

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 20, 2025, beginning at 6:00 PM in the Moore Middle School Library, 300 E GA Moore Pkwy, 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**
 - 1.A. Pledge of Allegiance
 - 1.B. Invocation
2. **RECOGNITIONS**
 - 2.A. Jesse Sachs
3. **SUPERINTENDENT'S REPORT**
 - 3.A. Information / Superintendent's Update
Presenter: Dr. Tom Maglisceau
4. **PUBLIC COMMENT**
 - 4.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
5. **CONSTRUCTION REPORT**
Presenter: David Fink
6. **CLOSED MEETING**
 - 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.A.1. Retires/Rehires/Resignations
 - 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.B.1. Facilities Committee Update
 - 6.B.2. Ramble Agreement
 - 6.B.3. Uptown Agreement
 - 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.
 - 6.C.1. Summary of Intruder Detection Audit Findings
 - 6.D. Cybersecurity or Critical Infrastructure Facility - Pursuant to Texas Government Code Section 551.0761, deliberation regarding a cybersecurity measure, policy, or contract solely intended to protect a critical infrastructure facility located within the jurisdiction of the school district.
 - 6.E. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: pending

or contemplated litigation; a settlement offer; or on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

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.

Pursuant to Texas Government Code Section 551.082, deliberation regarding a case in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing.

Pursuant to Texas Government Code Section 551.0821, deliberation regarding a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

6.E.1. Consultation and deliberation regarding the pending investigations involving Caleb Elliott.

6.E.2. Consultation and deliberation regarding administrative matters related to the pending investigations involving Caleb Elliott including, but not limited to, 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, to include District administrators.

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.**
 8. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
 9. **INFORMATION/CONFIRMATION AGENDA ITEMS**
 - 9.A. Beginning of Year Map Data Update
Presenter: Dr. Kyla Prusak
 - 9.B. Emergent Bilingual Program Update
Presenter: Dr. Kyla Prusak & Vanessa Hurtado-Jaramillo
 10. **ACTION/BRIEFING AGENDA ITEMS**
 - 10.A. Consider Approval of a Letter of Intent (LOI) Between Celina ISD and External Partners for Lease of District Facilities
Presenter: Dr. Tom Maglisceau
 - 10.B. Approve Revision of August 18, 2025 Board Agenda Minutes
Presenter: Dr. Melissa Kelly
 11. **CONSENT/CONFIRMATION AGENDA ITEMS**
 - 11.A. District & Campus Improvement Plans
 - 11.B. Minutes of the September 9, 2025 Training Meeting and September 15, 2025 Regular Meeting
 - 11.C. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments
 12. **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 Tuesday, October 14, 2025, at 5:34 PM.

For the Board of Trustees



205 S Colorado, Celina, Tx 75009

Phone 469-742-9100

Fax 972-382-3607

CISD Board Agenda Item Synopsis

Subject: Beginning of Year (BOY) MAP Data Review

Background Information: Celina ISD administers MAP (Measures of Academic Progress) assessments to help teachers and administrators monitor student growth throughout the year. In addition, MAP results empower students to take an active role in their learning by setting personalized goals and tracking their growth over time. Students are assessed in English Language Arts, Math, and Science at the beginning, middle, and end of each school year. District leadership will provide the Board with updates after each administration to share key insights into student progress and overall achievement.

Goals:

- 1. We will provide and support a safe, civil and collaborative culture.
- 2. We will continuously provide and support effective teaching in every classroom.
- 3. We will provide and support a guaranteed and viable curriculum.
- 4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
- 5. We will foster strong numeracy skills and commit to continual growth in math success.
- 6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
- 7. We will attract, recruit, develop, and retain high-quality professional staff.

Budgetary Impact: N/A

Recommendation: Information Only

Submitted by:

*Dr. Kyla Prusak
Chief Academic Officer*

Recommended by:

*Tom Maglisceau, Ph.D.
Superintendent*

Meeting Date: October 20, 2025



Academic Board Update: Beginning of Year MAP Data

Dr. Kyla Prusak

Why MAP?

- More **precise** assessment of student academic achievement for a broad range of student ability levels - **no ceiling, no floor**
- Checks **progress throughout the year** with **actionable feedback**, not just an autopsy at the end of the year
- Provides achievement and growth data **before** state testing begins, starting in **Kindergarten**

Who is testing?

Kindergarten - Grade 8

**Kindergarten added this year*

- Math
- Reading

Grade 3 - Grade 8

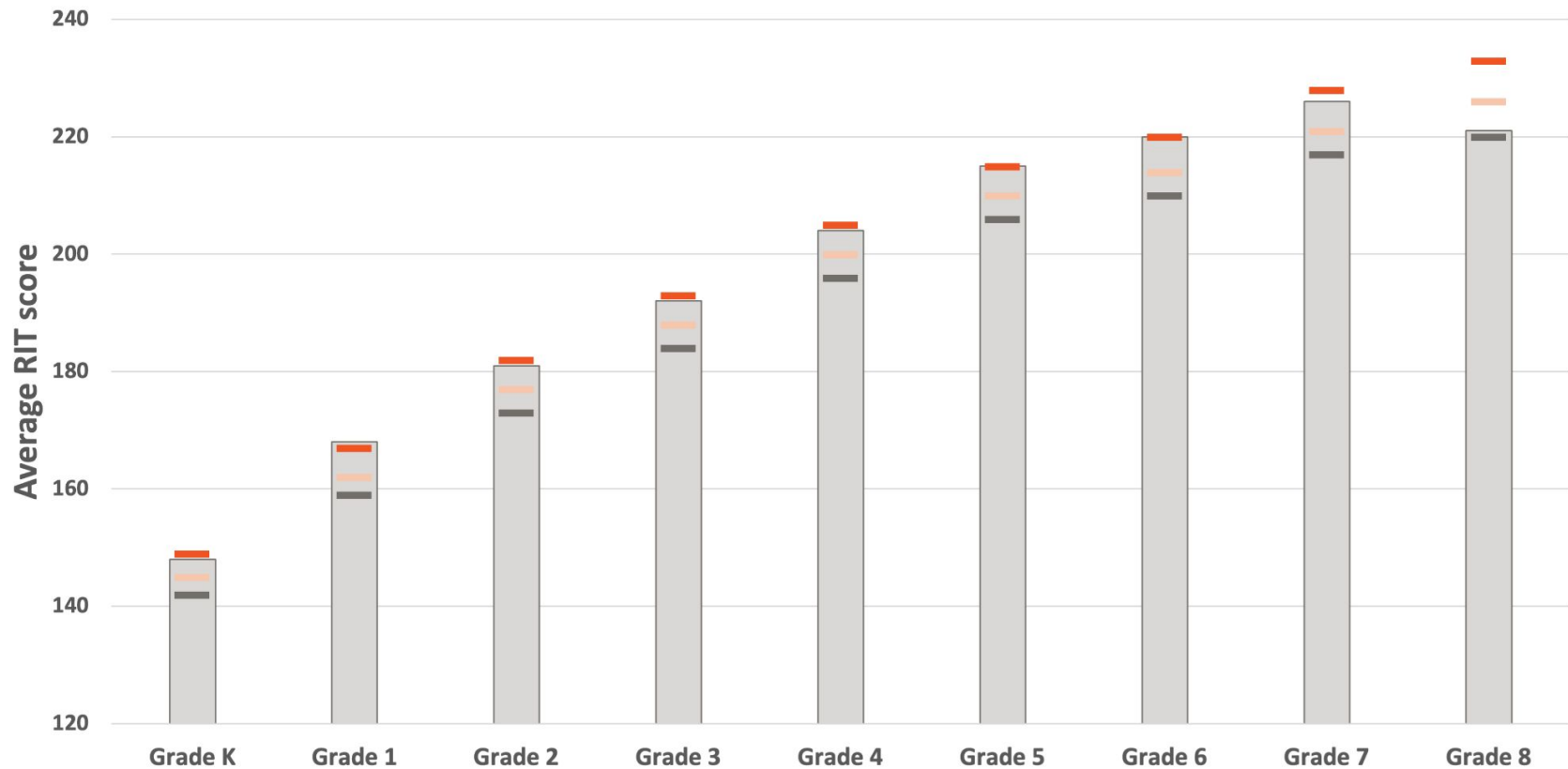
- Science

Secondary courses

- Algebra I & II
- English I & II
- Biology (Life Sciences)

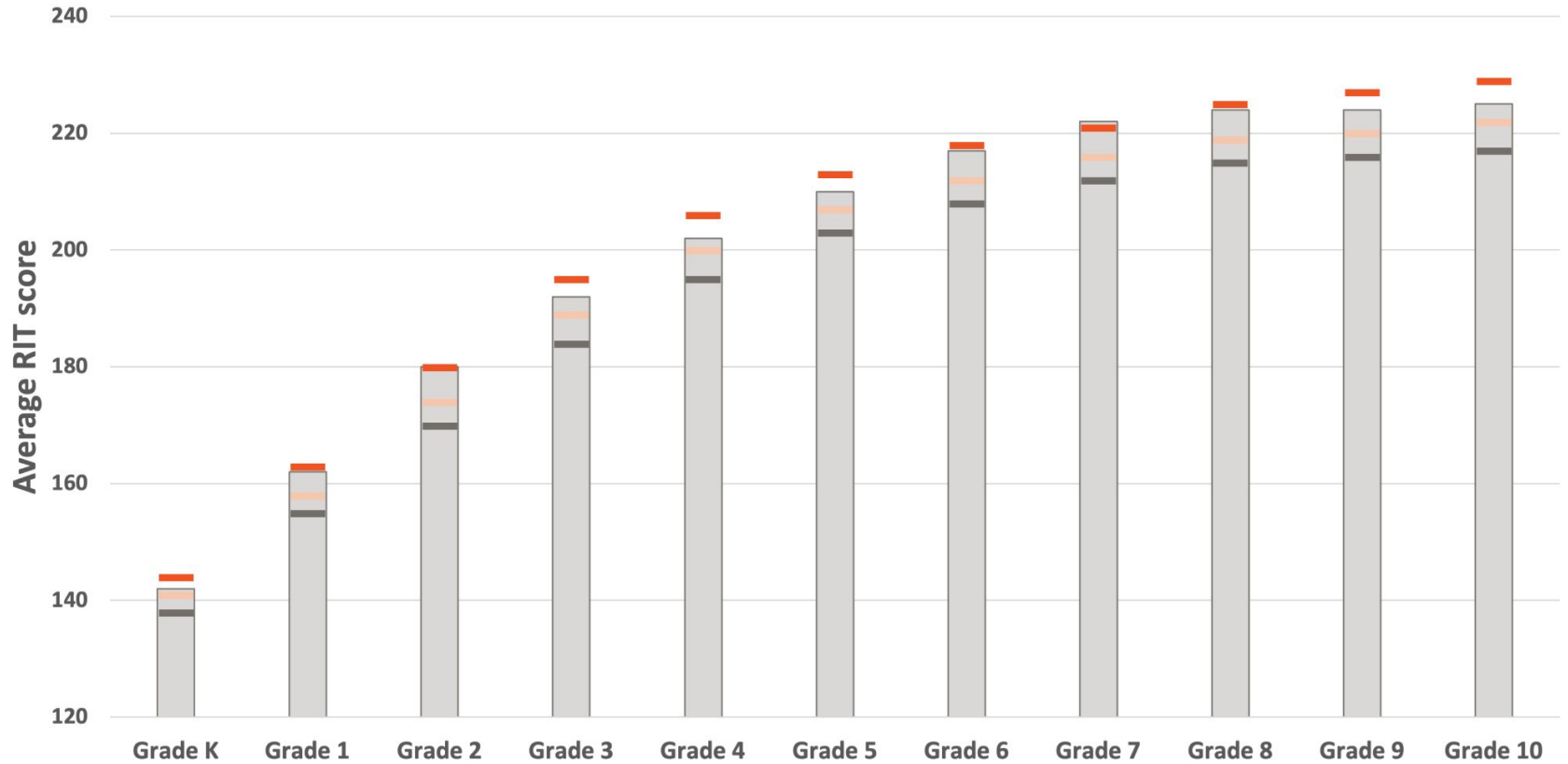
BOY 2025 MAP - Math

■ Average RIT Score — 50th percentile — 70th percentile — 90th percentile

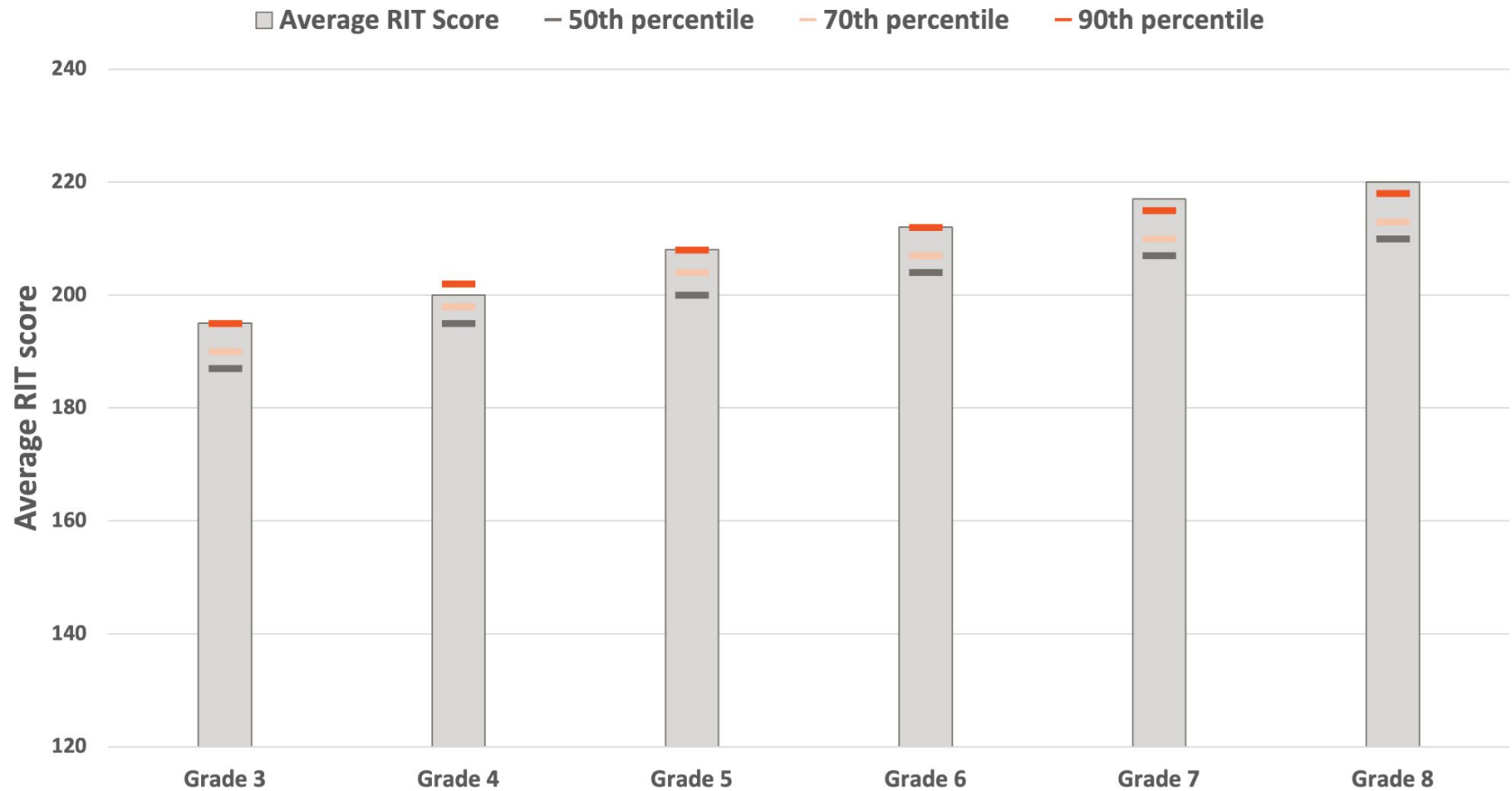


BOY 2025 MAP - Reading

■ Average RIT Score — 50th percentile — 70th percentile — 90th percentile

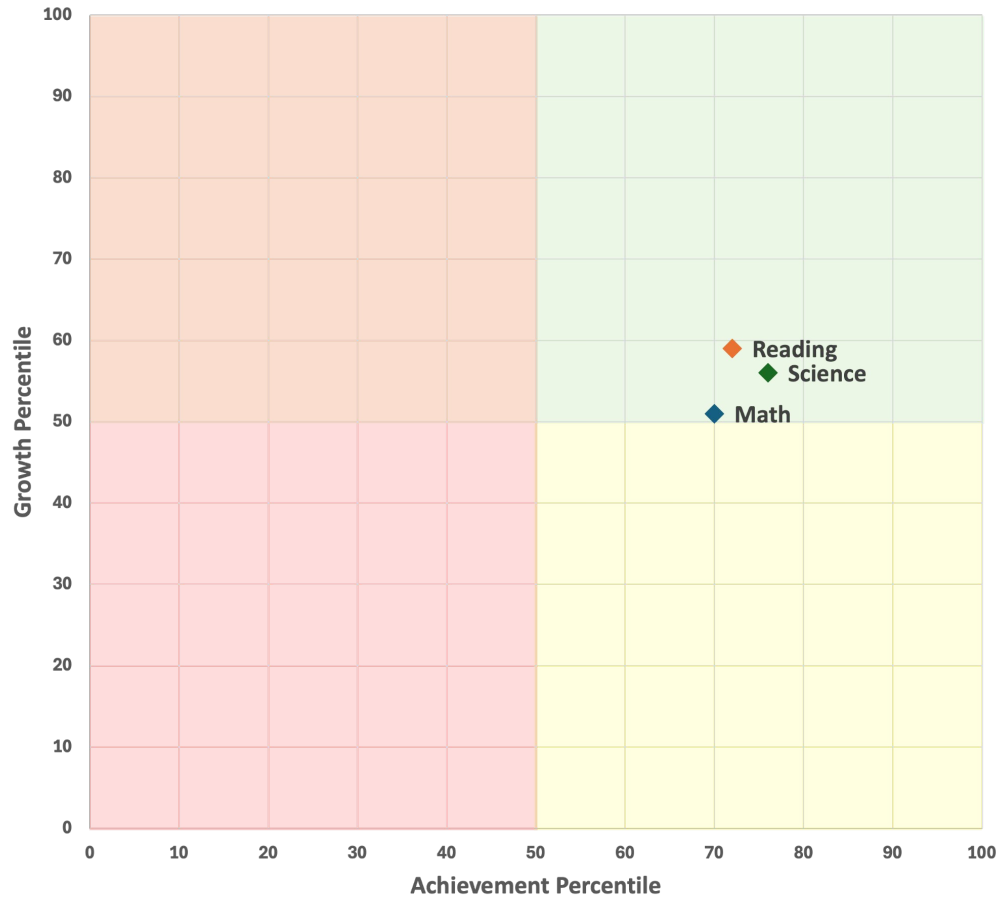


BOY 2025 MAP - Science



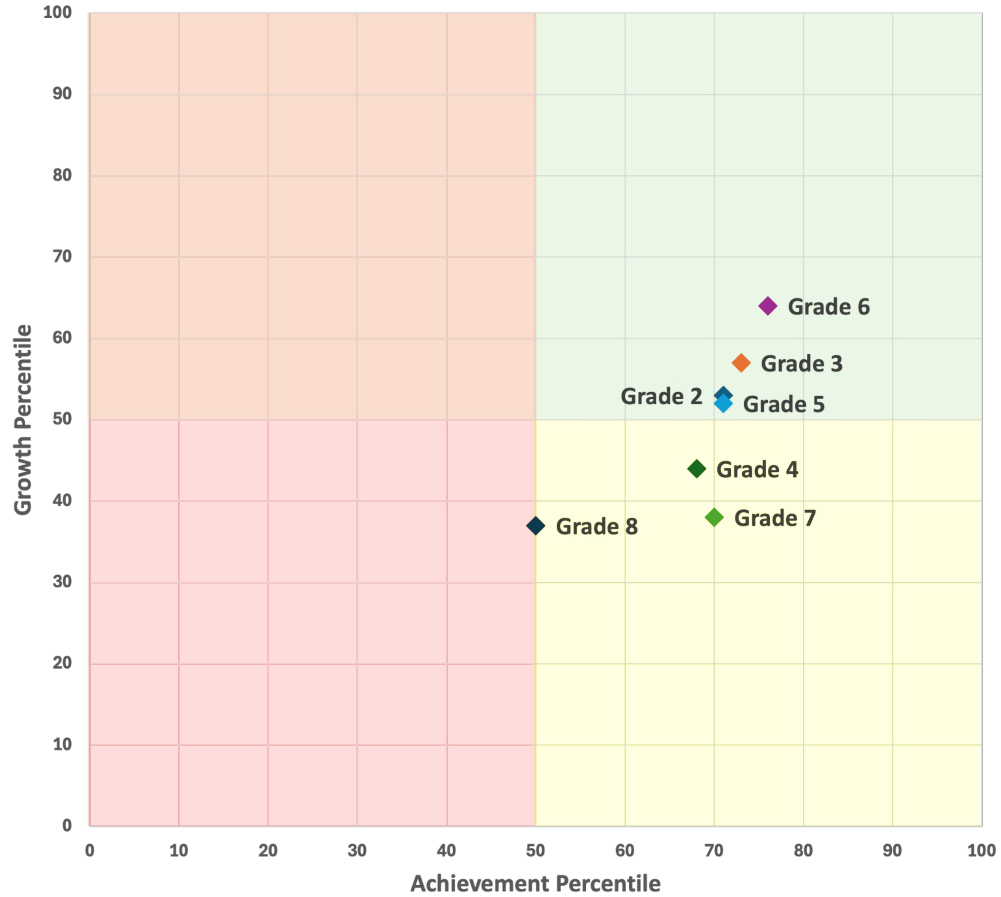
BOY 2025 MAP - All Subjects

*Growth from BOY 2024



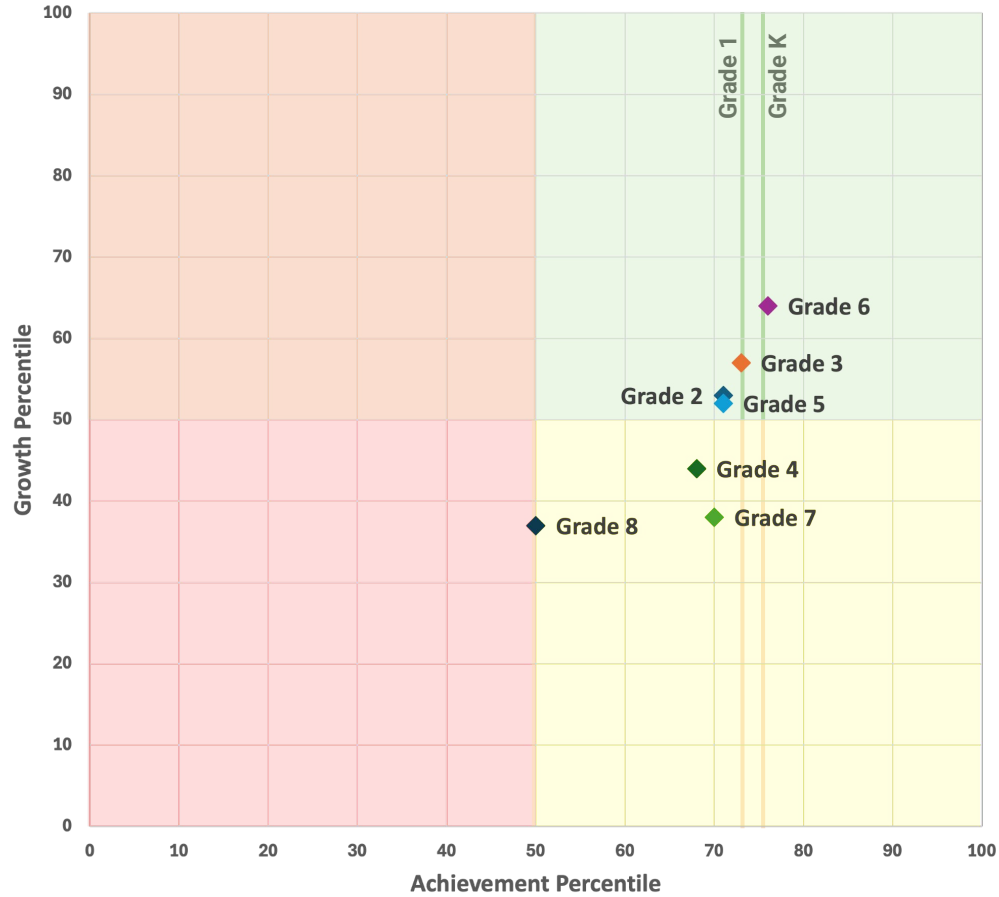
BOY 2025 MAP - Math

*Growth from BOY 2024



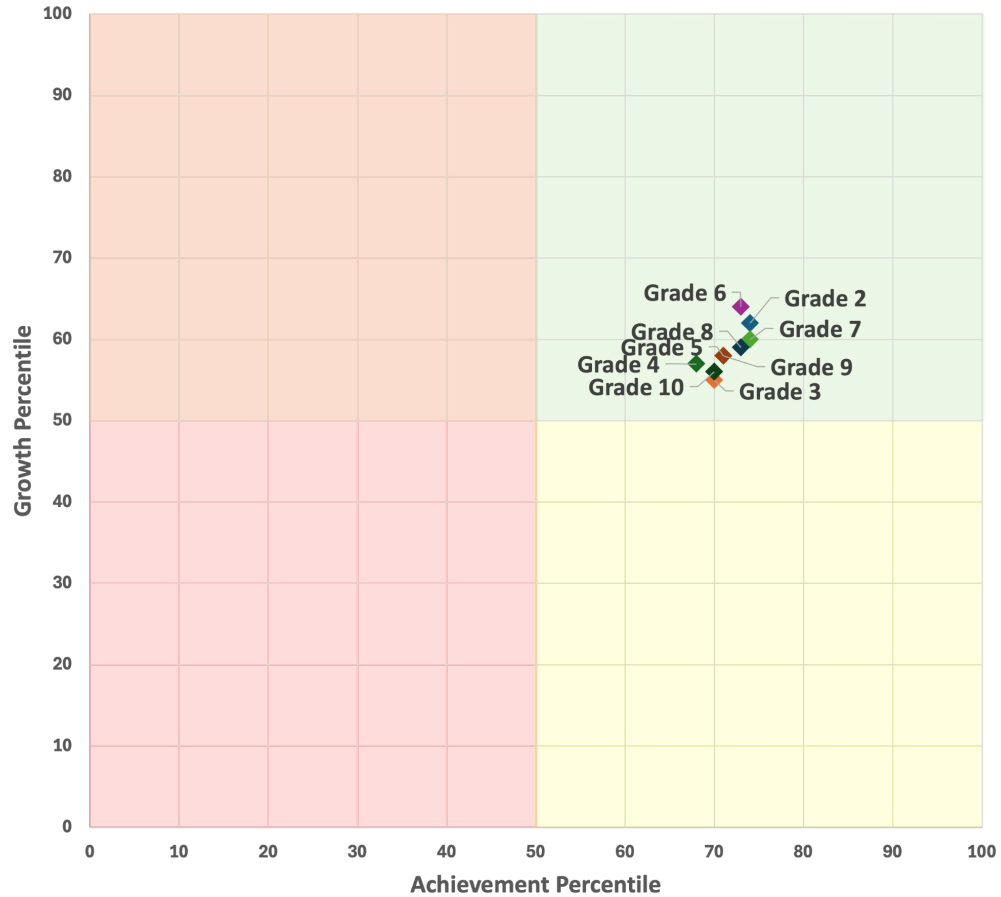
BOY 2025 MAP - Math

*Growth from BOY 2024



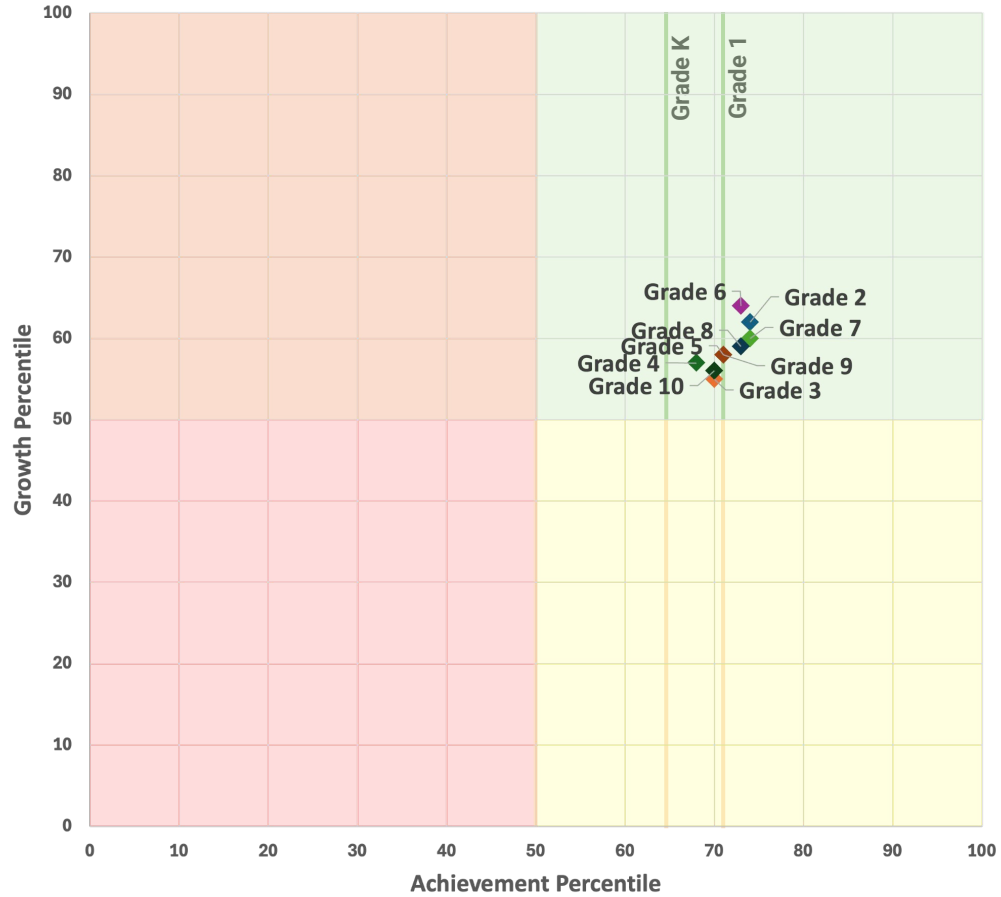
BOY 2025 MAP - Reading

*Growth from BOY 2024



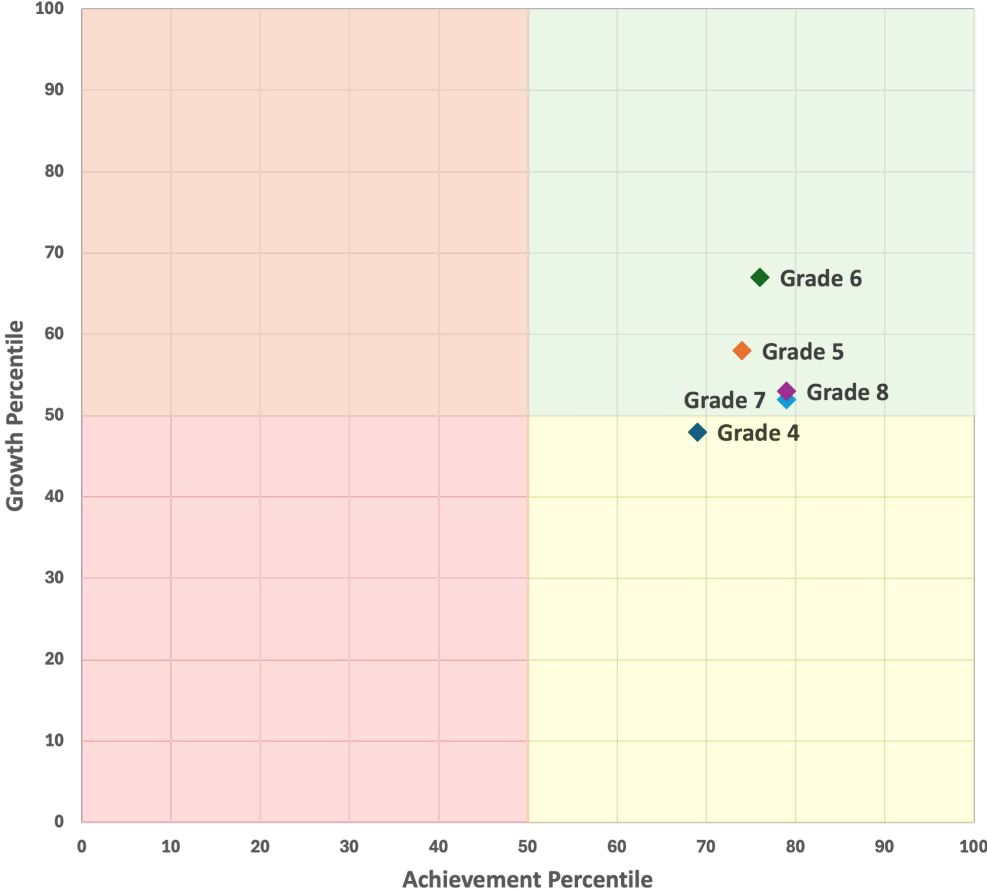
BOY 2025 MAP - Reading

*Growth from BOY 2024



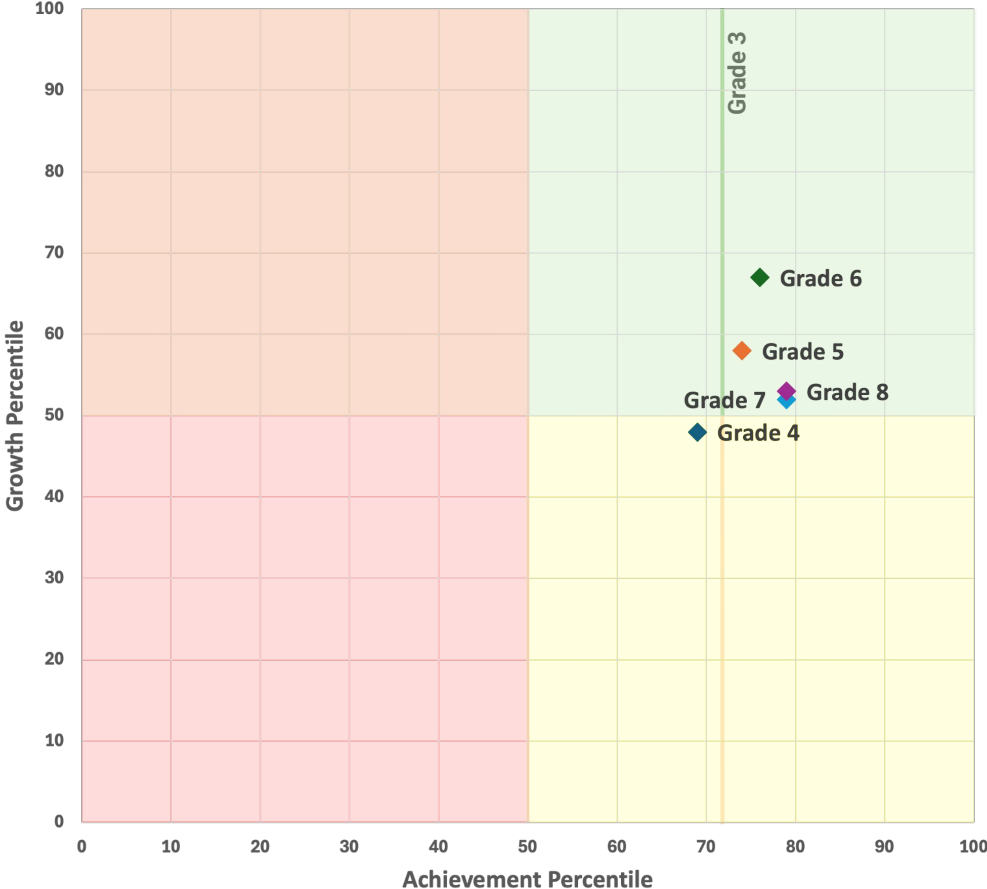
BOY 2025 MAP - Science

*Growth from BOY 2024



BOY 2025 MAP - Science

*Growth from BOY 2024

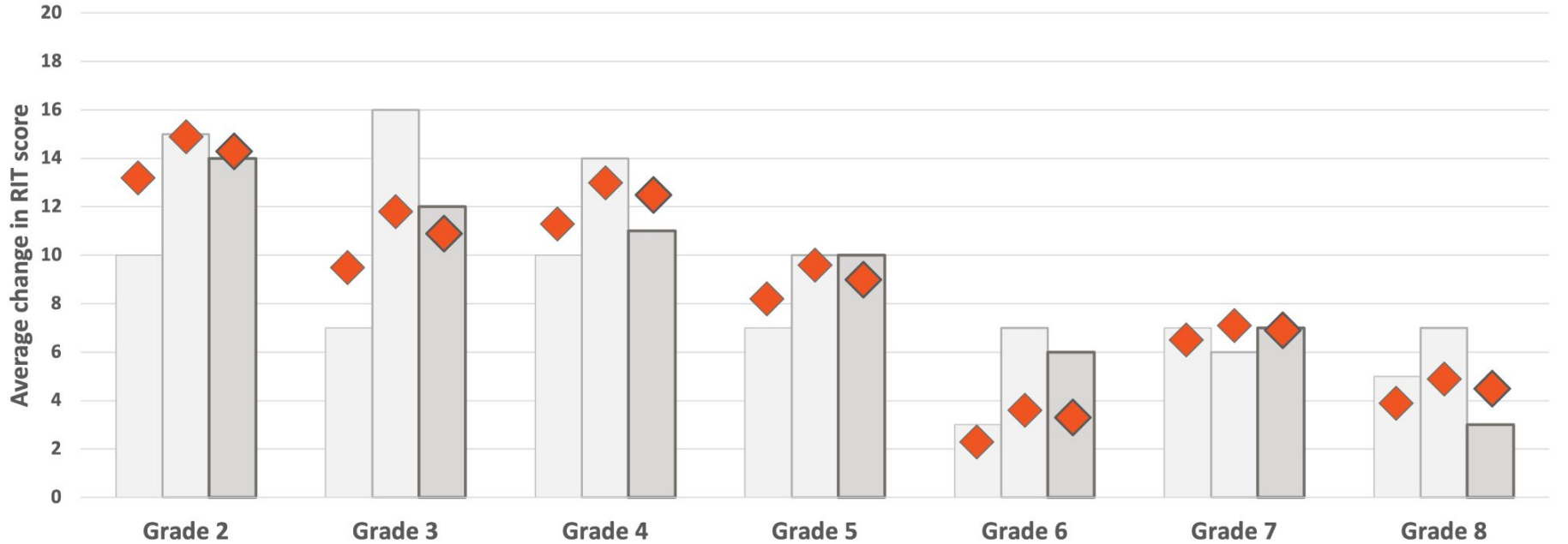


BOY MAP - Math

Growth from prior year BOY MAP

Actual Growth 2023 2024 2025

Nationally-Normed Target Growth 2023 2024 2025

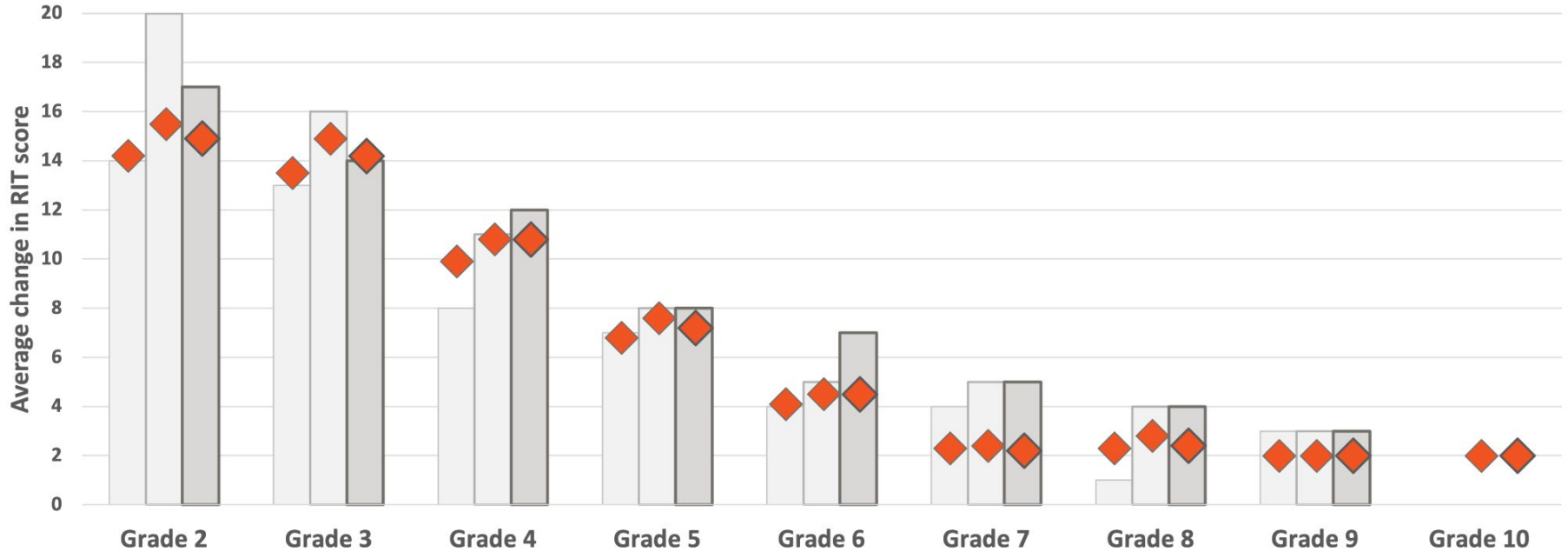


BOY MAP - Reading

Growth from prior year BOY MAP

Actual Growth 2023 2024 2025

Nationally-Normed Target Growth 2023 2024 2025

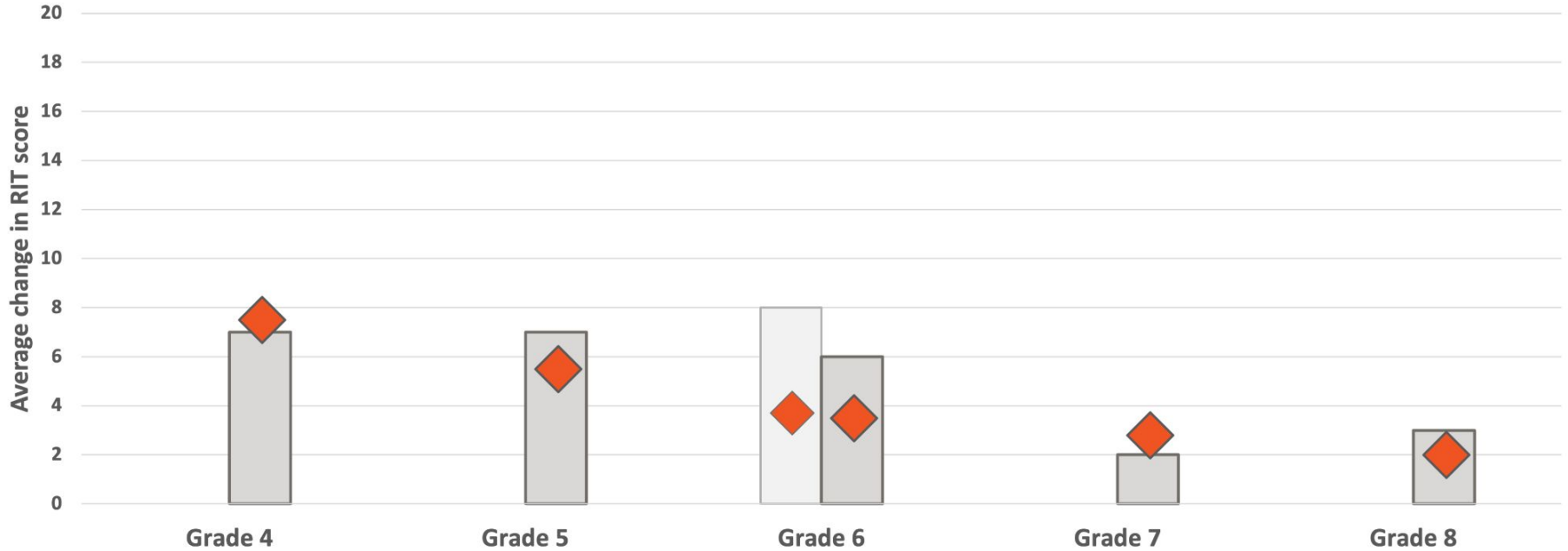


BOY MAP - Science

Growth from prior year BOY MAP

Actual Growth 2024 2025

Nationally-Normed Target Growth 2024 2025



Response to Data

- Teaching and Learning team developed a district Data Analysis System, which includes, MAP data resources, student goal setting supports, and campus student growth tracker tools
- Campus principals engaged in professional learning focused on the Data Analysis System
- Targeted professional learning opportunities were provided during the September Professional Development day
- Campuses were given a ½ day of professional learning to focus on engaging in the Data Analysis System with grade-level and department Design Teams
- Design Teams are currently implementing their response systems (targeted intervention and enrichment opportunities for all students)

Next Steps

- Middle of Year (MOY) Testing Window
 - January 12th-23rd
- MOY student growth data shared with district and campuses
 - Week of January 26th
- MOY MAP Data shared with the Board
 - February or March Board Meeting



205 S Colorado, Celina, Tx 75009 Phone 469-742-9100 Fax 972-382-3607

CISD Board Agenda Item Synopsis

Subject: Emergent Bilingual Program Update

Background Information: In accordance with the Texas Education Code (TEC) §29.053 and Texas Administrative Code Chapter 89, districts are required to evaluate their Emergent Bilingual (EB) programs annually and present findings to the Board of Trustees and to the Texas Education Agency (TEA). This evaluation includes a review of student performance data, program implementation, and effectiveness in meeting the linguistic and academic needs of Emergent Bilingual students.

During the October Regular Board Meeting, Vanessa Hurtado-Jaramillo, Emergent Bilingual Coordinator, will present the district's annual EB Program Evaluation. The presentation will highlight enrollment trends, TELPAS and STAAR performance, program models in place, and areas of growth and focus to ensure compliance with state requirements and continuous improvement in supporting Emergent Bilingual students.

Goals:

- ✓ 1. We will provide and support a safe, civil and collaborative culture.
- ✓ 2. We will continuously provide and support effective teaching in every classroom.
- ✓ 3. We will provide and support a guaranteed and viable curriculum.
- ✓ 4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
- ✓ 5. We will foster strong numeracy skills and commit to continual growth in math success.
- ✓ 6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
- ✓ 7. We will attract, recruit, develop, and retain high-quality professional

staff. **Budgetary Impact:** N/A

Recommendation: Report Only

Submitted by:

Dr. Kyla Prusak

Chief Academics Officer

Recommended by:
Tom Maglisceau, Ph.D.
Superintendent

Meeting Date: October 20, 2025



Emergent Bilingual Programs

2024-2025

Vanessa Hurtado-Jaramillo
Emergent Bilingual Coordinator

Purpose

The purpose of this report is to provide information on the Emergent Bilingual Programs implemented in the Celina Independent School District (CISD) during the 2024–2025 school year. These programs include the Dual Language One-Way (Bilingual) and English as a Second Language (ESL) programs.

Mission

The mission of Celina ISD Bilingual Programs is to ensure all Emergent Bilinguals attain the highest levels of proficiency in the English language and achieve high academic standards, while creating educational equity for the academic, linguistic and social success of all language learners by advocating a culture of collaboration that embraces cultural and linguistic diversity to promote an inclusive learning environment.

Vision

Celina ISD fosters an environment that equips bilingual and multicultural learners to become lifelong learners and empowers them to succeed in an increasingly diverse and multilingual society.

Emergent Bilingual Programs Offered

Limited English Proficient (LEP)

English Language Learners (ESL)



Dual Language One-Way Program

Language of Instruction, Pre-K-1st grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish
- Language Partners-Bilingual Pairs
- Bilingual Literacy Centers (ELAR/SLAR)
- Language of the Day(LOD): Spanish/English

Language of Instruction, 2nd-5th grades

- Math: English
- Science: Spanish
- Social Studies: Spanish
- Spanish Language Arts: Spanish 50%
- English Language Arts: English 50%
- Language Partners: Bilingual Pairs
- Bilingual Research Centers: English/Spanish
- Language of the Day(LOD): Spanish/English
- Specialized Vocabulary Content (SVC)



English as a Second Language Programs

English as a Second Language

- Intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods
- The goal is for EB students to attain full proficiency

ESL Pull Out

- All ELAR teachers are ESL Certified

ESL Content

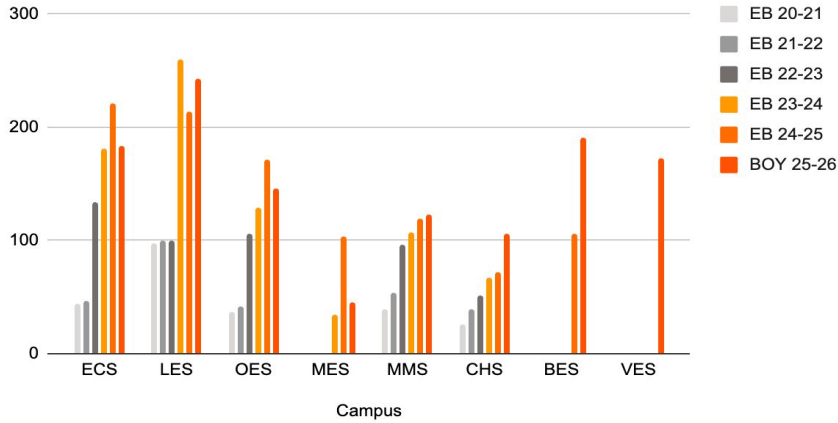
- All core content teachers are ESL Certified

District Campus Support

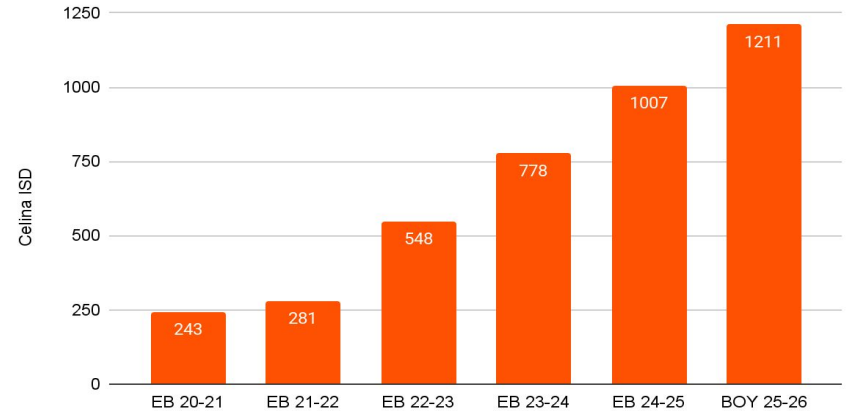
- Emergent Bilingual Facilitator provides sheltered instruction guidance for teachers, provide extra language acquisition support both academically and socially to ESL students, and serve as LPAC administrators
- ESL Aides assist the ESL teacher in providing language acquisition support to ESL students.



EB Growth BY Campus 2020-2025

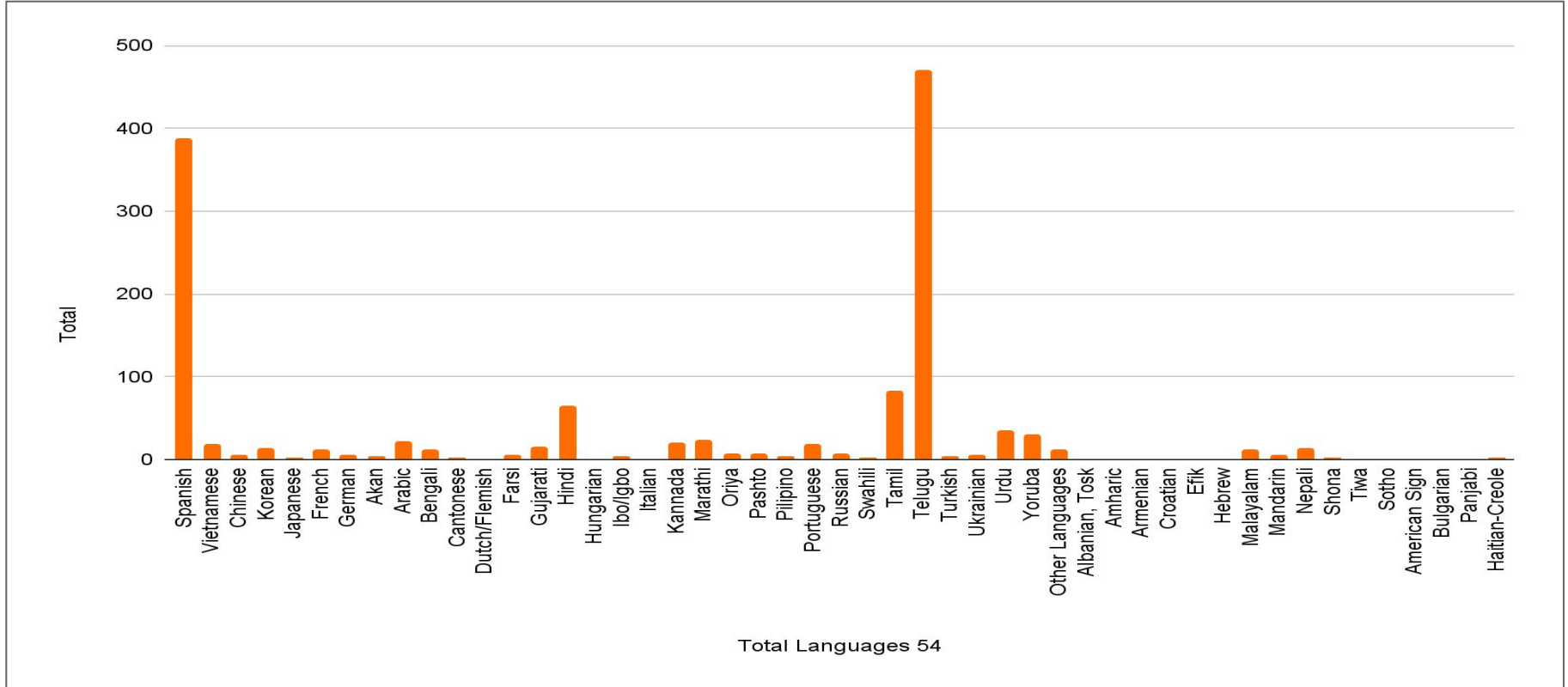


Celina ISD EB Growth 2020-2025



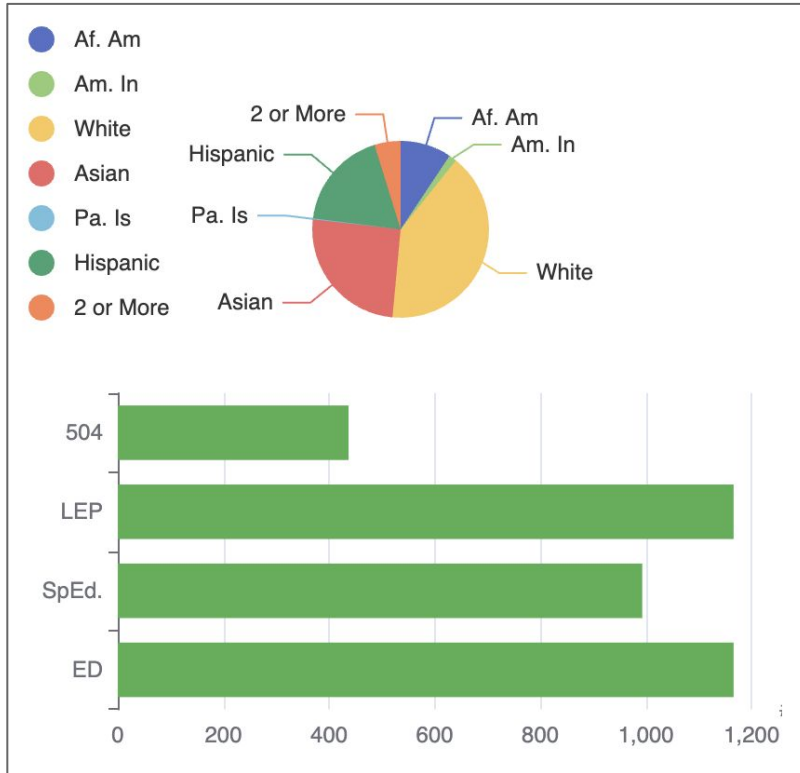
Campus	EB 20-21	EB 21-22	EB 22-23	EB 23-24	EB 24-25	BOY 25-26
ECS	44	47	134	181	221	184
LES	97	100	100	260	214	243
OES	37	42	106	129	171	146
MES	0	0	0	34	104	45
MMS	39	54	96	107	119	123
CHS	26	39	51	67	72	106
BES	0	0	0	0	106	191
VES	0	0	0	0	0	173
Celina ISD	243	281	548	778	1007	1211

Emergent Bilingual District Languages by Home Language Survey (HLS)



Total Languages 54

District Demographics

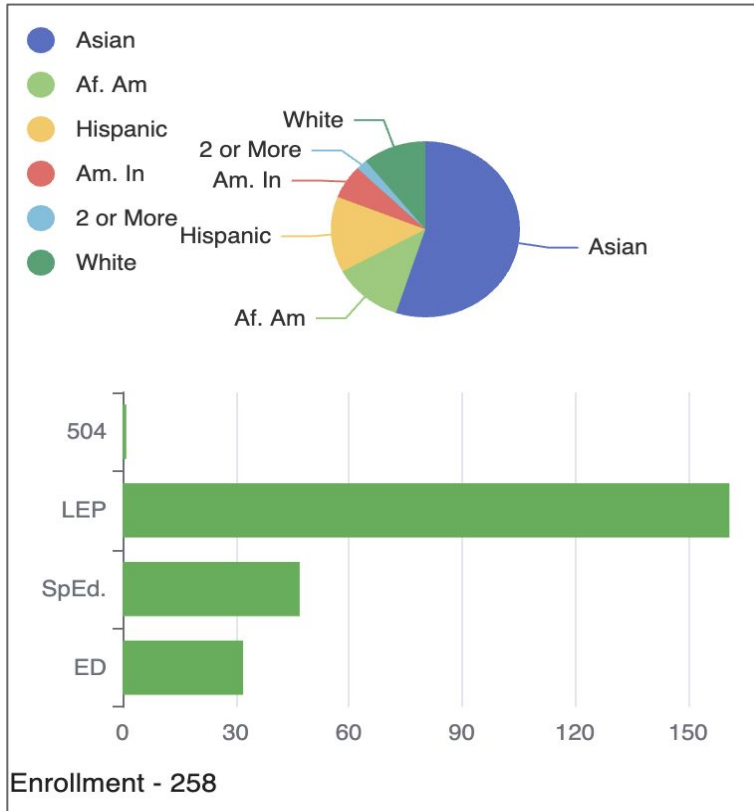


Asian	1,602
Hispanic	1,153
African American	593
American Indian	88
White	2,575
Pacific Islander	11
2 or more	303

*54 Languages Represented in CISD



Early Childhood School

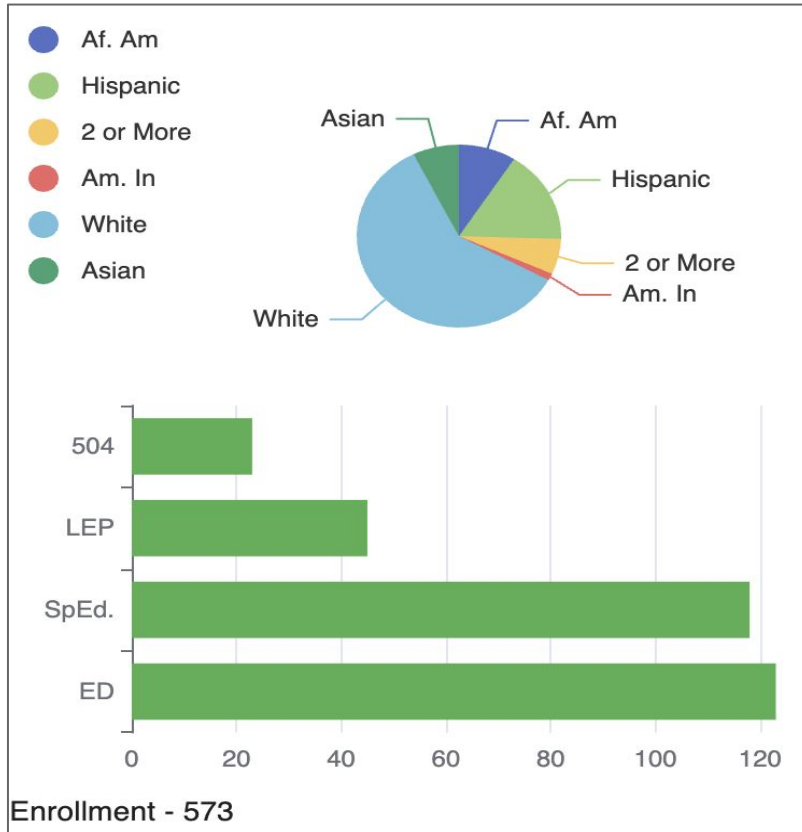


Asian	142
Hispanic	36
African American	31
American Indian	16
White	28
Pacific Islander	0
2 or more	5

* 26 Languages Represented at ECS



Bothwell Demographics

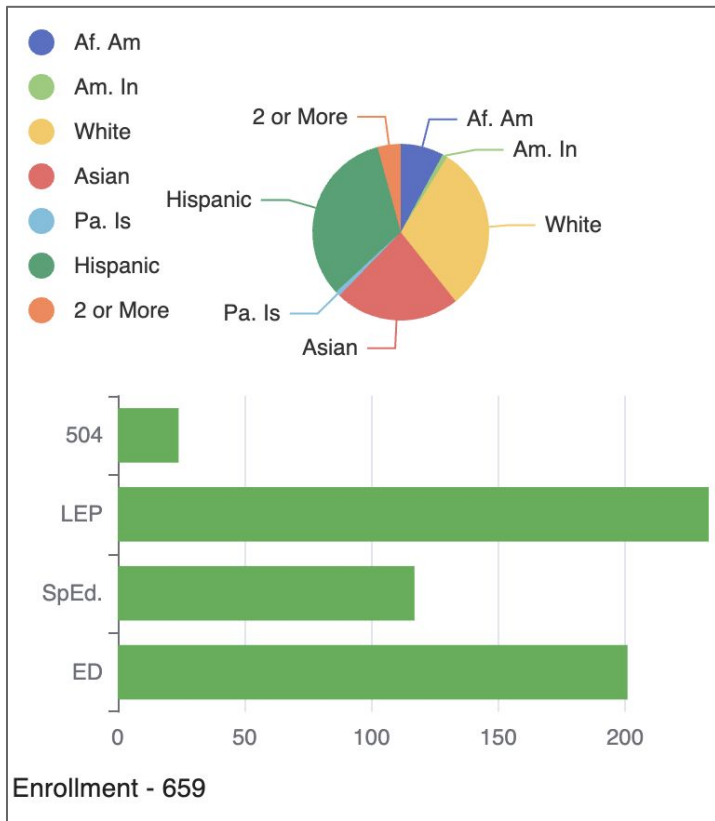


Asian	42
Hispanic	94
African American	52
American Indian	7
White	342
Pacific Islander	3
2 or more	36

* 15 Languages Represented at Bothwell



Lykins Demographics

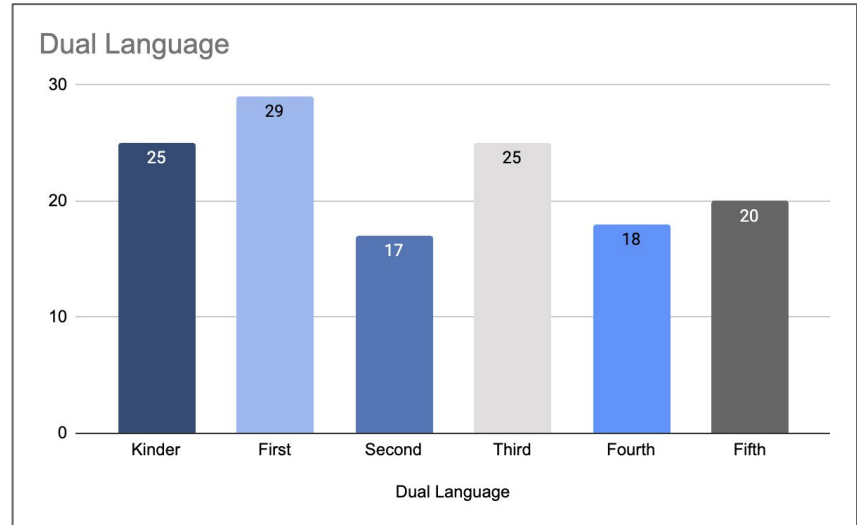
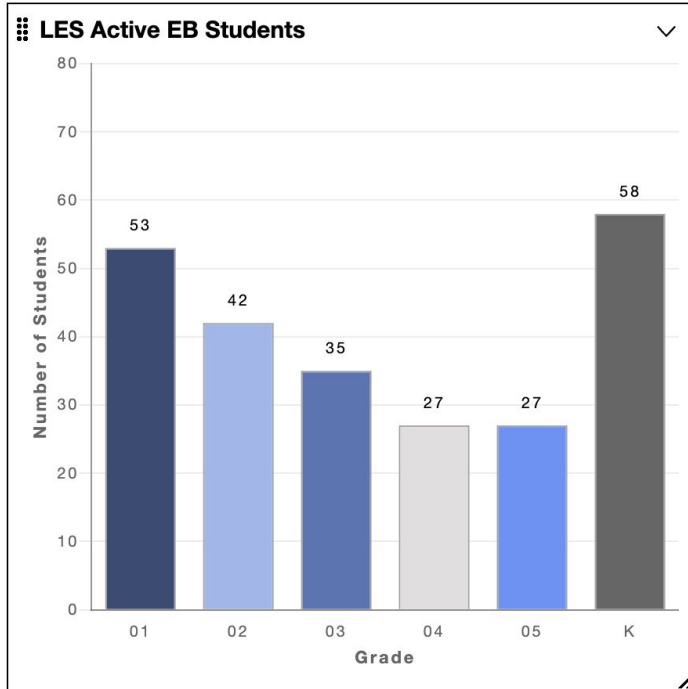


Asian	151
Hispanic	215
African American	52
American Indian	6
White	201
Pacific Islander	6
2 or more	28

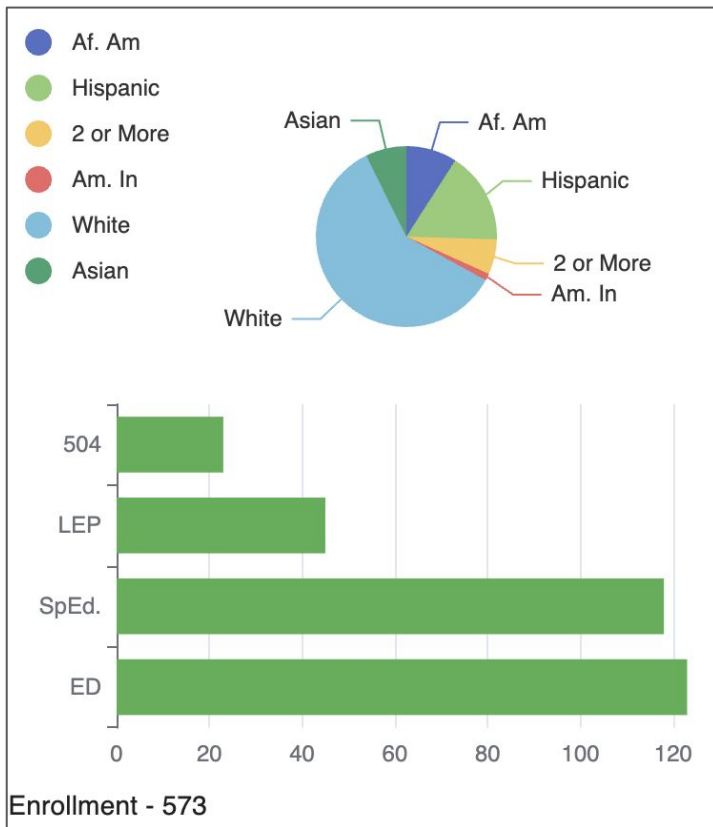
* 27 Languages Represented at Lykins



Lykins: Dual Language Program



Martin Demographics

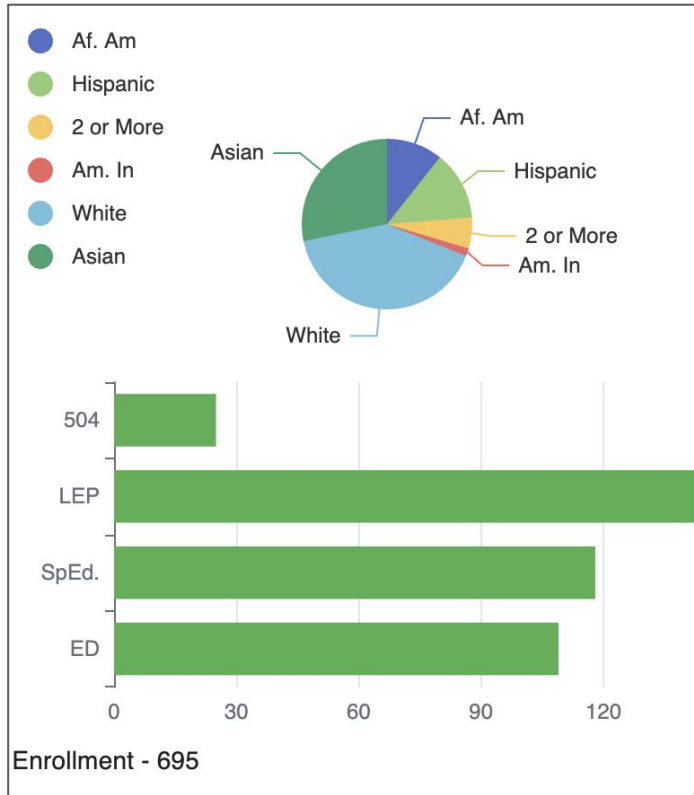


Asian	42
Hispanic	94
African American	52
American Indian	7
White	342
Pacific Islander	3
2 or more	36

* 15 Languages Represented at Martin



O'Dell Demographics

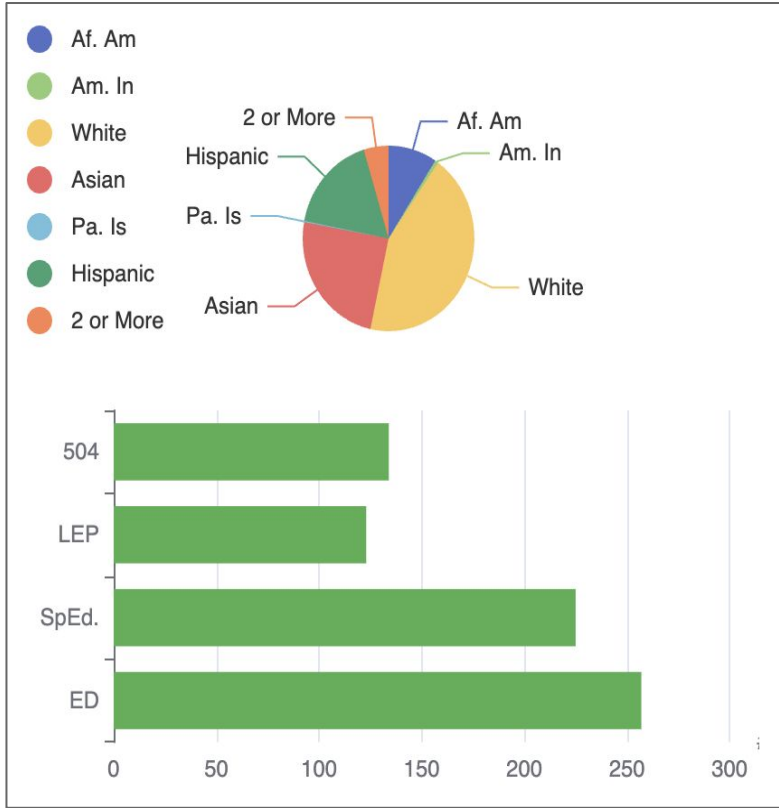


Asian	196
Hispanic	91
African American	74
American Indian	10
White	283
Pacific Islander	0
2 or more	41

* 15 Languages Represented at O'Dell



Moore Middle School

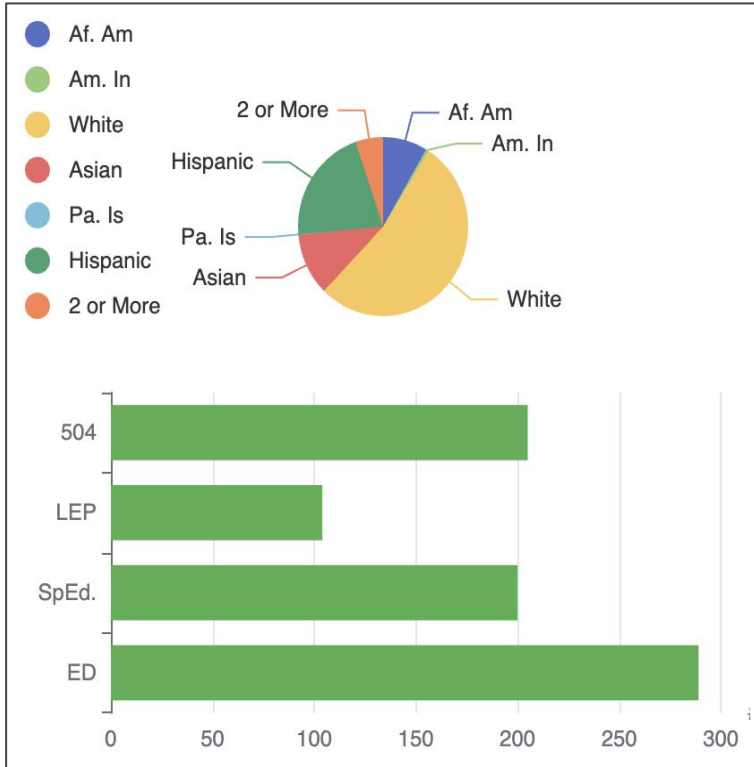


Asian	355
Hispanic	251
African American	133
American Indian	9
White	634
Pacific Islander	3
2 or more	68

* 35 Languages Represented at Moore



Celina High School



Asian	173
Hispanic	321
African American	132
American Indian	8
White	807
Pacific Islander	1
2 or more	80

* 16 Languages Represented at CHS



Newcomer Data 2024-2025

Elementary	78
Middle School	24
High School	19
TOTAL CISD	121
Represented: China, Columbia, Costa Rica, Ecuador, France, Guatemala, India, Korea, Malaysia, Mexico, Nigeria, Pakistan, Portugal, South Africa, Turkmenistan, Ukraine, Venezuela, Vietnam	

Elementary incorporated Imagine Lit and Imagine Español with our beginning and newcomer students. Secondary newcomer students in grades 6th -10th grade utilized Continental- Ready Set Go!

Emergent Bilingual Programs Staffing

Position	Duties
Emergent Bilingual Coordinator	Oversees district EB programs, ensures Title III compliance, analyzes data, supports facilitators, and coordinates PD
Emergent Bilingual Facilitators (8)	Coaches teachers, monitors student data, coordinates LPAC processes, and supports instructional planning focused on language acquisition
Dual Language Teachers (10)	Teaches in English and Spanish to build bilingualism, biliteracy, and academic growth
ESL Aides (5)	Supports EB instruction, reinforces English language learning, assists teachers, and helps organize materials
Bilingual Aides (3)	Supports bilingual instruction, provides home-language assistance, helps with translation, and supports classroom learning

Bilingual Exceptions and ESL Waivers

Bilingual Program Exception (November 1st, 2024)

- Pre-K & Kinder Bilingual Early Transition-Telugu

Bilingual Exception

- Three out of four teachers completed bilingual certifications
- ESL Waivers - ECS Teachers (Three of four completed and returned)
- EB Facilitators - inclusion and teacher support for non-ESL Certified ELAR teachers of ESL students

EB Participation in Special Programs: G.T.

	2022-2023	2023-2024	2024-2025
High School	0	0	0
Middle School	2	16	5
Elementary	14	24	17
Total CISD	16	40	22

EB Participation in Special Programs: Sp.Ed.

	2022-2023	2023-2024	2024-2025
High School	9	20	21
Middle School	27	22	21
Elementary	58	108	118
Total CISD	94	150	160

* 15.89% of Emergent Bilingual Students are dually coded

The background is a solid orange color with several large, overlapping, wavy shapes in a lighter shade of orange, creating a dynamic, organic pattern.

Emergent Bilingual Enrichment Opportunities

Title III Parent, Family & Community Engagement

Initiative	Purpose/Focus
Parent University	Early literacy, Collin College, programs, financial aid, and advising for EB families
Quarterly Newsletter (TXEL)	Share Region 10 updates and resources for families
TELPAS Night	Inform families about TELPAS and language progress
TEA Live Feed Series	Family Engagement sessions from TEA EL Support Division
Monthly Cultural Activities	Promote awareness and diversity across campuses
Multilingual Celebration	Dual Language student performances (K–5)
Technology Assistance	Help families with registration and communication tools
Community Partnerships	Collaborate with local organizations, ESL classes, and colleges



Spanish Spelling Bee

- CISD Spanish Spelling Bee was held January, 2025
- Three CISD students advanced to Region 10 Spelling Bee



Emergent Bilingual Summer School

Incoming kindergarten and first grade EB students

- Incoming Kindergarten and 1st Grade students
- PreK
 - ESL students- 72
 - Dual Language students- 15
- Kindergarten
 - ESL students- 80
 - Dual Language students- 12
- CISD Total- 179 students



**TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM
(TELPAS)
Spring 2025 Reports**

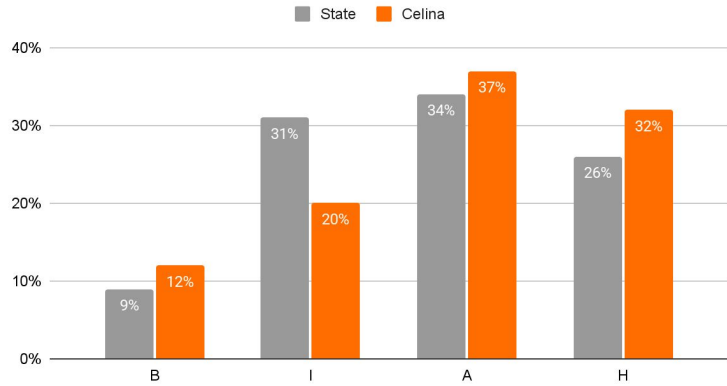


Key TELPAS Understandings

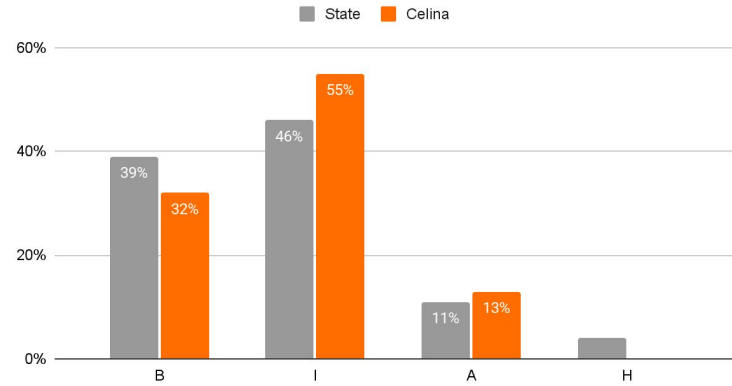
- Holistic in grades Kindergarten - First Grade
- Online for grades Second - Twelfth
- Four Domains: Listening, Speaking, Reading, Writing
- Ratings: Beginning (B), Intermediate (I), Advanced (A), Advanced High (H)
- Composite: Average of all four domains



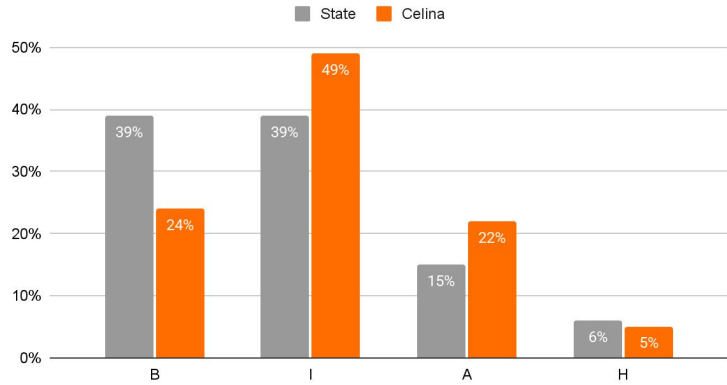
State and Celina 2nd Grade Listening



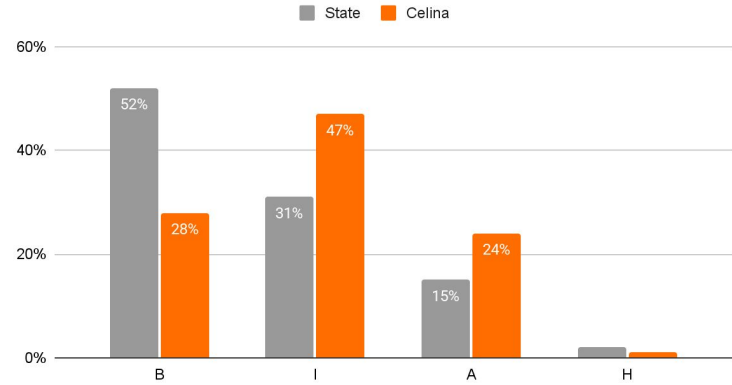
State and Celina 2nd Grade Speaking



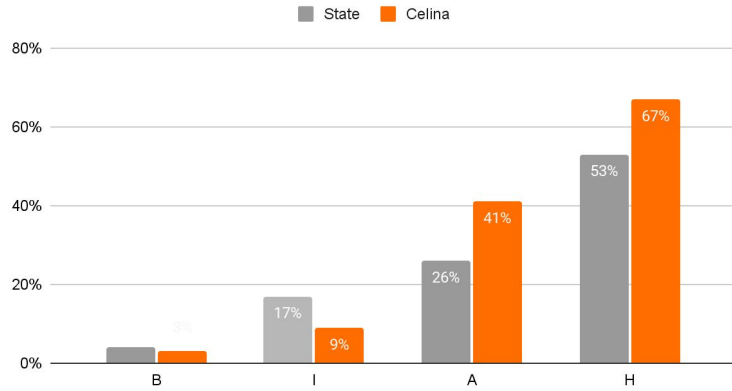
State and Celina 2nd Grade Reading



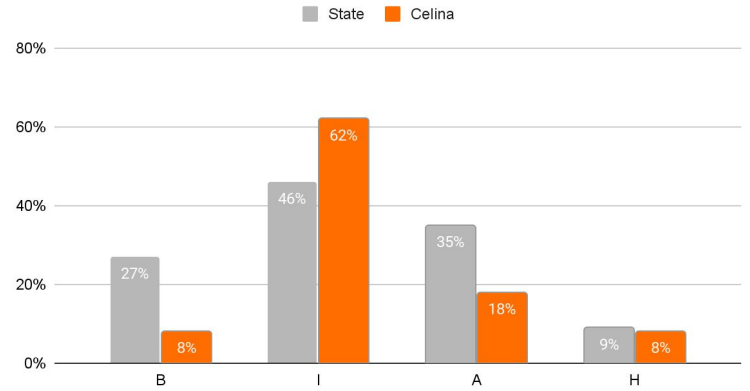
State and Celina 2nd Grade Writing



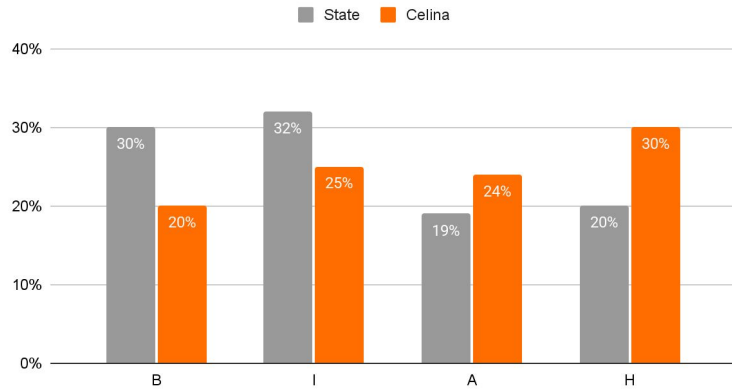
State and Celina Third Grade Listening



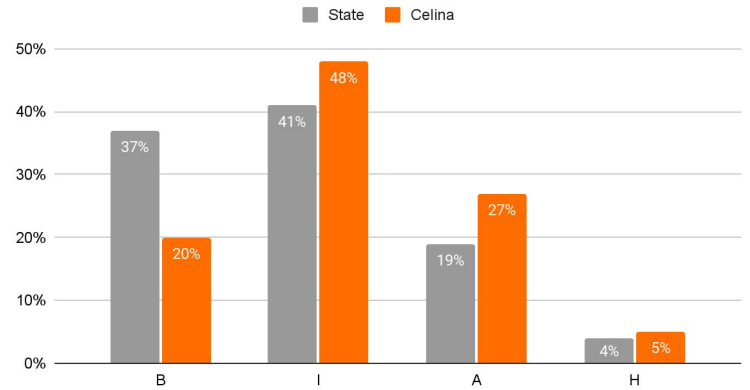
State and Celina Third Grade Speaking



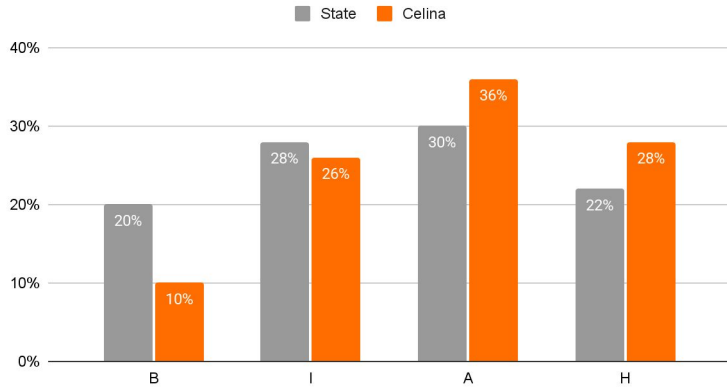
State and Celina Third Grade Reading



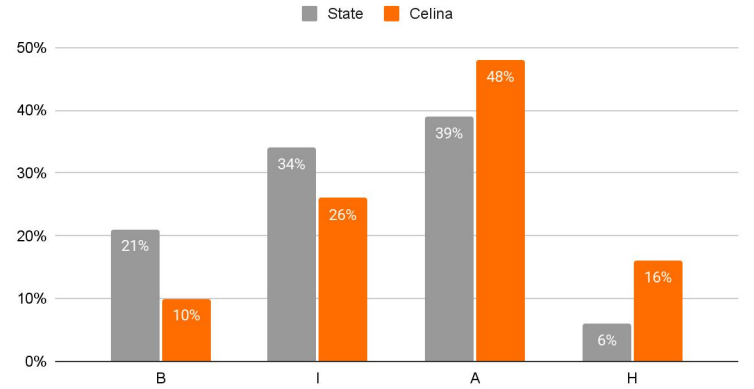
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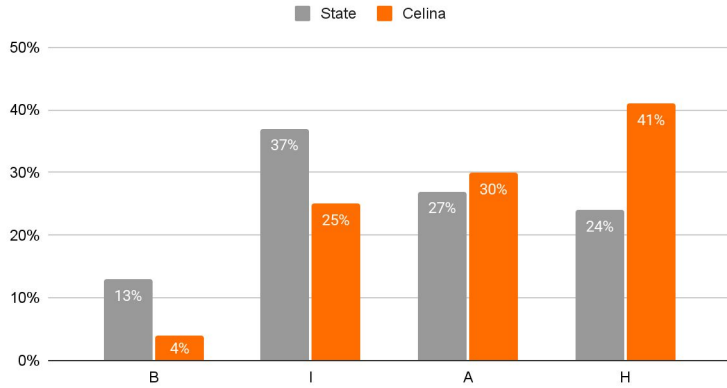
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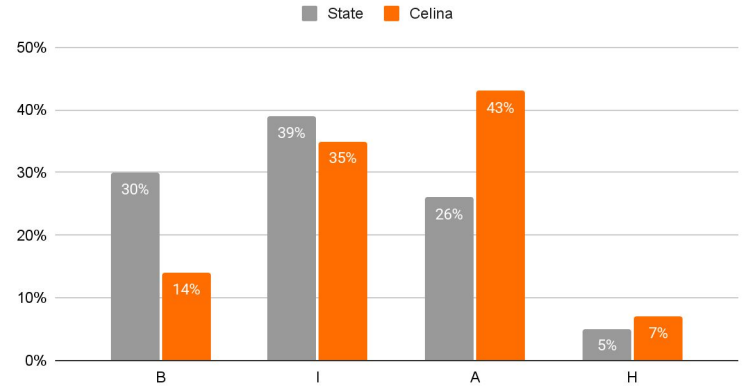
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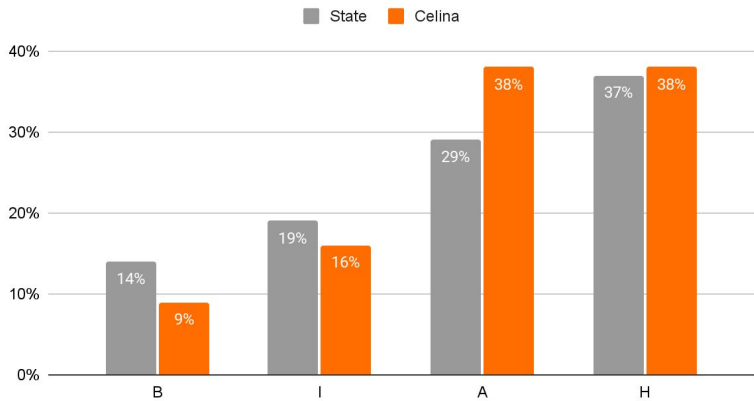
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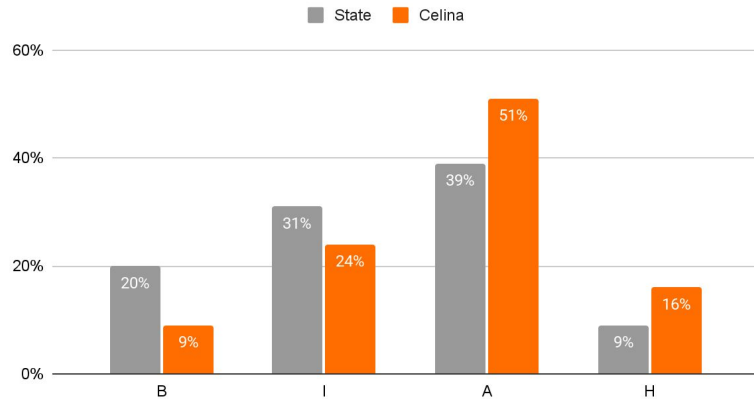
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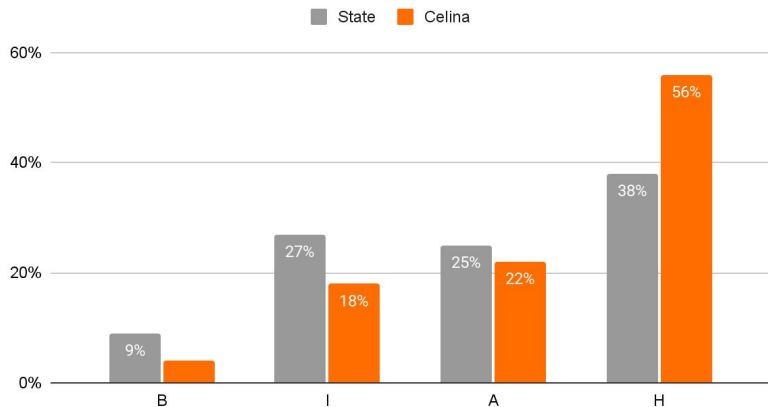
State and Celina Fifth Grade Listening



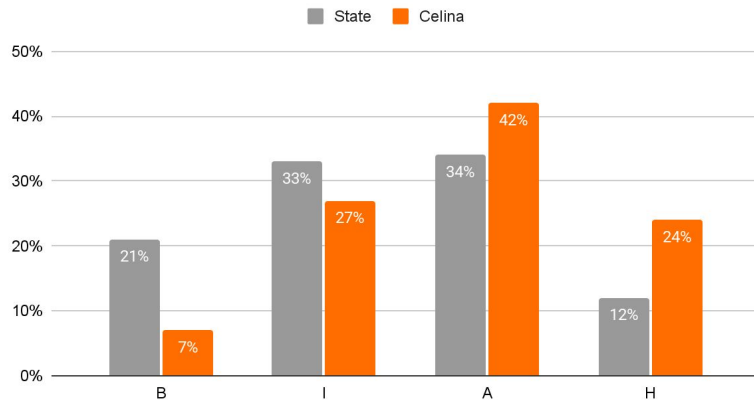
State and Celina Fifth Grade Speaking



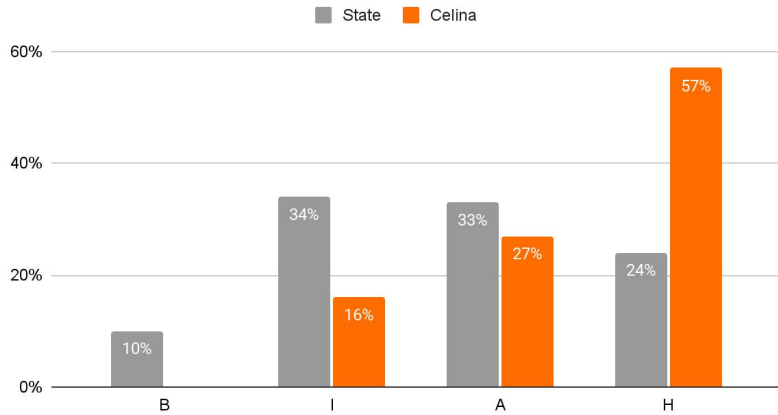
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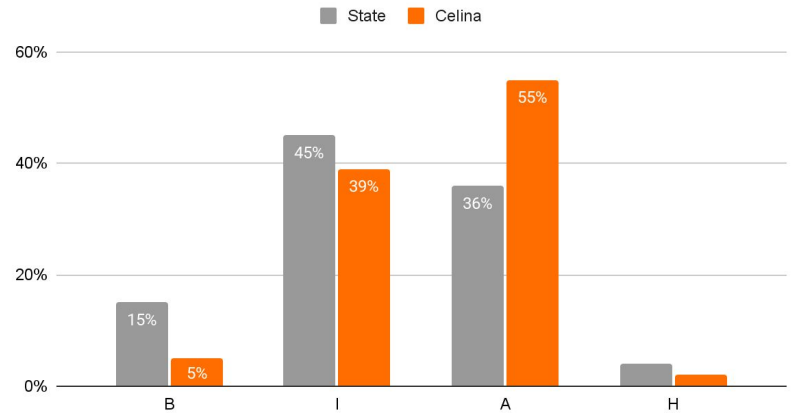
State and Celina Fifth Grade Writing



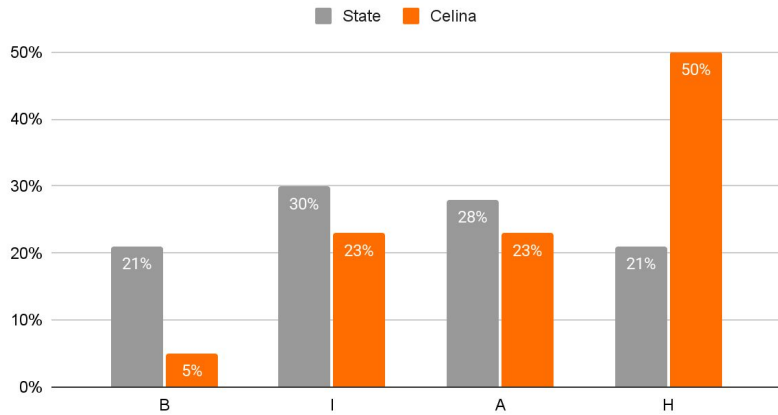
State and Celina Sixth Grade Listening



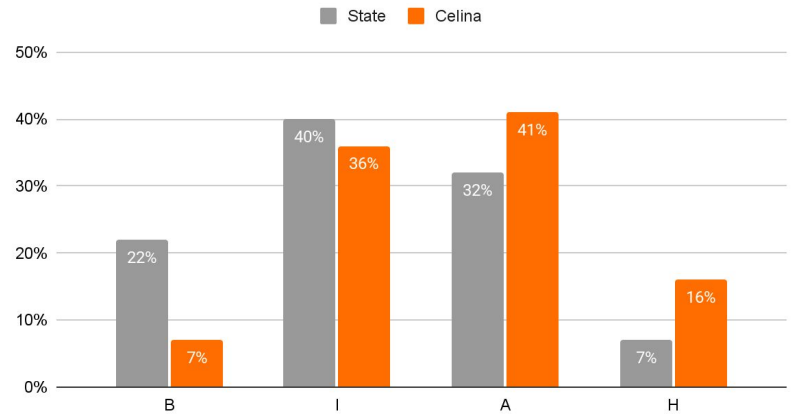
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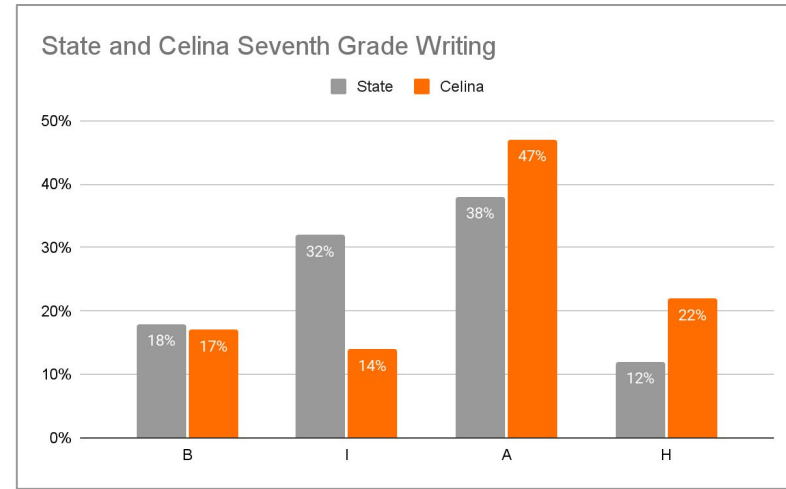
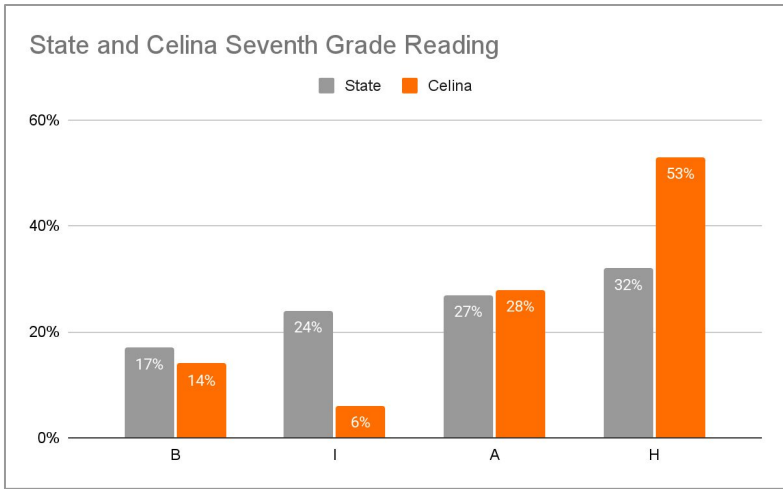
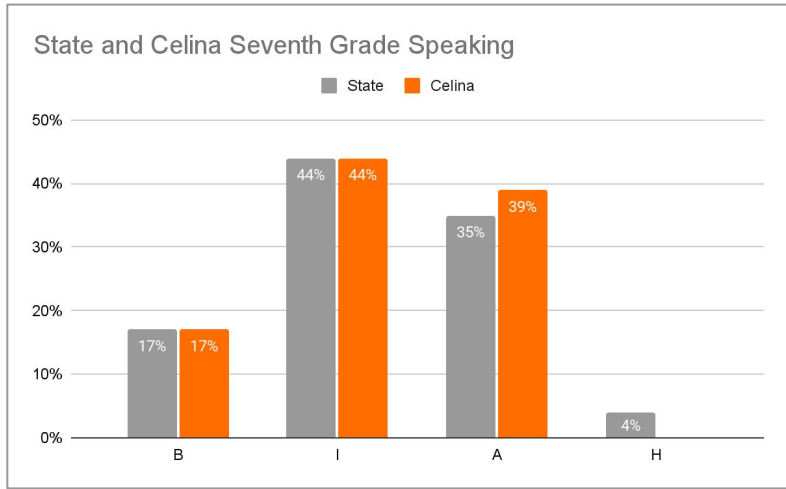
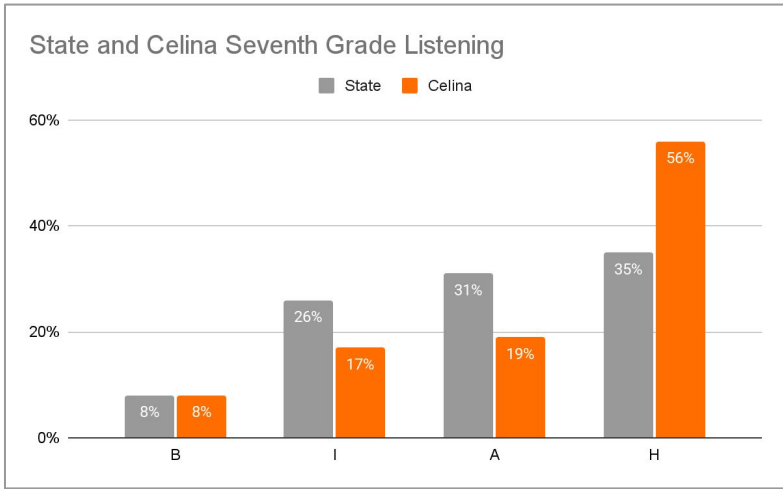


State and Celina Sixth Grade Reading

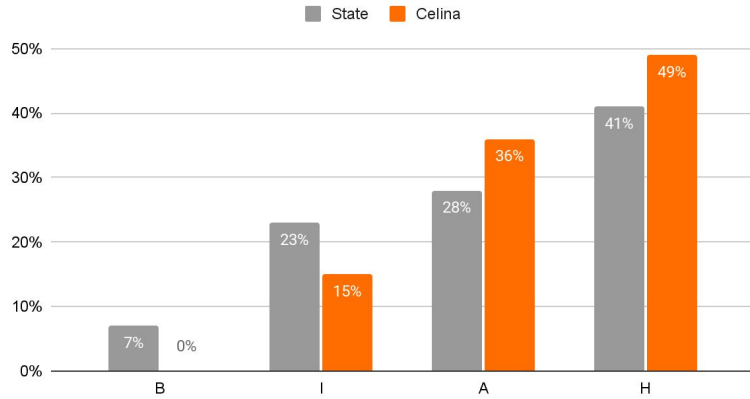


State and Celina Sixth Grade Writing

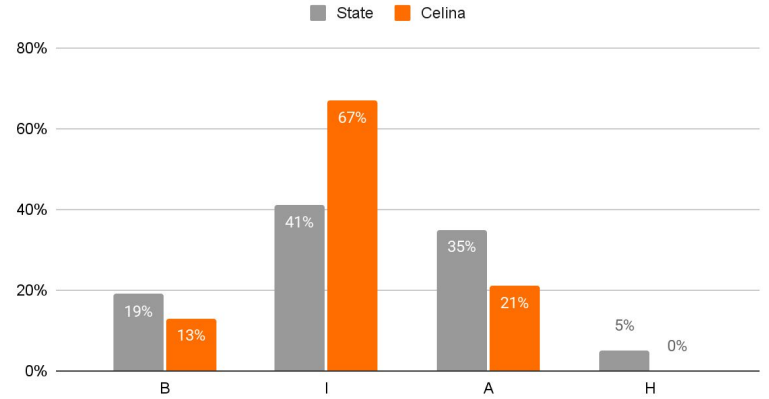




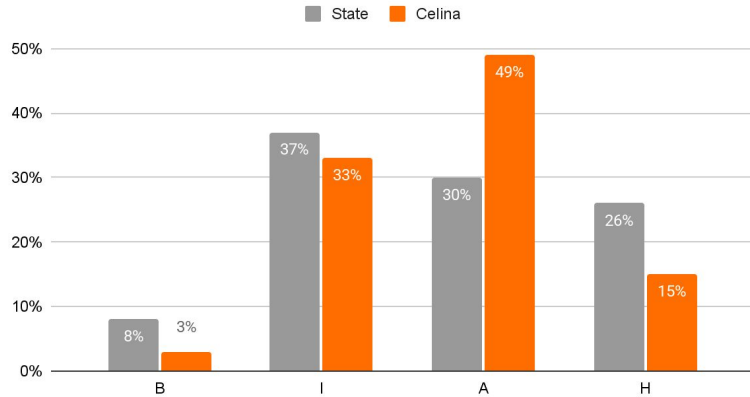
State and Celina Eighth Grade Listening



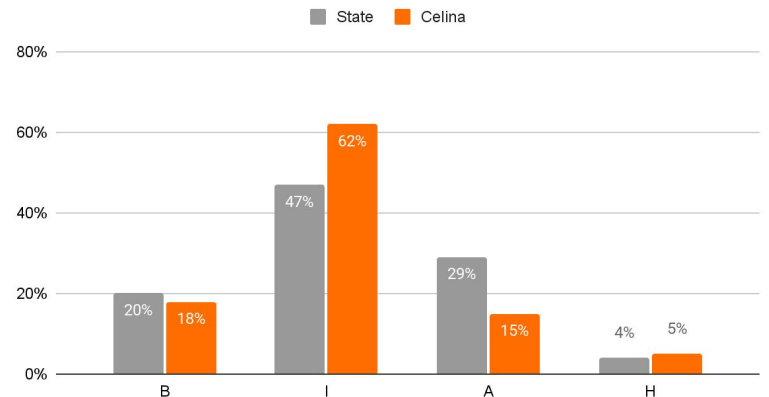
State and Celina Eighth Grade Speaking



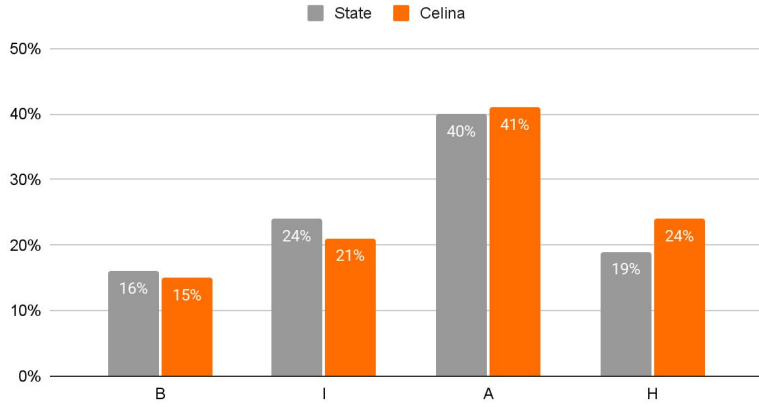
State and Celina Eighth Grade Reading



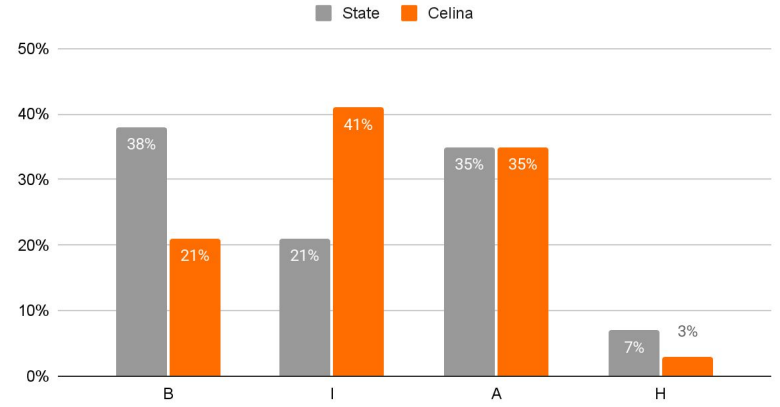
State and Celina Eighth Grade Writing



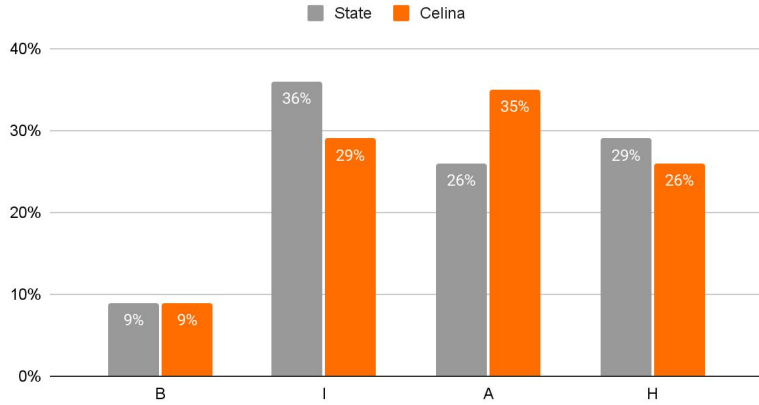
State and Celina Ninth Grade Listening



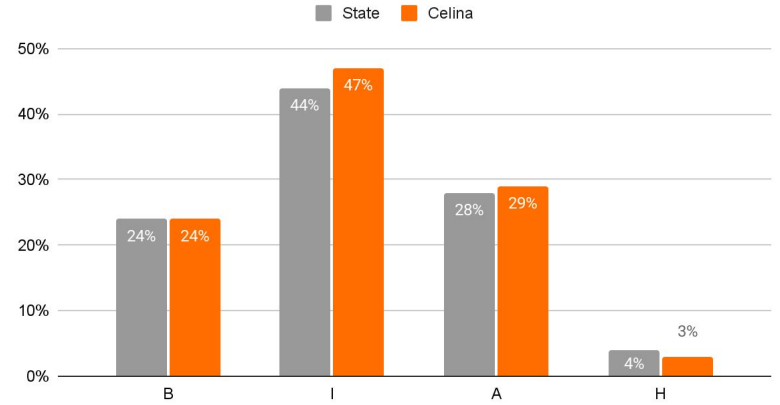
State and Celina Ninth Grade Speaking



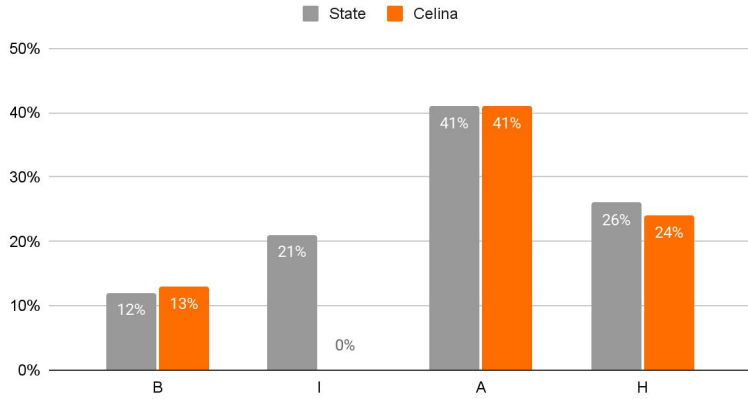
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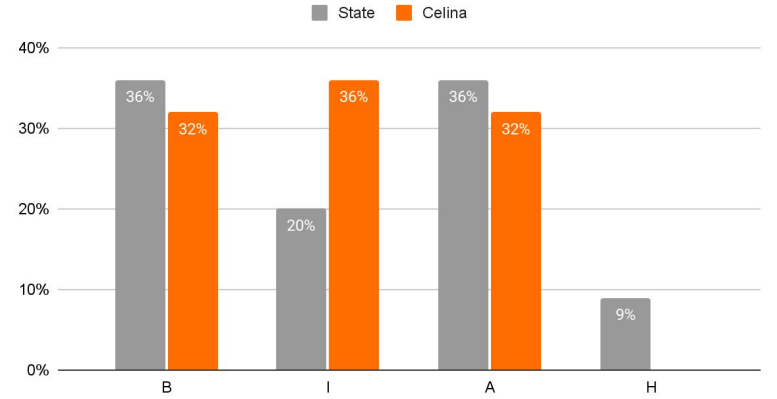
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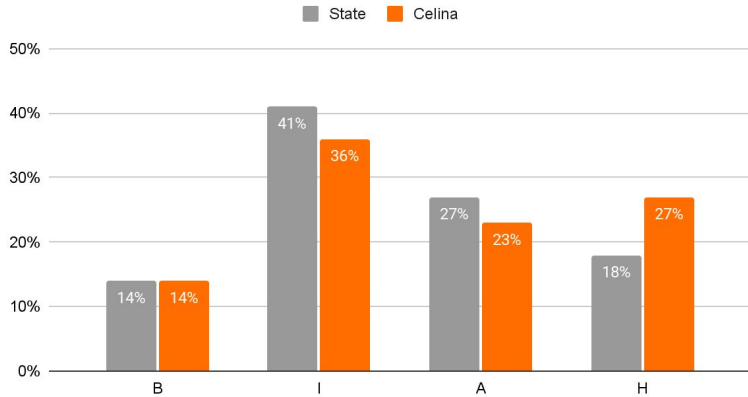
State and Celina Tenth Grade Listening



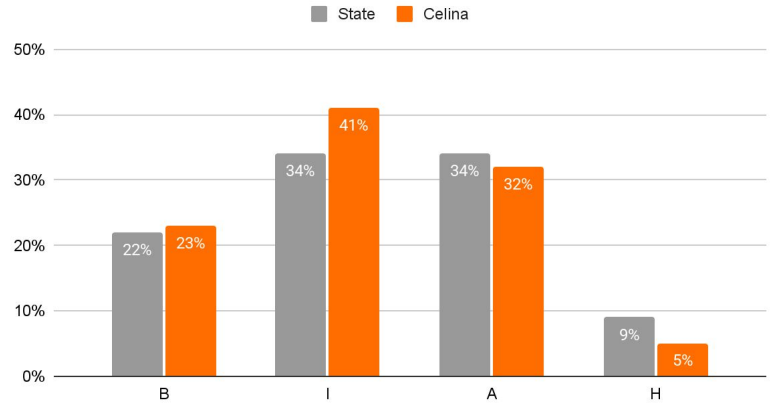
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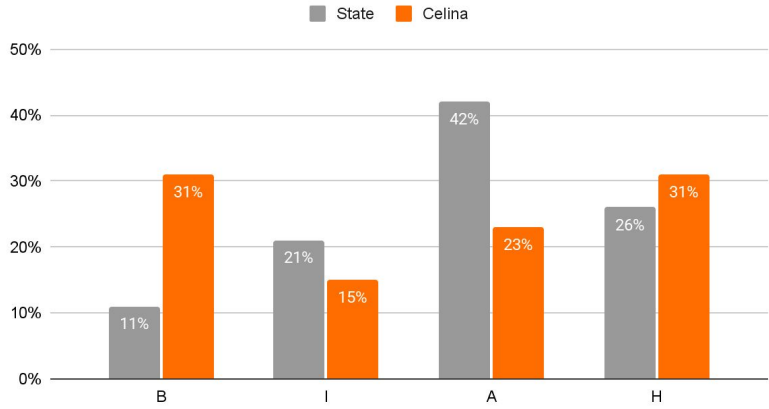
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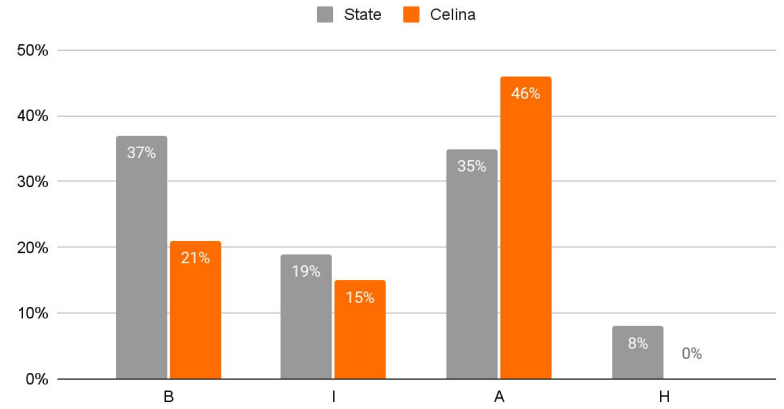
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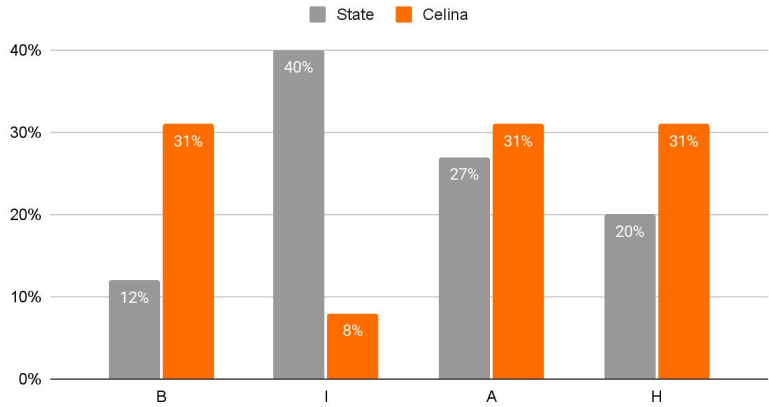
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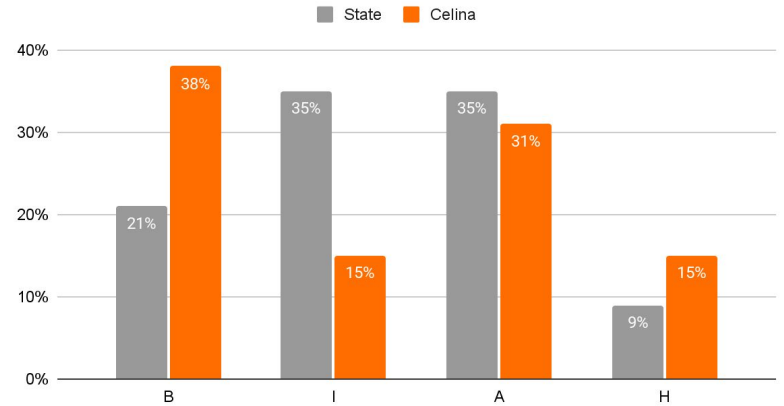
State and Celina Eleventh Grade Speaking



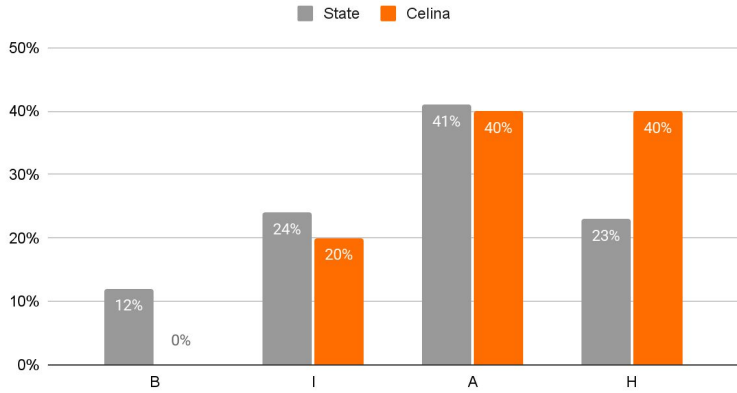
State and Celina Eleventh Grade Reading



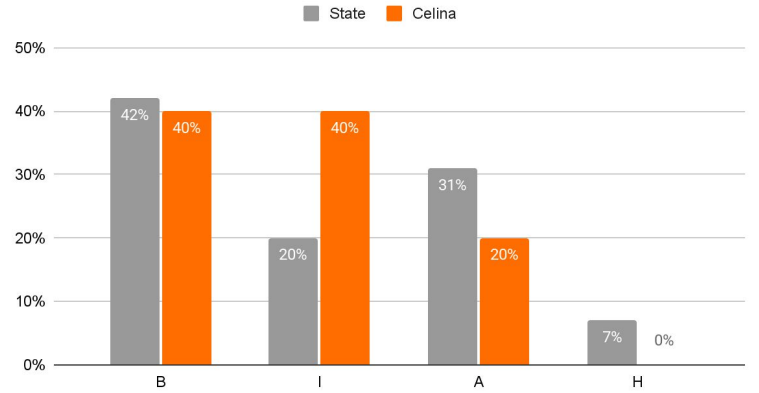
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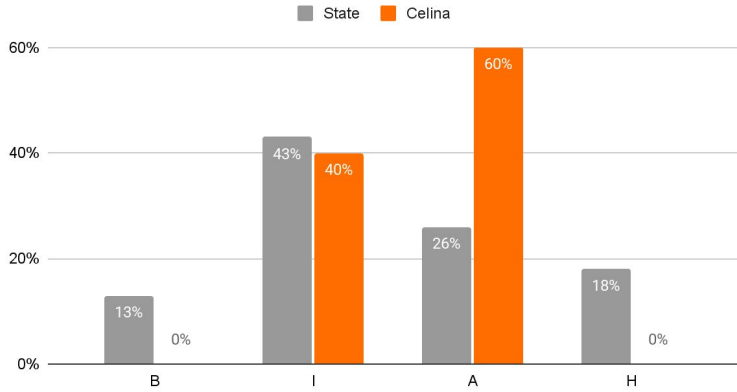
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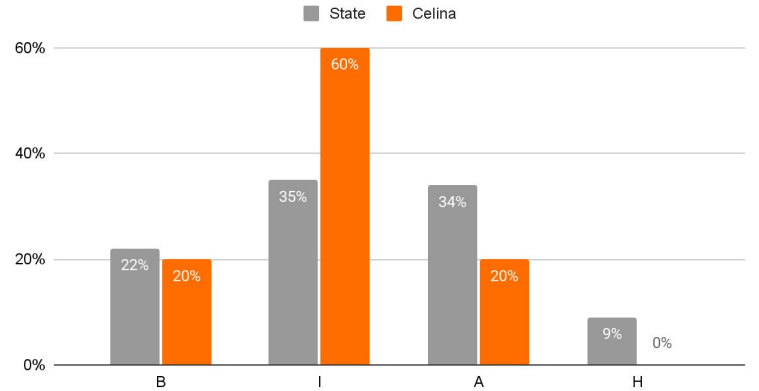
State and Celina Twelfth Grade Speaking



State and Celina Twelfth Grade Reading



State and Celina Twelfth Grade Writing



Reclassification Data 2024-25

Celina High School	11
Moore Middle School	21
Bothwell	12
Lykins	12
Martin	20
O'Dell	20
Total CISD Reclassifications	96

EB Program Support

Area	Programs/Support
Family & Community Engagement	Parent University – individualized invitations, secondary sessions, focus on Asian language population, partnership with Collin College
Language & Literacy	Imagine Literacy & Imagine Español – K–6 supplemental support Reading A-Z & Español Plus – reading fluency (PreK–5); Science & vocabulary support (Grades 4–5); Ready Set Go – newcomer program kits (replacing Vista)
Assessment & Progress Monitoring	TELPAS K–12 Summit – progress monitoring & individualized student pathways (Grades 2–12) AWARE Assessments – added content-language supports
Instructional Strategies & Teacher Support	Seidlitz Seven Steps, Sheltered Instruction, ELPS Implementation – integrated during planning & team/campus meetings Dual Language Program – peer evaluations, Gomez & Gomez walkthroughs, content-area training (math/science)
Content-Area & Intervention Support	Science & Math Intervention – Engage Mathematics/Science (Grades 1–5); Imagine Math for Dual Language program Secondary Focus – increasing access to academic content for English Learners

Conclusion

The 2024–2025 Emergent Bilingual Program evaluation provides an opportunity to examine three years of district data to identify both challenges and successes. While the data highlights areas that need attention, it also reflects many accomplishments that we can celebrate and build upon. Moving forward, we will use current data to guide the focus of our work, with an emphasis on supporting student growth across all language domains—listening, speaking, reading, and writing.

The Emergent Bilingual Programs will continue to collaborate closely with other departments and campus teams to ensure equitable learning environments and opportunities for our diverse student population. As our district's diversity grows, we recognize the challenges it brings, but we will also embrace the opportunities it provides to strengthen student learning, celebrate cultural richness, and foster inclusive academic success.



205 S Colorado, Celina, Tx 75009

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CISD Board Agenda Item Synopsis

Subject: Consider Approval of a Letter of Intent (LOI) Between Celina ISD and External Partners for Lease of District Facilities

Background Information:

In a prior meeting, the Board was presented with an opportunity to develop partnerships between the District and external entities through the use of some CISD athletics facilities. This Letter of Intent ("LOI") serves as a formal expression of understanding between such entities and Celina Independent School District ("CISD") regarding use of the Celina ISD Stadium for 2026 spring and fall.

Parties agreeing to this LOI acknowledge that a comprehensive Stadium Use Agreement/Memorandum of Understanding ("MOU") is currently in the final stages of review and redline. This LOI is intended to serve as an interim placeholder outlining the key expectations and shared intent until the final agreement is executed.

Goals:

- 1. We will provide and support a safe, civil, and collaborative culture.
- 2. We will continuously provide and support effective teaching in every classroom.
- 3. We will provide and support a guaranteed and viable curriculum.
- 4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
- 5. We will foster strong numeracy skills and commit to continual growth in math success.
- 6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
- 7. We will attract, recruit, develop, and retain high-quality professional staff.

Budgetary Impact:

None, as this is a lease agreement that includes payment to CISD for the use of the stadium and locker room areas.

Recommendation:

The District recommendation is for the Members of the Board to approve the Letter of Intent (LOI) to formally solidify an agreement between our organizations as we continue to develop an MOU that is satisfactory to both entities.

Submitted by:

Tom Maglisceau, PhD
Superintendent

Recommended by:

Tom Maglisceau, Ph.D.
Superintendent

Meeting Date:
October 20, 2025



205 S Colorado, Celina, Tx 75009 Phone 469-742-9100 Fax 972-382-3607

CISD Board Agenda Item Synopsis

Subject: Revision of Board Agenda Minutes

Background Information: The Texas Education Agency (TEA) has advised us that the section of the August 18, 2025 board minutes, regarding the purchase of attendance credits need to be revised to the language provided.

Goals:

- ✓ 1. We will provide and support a safe, civil and collaborative culture.
- ✓ 2. We will continuously provide and support effective teaching in every classroom.
- ✓ 3. We will provide and support a guaranteed and viable curriculum.
- ✓ 4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
- ✓ 5. We will foster strong numeracy skills and commit to continual growth in math success.
- ✓ 6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
- ✓ 7. We will attract, recruit, develop, and retain high-quality professional staff.

Budgetary Impact: None

Recommendation: Approve the TEA required updated minutes.

Submitted by:

Melissa Kelly, Ed.D.
Chief of Business Resources

Recommended by:

Tom Maglisceau, Ph.D.
Superintendent

Meeting Date:

October 20, 2025

Regular Meeting
Monday, August 18, 2025 6:00 PM Central

Moore Middle School Library
300 E GA Moore Pkwy
Celina, TX 75009

Tracey Balsamo: Present
Jarratt Calvert: Present
Jennifer Driver: Present
Jeff Gravley: Present
Chuck Hansen: Present
Kelly Juergens: Present
Michael Wagoner: Present
Present: 7.

1. CALL TO ORDER & ESTABLISH QUORUM

Jeff Gravley called the meeting to order at 6:00 PM.

1.A. Pledge of Allegiance
Led by Tracey Balsamo

1.B. Invocation
Led by Chuck Hansen

2. RECOGNITIONS

2.A. Officer Thomas
Dr. Tom Maglisceau recognized Officer Dan Thomas for the State Law Enforcement Achievement Award from the Texas Commission on Law Enforcement (TCOLE).

3. SUPERINTENDENT'S REPORT

3.A. Information / Superintendent's Update

4. PUBLIC COMMENT

4.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
Munish Malhotra addressed the Board regarding transportation concerns.

5. CONSTRUCTION REPORT

6. CLOSED MEETING

Jeff Gravley adjourned the Board to Closed Session at 7:03 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.B.1. Stadium Lease to Outside Entities

6.B.2. Ramble Agreement

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.

6.D. Cybersecurity or Critical Infrastructure Facility - Pursuant to Texas Government Code Section 551.0761, deliberation regarding a cybersecurity measure, policy, or contract solely intended to protect a critical infrastructure facility located within the jurisdiction of the school district.

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.

Jeff Gravley reconvened the Board to Open Meeting at 8:07 PM.

8. ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION

Motion was made to allow Dr. Tom Maglisceau to continue to discussing stadium leases with outside entities. This motion, made by Kelly Juergens and seconded by Tracey Balsamo, Passed. Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

9. INFORMATION/CONFIRMATION AGENDA ITEMS

9.A. School Library Advisory Committee (SLAC) Nomination Update

9.B. Budget Update

9.C. Local Bond Investments

10. ACTION/BRIEFING AGENDA ITEMS

10.A. PUBLIC HEARING - DISCUSSION AND OPPORTUNITY FOR PUBLIC INPUT REGARDING 2025-2026 PROPOSED TAX RATE

Jeff Gravley opened the Public Hearing at 8:20 PM.

10.B. Approve Resolution Adopting the Maintenance and Operations Tax Rate, Interest and Sinking Tax Rate, and Total Tax Rate for 2025

Motion was made to approve Resolution Adopting the Maintenance and Operations Tax Rate, Interest and Sinking Tax Rate, and Total Rate for 2025 as presented. This motion, made by Jarratt Calvert and seconded by Jennifer Driver, Passed.

Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

10.C. CLOSE PUBLIC HEARING

After no questions or comments from the public, Jeff Gravley closed the Public Hearing at 8:22 PM.

11. CONSENT/CONFIRMATION AGENDA ITEMS

Motion was made to approve the Consent Agenda Items as presented. This motion, made by Kelly Juergens and seconded by Chuck Hansen, Passed.

Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

11.A. Collin County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding (MOU)

11.B. Dual Credit Attendance Waiver

11.C. Purchase of Attendance Credit (Netting Chapter 48 Funding) Agreement

For the 2025-2026 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding. This motion, made by Kelly Juergens and seconded by Chuck Hansen, Passed.

Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

11.D. Minutes of the July 28, 2025 Regular Board Meeting

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

12. ADJOURNMENT

Motion was made to adjourn the meeting. This motion, made by Chuck Hansen and seconded by Tracey Balsamo, Passed.

Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

The meeting was adjourned at 8:24 PM.



205 S Colorado, Celina, Tx 75009

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CISD Board Agenda Item Synopsis

Subject: District and Campus Improvement Plans

Background Information: Board Policy BQ (Legal)(Local) establishes guidelines that outline the development and progress monitoring of the district and campus improvement plans. Performance objectives for the Celina ISD improvement plans are organized around the three components of The Learner Experience:

1. Love the learner; drive the rigor
2. Responsible for one's own learning and
3. Interdependent self-managers

District and campus leaders collaboratively develop their respective improvement plans to strategically and specifically ensure progress toward District and Board goals, as well as, campus specific needs. District administration will provide regular updates to the Board regarding progress toward identified goals.

Goals:

- ✓1. We will provide and support a safe, civil and collaborative culture.
- ✓2. We will continuously provide and support effective teaching in every classroom.
- ✓3. We will provide and support a guaranteed and viable curriculum.
- ✓4. We will continue to foster a love of reading and commit to continual growth in childhood literacy.
- ✓5. We will foster strong numeracy skills and commit to continual growth in math success.
- ✓6. We will provide targeted strategies and practices to prepare students for post-secondary education, career readiness, and military participation.
- ✓7. We will attract, recruit, develop, and retain high-quality professional staff.

Budgetary Impact: N/A

Recommendation: District administration recommends approval of the goals and performance objectives within the District and Campus Improvement Plans as presented.

Submitted by:

Dr. Jason Johnston
Sr. Chief of Academics and Employee Services

Recommended by:

Tom Maglisceau, Ph.D.
Superintendent

Meeting Date: October 20, 2025

Celina Independent School District

Early Childhood School

2025-2026 Performance Objectives



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

The Learner Experience

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

Table of Contents

Goals 4

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.4.

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities. 5

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Early Childhood School will increase parent orientation and understanding of school expectations of PreK by providing information using at least 3 platforms for communication throughout the school year.

Performance Objective 2: Early Childhood School will provide a variety of opportunities for the involvement of all families. (BG1)

Performance Objective 3: ECS will develop students fine and gross motor skills and expose students to STEAM. (BG4)

Performance Objective 4: ECS will offer a career day for students to engage in a variety of careers and life offerings. (HB3 CCMR)

HB3 Goal

Performance Objective 5:

By the end of the year student portfolios will contain beginning, middle, and end-of-year work samples for writing name, self-portrait, and data sheets (ESGI, CLI, CFA) as well as any other purposeful items to demonstrate one year's growth. (HB3 Literacy)

HB3 Goal

Performance Objective 6: By the end of the year student portfolios will contain beginning, middle, and end-of-year work samples for numbers to 30 and data sheets (ESGI, IEP, etc.) as well as any other purposeful items to demonstrate one year's growth. (HB3 Math)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: Increase teaching staff's understanding and competence in using effective ESL strategies by May 24, 2025.

Performance Objective 2: Early Childhood School will attempt to maintain a 1:11 adult/student ratio in all PreKindergarten classrooms.

Performance Objective 3: ECS will develop a leadership pipeline that focuses on building the leadership of teachers, staff and administrators. (BG3)

Performance Objective 4: ECS will create opportunities for students to engage in large/fine motor skill development on a daily basis. (BG2)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Early Childhood School will provide a common Design Team time for planning equitable lessons around the PreK guidelines.

Performance Objective 2: ECS will incrementally improve the retention rate of teachers by 10% from the previous school year. (BG5)

Performance Objective 3: ECS will be an influential contributor to community organizations through family contributions. (BG1)

Celina Independent School District

Lykins Elementary

2025-2026 Performance Objectives



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

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The Learner Experience

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

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Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.4.

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities. 5

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Lykins Elementary School will expand opportunities for involvement of all stakeholders in 2025-2026. (BG1)

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 52% by June 2028. (HB3 Math)

HB3 Goal

Performance Objective 3: Celina ISD along with Lykins Elementary will increase the percentage of students involved in co-curricular and extracurricular activities at all school levels. (BG2) (HB3 CCMR)

Performance Objective 4: Celina ISD along with Lykins Elementary will develop new CTE pathways aligned with student needs and interests. (BG4) (HB3 CCMR)

Performance Objective 5: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 63% by June 2028. (HB3 Literacy)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: Lykins Elementary will create leadership opportunities for staff aimed at enhancing the leadership skills of teachers, staff, and administrators. (BG3)

Performance Objective 2: Develop high quality educators dedicated to continuous improvement. (BG5)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Teach, model, and integrate soft skills into Morning Meetings and guidance lessons.

Performance Objective 2: Promote and encourage the positive behavior to be exhibited by students. Layered Reward system.

Performance Objective 3: Lykins Elementary will create leadership opportunities for staff and students to develop a positive learning community and campus culture. (BG1, BG3)

Celina Independent School District

O'Dell Elementary School

2025-2026 Performance Objectives



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

The Learner Experience

Love the learner; drive the rigor

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 Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities. 5

 Goal 3: Interdependent Self-managers: Aware of one's own self-worth and recognizes the worth of each person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: By the end of the school year, all staff will demonstrate a commitment to both honoring the diverse life experiences of our learners and colleagues and advancing high levels of academic challenge by collaboratively implementing instructional practices that promote respect, equity, and continuous improvement (BG1)

Performance Objective 2: Celina ISD along with O'Dell Elementary will increase the percentage of students involved in co-curricular and extracurricular activities at all school levels. (BG2) (HB3 CCMR)

Performance Objective 3: Celina ISD along with O'Dell Elementary will develop new CTE pathways aligned with student needs and interests. (BG4) (HB3 CCMR)

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: O'Dell teachers will have opportunities to serve as leaders and on a variety of committees (BG3)

Performance Objective 2: O'Dell will support high-quality teaching and learning by increasing educator capacity (BG5).

Performance Objective 3: O'Dell students will increase by 10% for the Meets Performance Standard on 3rd-5th Grade Math STAAR in the 2025-2026 school year. (HB3 Math)

HB3 Goal

Performance Objective 4: O'Dell students will increase by 10% for the Meets Performance Standard on 3rd-5th Grade RLA STAAR in the 2025-2026 school year. (HB3 Literacy)

HB3 Goal

Performance Objective 5: O'Dell Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and recognizes the worth of each person.

Performance Objective 1: O'Dell will improve the retention rate of teachers. (BG5)

Performance Objective 2: O'Dell will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Celina Independent School District

Martin Elementary School

2025-2026 Performance Objectives



Mission Statement

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Goal 2: Responsibility for One's Own Learning: Aware of one's own strengths and actively seeks learning opportunities. 5

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Martin will increase the percentage of students involved in co-curricular and extra curricular activities at school. (BG2)

Performance Objective 2: Martin Elementary students will have multiple opportunities to explore a range of careers. (BG4, HB3 CCMR)

Performance Objective 3: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 52% by June 2028. (HB3 Math)

HB3 Goal

Performance Objective 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 63% by June 2028. (HB3 ELAR)

HB3 Goal

Goal 2: Responsibility for One's Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: Martin will establish and implement a variety of leadership opportunities for staff members through Guiding Coalition, Committee Chair Leaders, House Leaders, Mentors and Anchor Teachers, and District Leaders. (BG3)

Performance Objective 2: Martin will recruit, hire, and retain highly qualified staff who will positively impact student learning and achievement. (BG5)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Martin Elementary will build the leadership capacity of teachers and staff. (BG3)

Performance Objective 2: Martin Elementary will inspire, empower, and equip leaders who strive to make the community a better place. (BG1)

Celina Independent School District

Bothwell Elementary School

2025-2026 Performance Objectives



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

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Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Bothwell will refine and strengthen six existing committees by clarifying their purpose, setting measurable outcomes, and monitoring progress each semester, in order to foster a positive school culture and enhance the student and staff experience.

Performance Objective 2: Bothwell Elementary will plan and promote co-curricular and extracurricular activities, aiming to increase overall student participation in each activity by 10% compared to the previous year, as measured by participation records. (BG2)

Performance Objective 3: Bothwell Elementary will provide students with at least two career exploration opportunities, including guest speakers, career fairs, or classroom activities, and track participation to ensure that all students engage in at least one experience. (BG4, HB3 CCMR)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: Bothwell Elementary will establish and implement a variety of leadership opportunities for staff members, including Team Leaders, Committee Chairs, House Leaders, Mentors, and District Leaders, with at least 75% of eligible staff participating in one or more leadership roles, as measured by leadership rosters and participation records. (BG3)

Performance Objective 2: By the end of the 2025-2026 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Math from 50% to 58%, as measured by STAAR Math results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Math)

HB3 Goal

Performance Objective 3: By the end of the 2025-2026 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Reading from 55% to 63%, as measured by STAAR Reading results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Literacy)

HB3 Goal

Performance Objective 4: By the end of the 2025-2026 school year, Bothwell Elementary will implement a structured process for students to set academic goals and track their MAP assessment data each grading period, with 100% of students participating, as measured by goal-setting forms, student reflections, and progress-monitoring records.

Performance Objective 5: By the end of the 2025-2026 school year, Bothwell Elementary administrators will design and implement a structured system of support for new teachers and staff members, including mentoring, professional learning opportunities, and regular check-ins, with the goal that at least 90% of new staff report feeling supported and confident in their roles on end-of-year surveys. (BP5)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Bothwell Elementary will recruit, hire, and retain high-quality staff, maintaining 90% staff retention, as measured by hiring records, performance evaluations, and retention data, to positively impact student learning and achievement. (BG5)

Performance Objective 2: Bothwell Elementary will foster opportunities for students and staff to lead, serve, and connect with the Celina community through at least three community engagement events, as measured by event participation records, volunteer logs, and feedback from community partners. (BG1)

Celina Independent School District

Vasquez Elementary School

2025-2026 Performance Objectives



Mission Statement

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Vision

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Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Vasquez will establish five committees to help create and support a positive culture and enhance the student and staff experience.

Performance Objective 2: Vasquez Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities at all school levels. (BG2)

Performance Objective 3: Vasquez Elementary students will have multiple opportunities to explore a range of careers. (BG4, HB3 CCMR)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: Vasquez will establish and implement a variety of leadership opportunities for staff members through Team Leaders, Committee Chair Leaders, House Leaders, Mentors and District Leaders. (BG3)

Performance Objective 2: Vasquez will achieve 75% for the Meets Performance Standard on 3rd Grade Math STAAR in the 2024-2025 school year. (HB3 Math Goal)

HB3 Goal

Performance Objective 3: Vasquez will achieve 75% for the Meets Performance Standard on 3rd Grade RLA STAAR in the 2024-2025 school year. (HB3 Literacy Goal)

HB3 Goal

Performance Objective 4: Vasquez Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Vasquez Elementary will recruit, hire and retain high quality staff who will positively impact student learning and achievement. (BG5)

Performance Objective 2: Vasquez Elementary will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Celina Independent School District

Moore Middle School

2025-2026 Performance Objectives



Mission Statement

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Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: MMS will partner with the Celina Chamber of Commerce to create a unique experience for all 6th graders and new to CISD students to experience the traditions and excellence in the fall each year called "Celina Heritage Tours." (BG1)

Performance Objective 2: MMS will work with The Celina Rotary Club to evaluate the needs of our library to be able to provide books and space for our students to engage in literature at or above their reading level. (BG1)

Performance Objective 3: MMS will collaborate with The Chamber of Commerce and Celina local to inspire all students to dream big and think beyond their current year in school by developing an interactive career fair using local businesses, programs, and organizations to showcase the vast talent, expertise, and needs in the community and world. (BG1)

Performance Objective 4: MMS CTE teachers will work with secondary teachers in CISD to develop essential standards for each CTE course in order to develop new pathways aligned with middle school students' needs and interests. (BG4, HB3 CCMR)

HB3 Goal

Performance Objective 5: MMS staff will ensure that 100% of learners achieve one year's growth in English Language Arts and Reading. (BG1, HB3 Literacy)

HB3 Goal

Performance Objective 6: MMS staff will ensure that 100% of learners achieve one year's growth in Math. (BG2, HB3 Math)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: MMS will offer an Aspiring Leaders program to all staff members interested in pursuing a role as an administrator, counselor, instructional coach, digital learning specialist, curriculum coordinator, and/or coach to build the capacity of any interested staff member to create leadership pipelines in the district. (BG3)

Performance Objective 2: MMS will offer a robust, 5 days per week (45 minutes per day) teacher support system in the Collaboratory that is staffed by our Instructional Coach and Associate Principal to allow Design Teams to work through the PLC Process while also participating in data analysis and job-embedded professional learning to improve the overall retention rate of teachers. (BG5)

Performance Objective 3: MMS will partner with the community to offer Parent Tours with the Principal and Round Table Talks to encourage each parent/guardian to be responsible for their own learning and grow in their support of their student's academic and non-academic growth. (BG1)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: MMS will offer student-led opportunities to start and host new clubs each semester during Bobcat Hour, as well as the opportunity for all students to attend a Club Fair during Bobcat Hour in the fall and spring. (BG2)

Performance Objective 2: MMS will partner with the Celina Chamber of Commerce to create Student of the Month outings at local businesses. Student of the Month recipients are nominated by their teachers and peers based on exhibiting the 5 Guiding Principles of CISD. (BG1)

Celina Independent School District

Celina High School

2025-2026 Performance Objectives



Mission Statement

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Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 7

Goals

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: CHS will recruit, hire, and retain highly qualified staff who will positively impact student learning and achievement. (BG5)

Performance Objective 2: (HB3 Literacy) CHS will achieve an increase of 5% for the Meets Performance Standard on any End of Course Exam that was below 75% in the 2024-2025 school year or will maintain the Meets Performance Standard on any End of Course Exam that was above 75% in the 2025-2026 school year:

English 1 = 70% Meets in 2024-2025. Performance Objective is to have English 1 = 75% Meets for 2025-2026.

HB3 Goal

Performance Objective 3: (HB3 Literacy) CHS will achieve an increase of 5% for the Meets Performance Standard on any End of Course Exam that was below 75% in the 2024-2025 school year or will maintain the Meets Performance Standard on any End of Course Exam that was above 75% in the 2024-2025 school year:

English 2: 78% Meets in 2024-2025; 78% Meets is the goal for 2025-2026.

HB3 Goal

Performance Objective 4: (HB3 Math) CHS will achieve an increase of 5% for the Meets Performance Standard on any End of Course Exam that was below 75% in the 2024-2025 school year or will maintain the Meets Performance Standard on any End of Course Exam that was above 75% in the 2024-2025 school year:

Algebra 1: 31% Meets in 2024-2025; 75% Meets is the goal for 2025-2026.

HB3 Goal

Performance Objective 5: CHS will partner with the CISD Teaching and Learning Department to develop new CTE pathways aligned with student needs and interests. (BG4)

Performance Objective 6: CHS Seniors will achieve 100% of the College, Career, and Military Readiness Standard. (BG4) (HB3 CCMR)

HB3 Goal

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: CHS will achieve 100% participation rate of students involved in co-curricular and extra-curricular activities. (BG2)

Performance Objective 2: CHS will develop a leadership pipeline that focuses on building the leadership capacity of teachers, staff, and administrators. (BG3)

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: CHS will engage students to be active participants in civic and community organizations in the CISD Community. (BG1)

Performance Objective 2: CHS will develop a leadership pipeline that focuses on building the leadership capacity of teachers, staff, and administrators. (BG3)

Celina Independent School District

District Improvement Plan

2025-2026 Strategic Objectives



Mission Statement

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 Priority 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day. 4

 Priority 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities. 5

 Priority 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person. 6

Priorities

Priority 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Strategic Objective 1: Increase the number of community partnerships and strengthen existing ties to foster better relationships between the school district and all community stakeholders. (BG1) (E7) (SO1)

Strategic Objective 2: Intentionally promote engagement in co-curricular and extracurricular activities to enhance academic growth, boost student attendance, raise the likelihood of pursuing higher education, and nurture a sense of belonging. (BG2) (SO2)

Strategic Objective 3: Provide staff with ongoing and scaffolded professional growth opportunities to cultivate a culture committed to continuous improvement. (BG3)

Strategic Objective 4: CISD will develop new CTE pathways aligned with student needs and interests and increase workforce certificates. (BG4) (E10,12) (SO11)

HB3 Priority

Strategic Objective 5: CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified applicants reflective of our community and students' needs. (BG5) (SO6)

Strategic Objective 6: CISD will engage students in relevant and innovative learning experiences that ensure academic progress and proficiency in state standards across all learning levels. (SO4,7) (SG1,2,3,4) (E1)

Priority 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Strategic Objective 1: Work proactively with all stakeholders on how to best serve and meet the diverse needs of our growing student body. (BG1) (E7)

Strategic Objective 2: Increase the identification of and support for Celina ISD gifted and talented students. (BG2) (SO2,7) (DNAP)

Strategic Objective 3: Establish a structured pathway for staff advancement and leadership development. (BG3) (SO6,8) (DNAP)

Strategic Objective 4: Expand the AVID program to maximize its benefits for student achievement in becoming College and Career Ready. (BG4) (DNAP) (E10) (SO3)

Strategic Objective 5: Continue to invest in campus-based instructional coaches and establish clear guidelines and standards for instructional coaching practices to ensure consistency and alignment with district goals and priorities. (BG5) (DNAP) (SO6,9)

Priority 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Strategic Objective 1: Establish robust partnerships with parents and the community, ensuring opportunities for active involvement and collaboration in fostering positive student outcomes across academic, social, and emotional domains. (BG1) (E7) (SO1)

Strategic Objective 2: CISD will strategically promote and highlight student participation and achievement in co-curricular and extracurricular activities. (BG2)

Strategic Objective 3: CISD will empower staff to cultivate leadership skills, fostering their growth and simultaneously building organizational capacity. (BG4) (SO6,9) (DNAP)

Strategic Objective 4: Provide students with real life experiences and skill development to empower them for active engagement in society and success beyond the classroom. (BG4) (SO5)

Strategic Objective 5: Establish initiatives to cultivate a healthy district/campus culture where students and staff feel safe, supported, and valued. (BG5) (E11) (SO5,8)

Training Meeting
Tuesday, September 9, 2025 5:00 PM Central

Celina ISD Administration Office
205 S Colorado Dr
Celina, TX 75009

Tracey Balsamo: Present
Jarratt Calvert: Present
Jennifer Driver: Present
Jeff Gravley: Present
Chuck Hansen: Present
Kelly Juergens: Present
Michael Wagoner: Present
Present: 7.

1. CALL TO ORDER / ESTABLISH QUORUM

Jeff Gravley called the meeting to order at 5:06 PM.

1.A. Pledge of Allegiance
Led by Tracey Balsamo

1.B. Invocation
Led by Michael Wagoner

2. TEAM OF 8 TRAINING

Kevin Worthy led the Board through Team of 8 Training.

3. ADJOURNMENT

Motion was made to adjourn the meeting. This motion, made by Chuck Hansen and seconded by Jennifer Driver, Passed.

Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Jeff Gravley: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 7, Nay: 0

Jeff Gravley adjourned the meeting at 7:26 PM.

Regular Meeting
Monday, September 15, 2025 6:00 PM Central

Moore Middle School Library
300 E GA Moore Pkwy
Celina, TX 75009

Tracey Balsamo: Present
Jarratt Calvert: Present
Jennifer Driver: Present
Jeff Gravley: Absent
Chuck Hansen: Present
Kelly Juergens: Present
Michael Wagoner: Present
Present: 6, Absent: 1.

1. CALL TO ORDER & ESTABLISH QUORUM

Jarratt Calvert called the meeting to order at 6:00 PM

1.A. Pledge of Allegiance
Led by Chuck Hansen

1.B. Invocation
Led by Kelly Juergens

2. SUPERINTENDENT'S REPORT

2.A. Information / Superintendent's Update

3. PUBLIC COMMENT

3.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
No one addressed the Board during Public Comment.

4. CONSTRUCTION REPORT

5. CLOSED MEETING

Jarratt Calvert adjourned the Board to Closed Session at 6:15 PM.

5.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.

5.A.1. Retires/Rehires

5.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.

5.B.1. Facilities Committee Update

5.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.

5.D. Cybersecurity or Critical Infrastructure Facility - Pursuant to Texas Government Code Section 551.0761, deliberation regarding a cybersecurity measure, policy, or contract solely intended to protect a critical infrastructure facility located within the jurisdiction of the school district.

6. 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.

Jarratt Calvert reconvened the Board to Open Session at 7:59 PM.

7. ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION

Motion was made to move forward with MOU discussed in Closed Session. This motion, made by Kelly Juergens and seconded by Tracey Balsamo, Passed.

Jeff Gravley: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 6, Nay: 0, Absent: 1

8. INFORMATION/CONFIRMATION AGENDA ITEMS

8.A. Bond Investment Update

8.B. District Accountability Update

9. ACTION/BRIEFING AGENDA ITEMS

9.A. Consider and Approve Proposed Alternate Principal Appraisal System

Motion was made to approve the Proposed Alternate Principal Appraisal System as presented. This motion, made by Kelly Juergens and seconded by Michael Wagoner, Passed.

Jeff Gravley: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 6, Nay: 0, Absent: 1

10. DISCUSSION ITEMS

10.A. Texas Association of School Boards (TASB) Convention

Board members shared key takeaways and insights from the TASB Convention.

11. CONSENT/CONFIRMATION AGENDA ITEMS

Motion was made to approve the Consent Agenda items as presented. This motion, made by Chuck Hansen and seconded by Jennifer Driver, Passed.

Jeff Gravley: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea
Yea: 6, Nay: 0, Absent: 1

11.A. School Resource Officer (SRO) Interlocal Agreement (ILA)

11.B. Minutes of the August 18, 2025 Regular Board Meeting

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

12. ADJOURNMENT

Motion was made to adjourn the meeting. This motion, made by Chuck Hansen and seconded by Tracey Balsamo, Passed.

Jeff Gravley: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Chuck Hansen: Yea, Kelly Juergens: Yea, Michael Wagoner: Yea

Yea: 6, Nay: 0, Absent: 1

Jarratt Calvert adjourned the meeting at 8:53 PM.

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
AUTO	CYR - BUDGET AMENDMENT	SHAWNA MATHEWS (SMATHE		<input checked="" type="checkbox"/>

Note:

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
181-00-5752.51-000-600000	FOOTBALL GATE RECEIPTS	CYR - BUDGET AMENDME	6,668.00	.00	10-09-2025	SMATHEWS
181-36-6269.00-001-691000	RENTALS & LEASES	CYR - BUDGET AMENDME	6,668.00	.00	10-09-2025	SMATHEWS
Total:			13,336.00	.00		

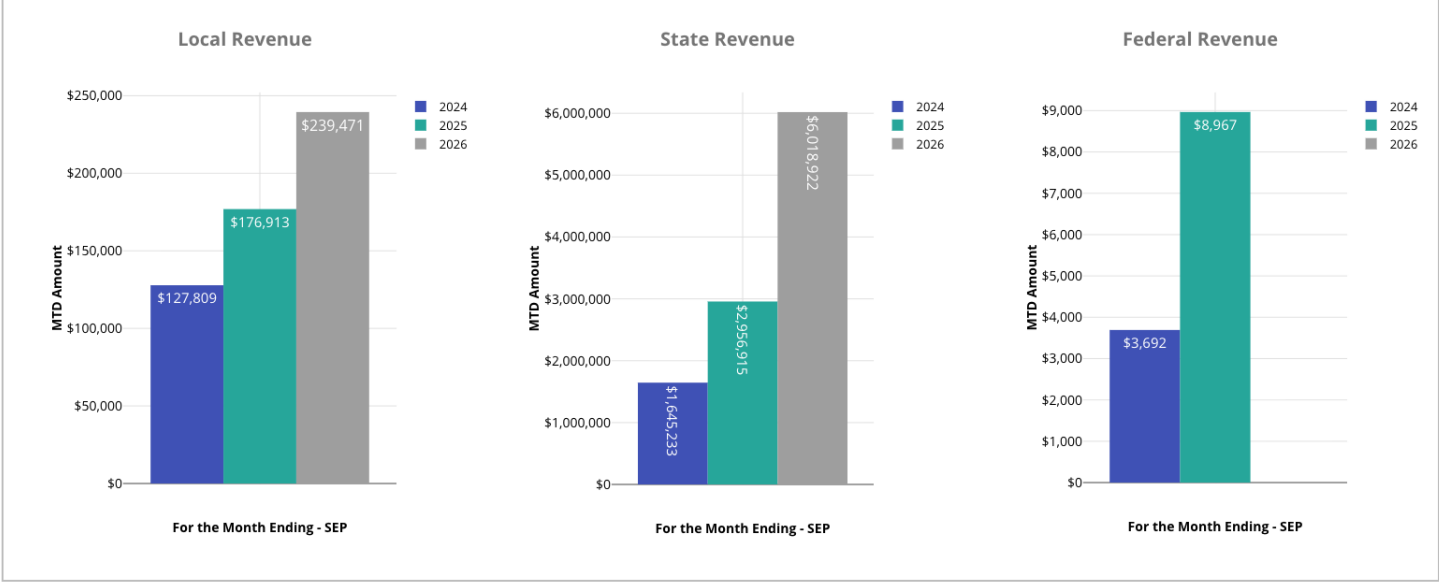
Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current
181-00-5752.51-000-600000	FOOTBALL GATE RECEIPTS	133,000.00	133,000.00	6,668.00	.00	139,668.00	76,789.81
181-36-6269.00-001-691000	RENTALS & LEASES	-2,000.00	-4,800.00	6,668.00	.00	-11,468.00	-4,616.11
Total:		131,000.00	128,200.00	13,336.00	.00	128,200.00	72,173.70

End of Report

CELINA ISD
 Month End Revenue Overview (MTD)
 September 2025

Local Revenue \$239,471 0.45% of Budget	State Revenue \$6,018,922 33.12% of Budget	Federal Revenue \$0 0.00% of Budget
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	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
LOCAL REVENUE				
5711 TAXES, CURRENT YEAR	\$5,742	\$47,723	\$48,922,025	0.10%
5712 TAXES, PRIOR YEAR	\$11,892	\$2,608	\$1,076,079	0.24%
5742 EARNINGS ON INVESTMENT	\$26,296	\$0	\$476,500	0.00%
ALL OTHER LOCAL REVENUE	\$132,982	\$189,140	\$2,164,671	8.74%
TOTAL LOCAL REVENUE	\$176,913	\$239,471	\$52,639,274	0.45%
STATE REVENUE				
5811 PER CAPITA APPORTIONMENT	\$-224,251	\$213,384	\$2,692,579	7.92%
5812 FSP FORMULA FOUNDATION	\$2,970,766	\$5,805,538	\$11,949,089	48.59%
5829 STATE PRGM DIST BY TEA	\$0	\$0	\$0	0.00%
5831 TRS ON-BEHALF	\$210,400	\$0	\$3,529,527	0.00%
ALL OTHER STATE REVENUE	\$0	\$0	\$0	0.00%
TOTAL STATE REVENUE	\$2,956,915	\$6,018,922	\$18,171,195	33.12%
TOTAL FEDERAL REVENUE	\$8,967	\$0	\$90,000	0.00%
TOTAL REVENUE	\$3,142,795	\$6,258,393	\$70,900,469	8.83%
7000 OTHER FINANCING SOURCES	\$0	\$0	\$0	0.00%
TOTAL REVENUE AND OTHER FINANCING SOURCES	\$3,142,795	\$6,258,393	\$70,900,469	8.83%

Revenue Insight:

General Fund revenues totaled \$6,258,393 in September 2025, which is \$3,115,598 or 99.1% more than the amount received last year for this month. The year over year difference is driven by an increase in 5800-5899 State Program Revenues of \$3,062,007, an increase in 5700-5799 Local and Intermediate Sources of \$62,558, and a decrease in 5900-5999 Federal Program Revenues of -\$8,967.





Salaries and Benefits

\$9,475,985

17.36% of Budget

Purchased Services

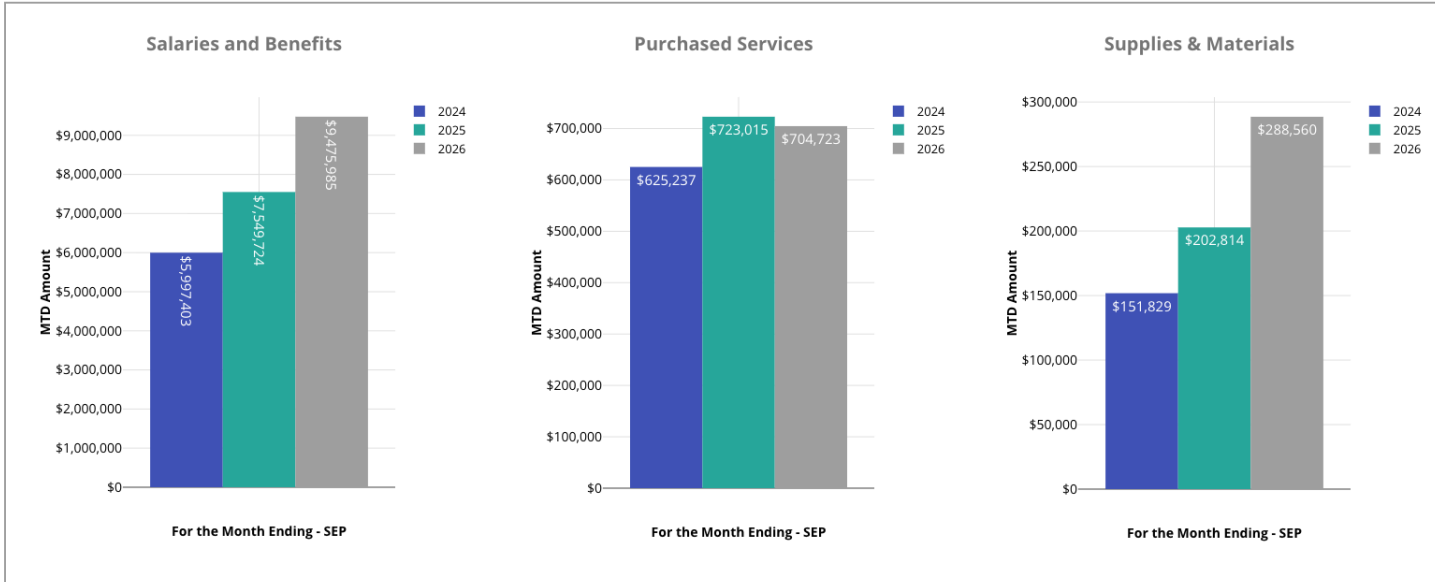
\$704,723

6.43% of Budget

Supplies & Materials

\$288,560

9.57% of Budget

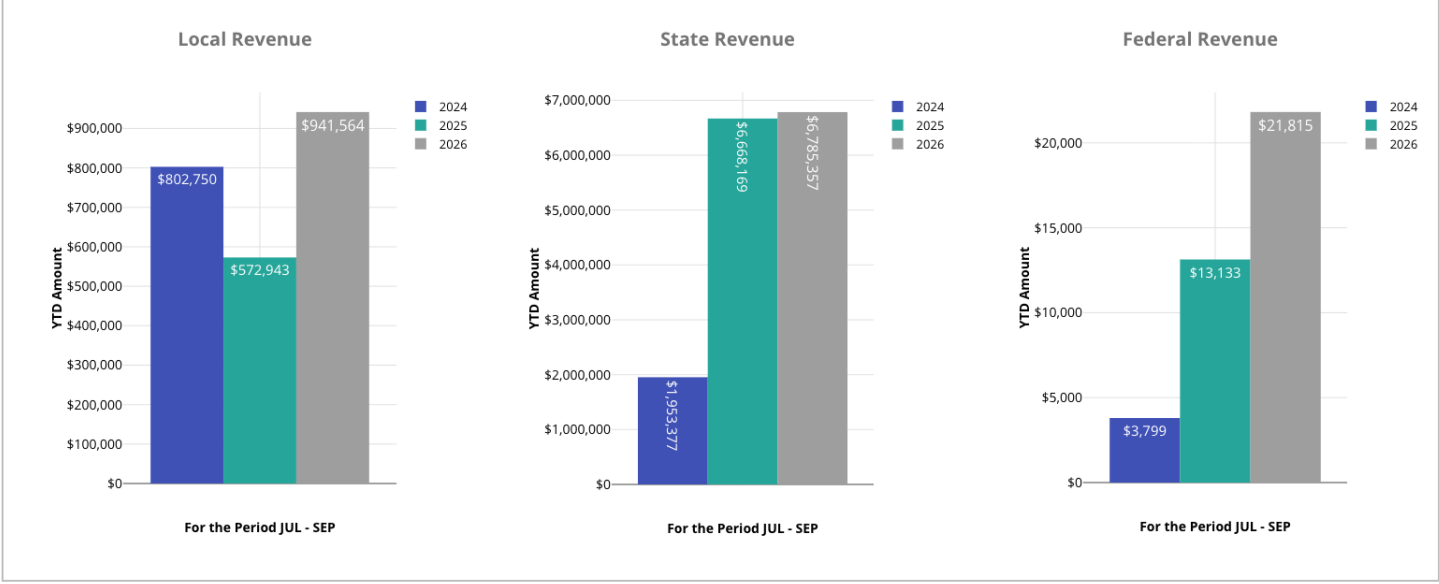


	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
SALARIES AND BENEFITS				
6110-6119 TEACHER AND OTHER PROFESSIONAL SALARIES	\$5,854,331	\$7,597,616	\$38,380,734	19.80%
6120-6129 SUPPORT PERSONNEL	\$991,087	\$1,292,705	\$7,701,944	16.78%
6130-6139 EMPLOYEE ALLOWANCES	\$913	\$913	\$21,000	4.35%
6140-6149 EMPLOYEE BENEFITS	\$703,393	\$584,752	\$8,482,796	6.89%
TOTAL SALARIES AND BENEFITS	\$7,549,724	\$9,475,985	\$54,586,474	17.36%
PURCHASED SERVICES				
6200-6299 PURCHASED AND CONTRACTED SERVICES	\$723,015	\$704,723	\$9,624,092	7.32%
6224 RECAPTURE	\$0	\$0	\$1,330,981	0.00%
TOTAL PURCHASED SERVICES	\$723,015	\$704,723	\$10,955,073	6.43%
SUPPLIES, OTHER OPERATING, CAPITAL, DEBT SERVICE				
6300 SUPPLIES	\$202,814	\$288,560	\$3,015,899	9.57%
6400 OTHER OPERATING	\$84,752	\$49,129	\$1,925,268	2.55%
6500 DEBT SERVICE	\$7,952	\$0	\$167,500	0.00%
6600 CAPITAL OUTLAY	\$7,187	\$12,638	\$179,390	7.04%
TOTAL SUPPLIES, OTHER, CAPITAL, AND DEBT	\$302,705	\$350,326	\$3,015,899	9.57%
OTHER FINANCES USES				
8000 OTHER FINANCING USES	\$0	\$0	\$0	0.00%
TOTAL OTHER FINANCING USES	\$0	\$0	\$0	0.00%
TOTAL EXPENSES	\$8,575,443	\$10,531,035	\$70,829,605	14.87%



CELINA ISD
YTD General Fund Revenue Overview
September 2025

Local Revenue \$941,564 1.79% of Budget	State Revenue \$6,785,357 37.34% of Budget	Federal Revenue \$21,815 24.24% of Budget
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	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
LOCAL REVENUE				
5711 TAXES, CURRENT YEAR	\$117,250	\$149,876	\$48,922,025	0.31%
5712 TAXES, PRIOR YEAR	\$79,025	\$266,964	\$1,076,079	24.81%
5742 EARNINGS ON INVESTMENT	\$102,127	\$173,951	\$476,500	36.51%
ALL OTHER LOCAL REVENUE	\$274,540	\$350,772	\$2,164,671	16.20%
TOTAL LOCAL REVENUE	\$572,943	\$941,564	\$52,639,274	1.79%
STATE REVENUE				
5811 PER CAPITA APPORTIONMENT	\$176,492	\$979,819	\$2,692,579	36.39%
5812 FSP FORMULA FOUNDATION	\$5,827,875	\$5,805,538	\$11,949,089	48.59%
5829 STATE PRGM DIST BY TEA	\$0	\$0	\$0	0.00%
5831 TRS ON-BEHALF	\$663,802	\$0	\$3,529,527	0.00%
ALL OTHER STATE REVENUE	\$0	\$0	\$0	0.00%
TOTAL STATE REVENUE	\$6,668,169	\$6,785,357	\$18,171,195	37.34%
TOTAL FEDERAL REVENUE	\$13,133	\$21,815	\$90,000	24.24%
TOTAL REVENUE	\$7,254,244	\$7,748,736	\$70,900,469	10.93%
7000 OTHER FINANCING SOURCES	\$0	\$0	\$0	0.00%
TOTAL REVENUE AND OTHER FINANCING SOURCES	\$7,254,244	\$7,748,736	\$70,900,469	10.93%

Revenue Insight:

General Fund revenues totaled \$6,258,393 in September 2025, which is \$3,115,598 or 99.1% more than the amount received last year for this month. The year over year difference is driven by an increase in 5800-5899 State Program Revenues of \$3,062,007, an increase in 5700-5799 Local and Intermediate Sources of \$62,558, and a decrease in 5900-5999 Federal Program Revenues of -\$8,967.





Salaries and Benefits

\$11,572,245

21.20% of Budget

Purchased Services

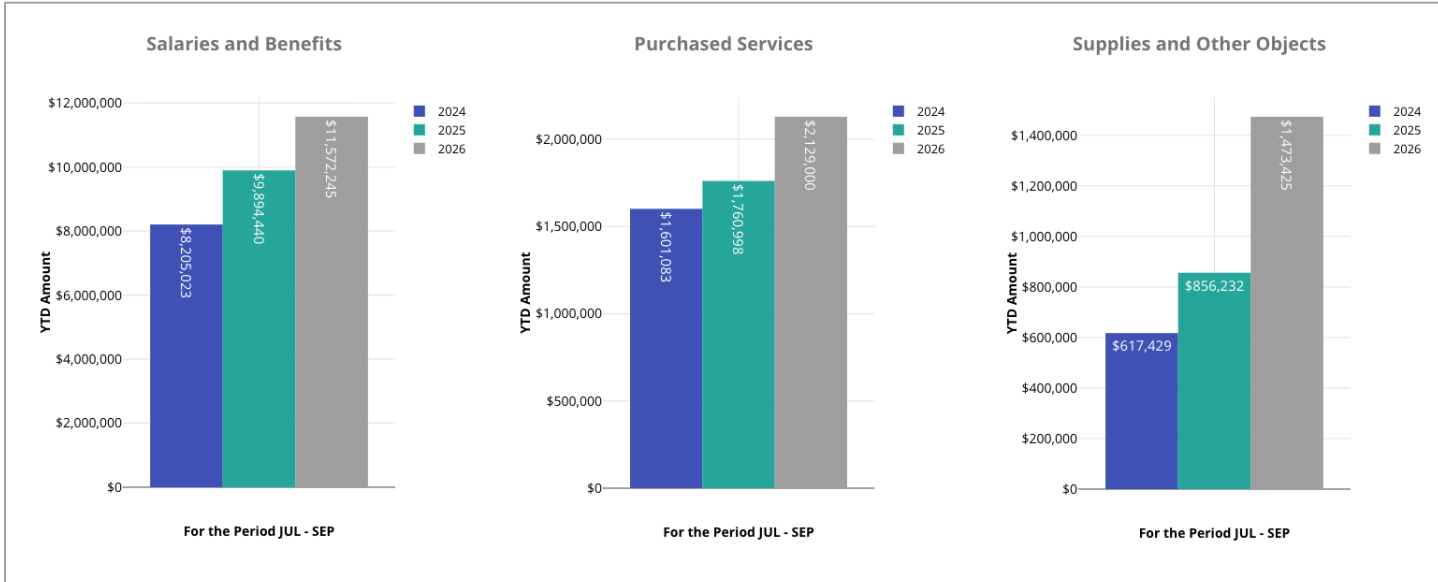
\$2,129,000

19.43% of Budget

Supplies & Equipment

\$1,473,425

27.86% of Budget



	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Payroll Costs				
6110-6119 TEACHER AND OTHER PROFESSIONAL SALARIES	\$7,105,413	\$8,968,969	\$38,380,734	23.37%
6120-6129 SUPPORT PERSONNEL	\$1,404,901	\$1,753,219	\$7,701,944	22.76%
6130-6139 EMPLOYEE ALLOWANCES	\$2,738	\$2,738	\$21,000	13.04%
6140-6149 EMPLOYEE BENEFITS	\$1,381,389	\$847,320	\$8,482,796	9.99%
TOTAL SALARIES AND BENEFITS	\$9,894,440	\$11,572,245	\$54,586,474	21.20%
PURCHASED SERVICES				
6200-6299 PURCHASED AND CONTRACTED SERVICES	\$1,760,998	\$2,129,000	\$9,624,092	22.12%
6224 RECAPTURE	\$0	\$0	\$1,330,981	0.00%
TOTAL PURCHASED SERVICES	\$1,760,998	\$2,129,000	\$10,955,073	19.43%
SUPPLIES, OTHER OPERATING, CAPITAL, DEBT SERVICE				
6300 SUPPLIES	\$595,237	\$1,065,133	\$3,015,899	35.32%
6400 OTHER OPERATING	\$169,935	\$336,557	\$0	17.48%
6500 DEBT SERVICE	\$24,863	\$15,943	\$167,500	9.52%
6600 CAPITAL OUTLAY	\$66,196	\$55,792	\$179,390	31.10%
TOTAL SUPPLIES, OTHER, CAPITAL, AND DEBT	\$856,232	\$1,473,425	\$5,288,058	27.86%
OTHER FINANCES USES				
8000 OTHER FINANCING USES	\$0	\$0	\$0	0.00%
TOTAL TRANSFERS	\$0	\$0	\$0	0.00%
TOTAL EXPENSES	\$12,511,671	\$15,174,670	\$70,829,605	21.42%

