82.41%
Fund 599 Debt Service							
71 Debt Service							
6500 Debt Service							
Payments to Bond	10,823,775.00	10,823,775.00	6,590,803.46	750.00		4,232,971.54	39.11%
Total Debt Service	10,823,775.00	10,823,775.00	6,590,803.46	750.00		4,232,971.54	39.11%

Celina Independent School District
Investment Statement
2021-2022

Construction Account

	AUGUST 2021	SEPTEMBER 2021
Logic Acct Closed June, 2016		
2018 Bond Acct. Closed June '20		
Construction Acct Closed June '20		
2020 Bond Program Sale #2		
Beginning Cash Balance at Ind Bank	31,089,108.67	73,072,921.58
Deposits - Transfers In	45,000,000.00	
Interest Earned	29,435.09	32,172.95
Transfers out	3,045,622.18	3,577,666.46
Ending Cash Balance at Ind Bank	73,072,921.58	69,527,428.07

2021 Bond Program Sale #3

Beginning Cash Balance at Ind Bank		
Deposits - Transfers In	30,000,000.00	30,000,451.04
Interest Earned	451.04	687.18
Transfers out		
Ending Cash Balance at Ind Bank	30,000,451.04	30,001,138.22

General Operating

Beginning Cash Balance at Texpool	3,342,566.99	3,342,629.99
Deposits - Transfers In		
Interest Earned	63.00	76.55
Transfers out		
Ending Cash Balance at Texpool	3,342,629.99	3,342,706.54

Beginning MMA - Independent Bank-Operating

Deposits - Transfers In	2,060,353.61	2,061,316.05
Interest Earned	962.44	931.83
Transfers out		
Ending MMA - Independent Bank	2,061,316.05	2,062,247.88

Beginning Cash Balance at Ind Bank	5,256,674.02	4,554,948.89
Deposits	1,916,869.51	2,694,970.19
Interest Earned	2,180.67	1,888.53
Expenditures	(2,620,775.31)	(2,745,757.71)
Ending Cash Balance Gen Oper.	4,554,948.89	4,506,049.90

Interest and Sinking

Beginning Cash Balance at Texpool	4,608,737.57	4,608,737.57
Deposits - Transfers In	2,405,272.57	2,405,272.57
Interest Earned	73.92	73.92
Transfers out	(7,014,084.06)	(7,014,084.06)
Ending Cash Balance at Texpool	-	-

Interest and Sinking Cont.

Beginning Cash Balance at Ind Bank	5,488,027.43	6,222,398.12
Deposits	7,041,452.67	30,649.51
Interest Earned	2,689.50	2,825.23
Expenditures/Transfers Out	(6,309,771.48)	(750.00)
Ending Cash Balance at Ind Bank	6,222,398.12	6,255,122.86

Celina Independent School District
Investment Statement

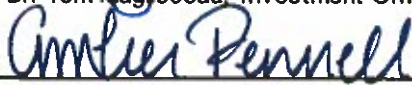
2021-2022

Beginning MMA - Independent Bank-I & S	103,022.03	103,070.16
Deposits - Transfers In		
Interest Earned	48.13	46.59
Transfers out		
Ending MMA - Independent Bank	103,070.16	103,116.75

This report is presented in accordance with the Texas Government Code Title 10 Section 2256.023. The below signed hereby certify that, to the best of their knowledge on the date this report was created, Celina ISD is in compliance with the provisions of Government Code 2256 and with the policies and strategies of Celina ISD.



Dr. Tom Magisceau, Investment Officer



Amber Pennell, Investment Designee

RATE INFORMATION

INDEPENDENT BANK: NOW checking account rate is based on current market conditions and movement of interest rates. Accounts have a floor rate of 0.25%.

TEXPOOL INVESTMENT POOL - September, 2021

INTEREST RATE:	0.02	
ALLOCATION FACTOR:	0.000000764	
AVERAGE MONTHLY POOL BALANCE:	22,133,622,861.90	
WEIGHTED AVERAGE MATURITY:	34	
BOOK VALUE	22083020484	
MARKET VALUE	22084918226	
MARKET VALUE PER SHARE:	1.00011	
NUMBER OF PARTICIPANTS	2665	

TEXPOOL PORTFOLIO ASSET SUMMARY AS OF September, 2021

	MARKET VALUE	MARKET VALUE
Uninvested Balance	(23,696.68)	(23,696.68)
Accrual of Interet Income	12,100,012.01	12,100,012.01
Interest and Management Fees Payable	(507,331.66)	(507,331.66)
Payable for Investment Purchased	(59,812,816.34)	(59,812,816.34)
Accrued Expenses & Taxes	(27,225.65)	(27,225.65)
Repurchase Agreements	7,190,278,607.00	7,190,278,607.00
Mutual Fund Investments	1,334,074,000.00	1,334,074,000.00
Government Securities	3,721,122,318.58	3,722,711,956.69
US Treasury Inflation Protected Securities	0.00	0.00
US Treasury Bills	6,299,791,248.10	6,299,884,381.41
US Treasury Notes	3,586,025,368.89	3,586,240,338.98
Total	22,083,020,484.24	22,084,918,225.75