

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 26, 2026, 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
Led by: Abby Thoman, Colton Pope, Genesis Jacinto, Creed Smith, and Ava Brumbaugh
(Celina High School FFA Officers)
 - 1.B. Invocation
2. **SUPERINTENDENT'S REPORT**
 - 2.A. Information / Superintendent's Update
Presenter: Dr. Tom Maglisceau
3. **PUBLIC COMMENT**
 - 3.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
4. **CONSTRUCTION REPORT**
Presenter: David Fink
5. **CLOSED MEETING**
 - 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. Hires / Retirements / Resignations
 - 5.A.2. Superintendent's Annual Evaluation
 - 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.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.C.1. Summary of Findings from the Intruder Detection Audit
 - 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.**
7. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**

8. **INFORMATION AGENDA ITEMS**
 - 8.A. Beginning of Year (BOY) Measures of Academic Progress (MAP) Data Review
Presenter: Dr. Kyla Prusak
 - 8.B. Emergent Bilingual Program Update
Presenter: Dr. Kyla Prusak & Vanessa Hurtado-Jaramillo
 - 8.C. 2027-2028 Proposed Attendance Boundaries
Presenter: Dr. Jason Johnston
 9. **ACTION AGENDA ITEMS**
 - 9.A. Consider and Approve District of Innovation Renewal
Presenter: Dr. Jason Johnston
 10. **DISCUSSION ITEMS**
 - 10.A. TASB TxEDCON
 11. **CONSENT AGENDA ITEMS**
 - 11.A. District and Campus Improvement Plans
 - 11.B. Interactive Panels - Gumbles Elementary School / Scott Elementary School / Calvert Elementary School
 - 11.C. Minutes of the September 21, 2026 Regular Board Meeting
 - 11.D. 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 20, 2026, at 3:37 PM.

For the Board of Trustees

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Beginning of the Year (BOY) MAP Data Review

Meeting Date: October 26, 2026

Submitted by: Kyla Prusak, PhD, Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	▾	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.

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.

Policy: EK(LEGAL)

Budgetary Impact: NA

Recommendation: Information Only



Academic Board Update: Beginning of Year MAP Data

Dr. Kyla Prusak



COMMUNITY

We honor traditions and history while building and valuing new relationships.



EXCELLENCE

We set high expectations and foster a mindset of success in everything we do.



INNOVATION

We provide opportunities for every student and staff member to develop and use their skills to achieve their highest potential.



LEADERSHIP

We cultivate positive relationships that engage and inspire others.



STEWARDSHIP

We are responsible with our resources, talent and partnerships for a sustainable future.



THE LEARNER EXPERIENCE

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems • Structure • Scaffolding • Accountability

— 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

- Math
- Reading

Grade 3 - Grade 8

- Science

Secondary Courses

- Algebra I & II
- English I & II
- Biology



School vs. Student Achievement

- School achievement allows a district to compare their campuses as a whole to national norms
- Student achievement allows a campus and teachers to evaluate students' achievement *without* school grouping keeping the following factors constant:
 - Number of weeks of instruction
 - Grade & subject tested
 - Previous achievement
- The same RIT score has a different implication depending on which set of norms is used for analysis



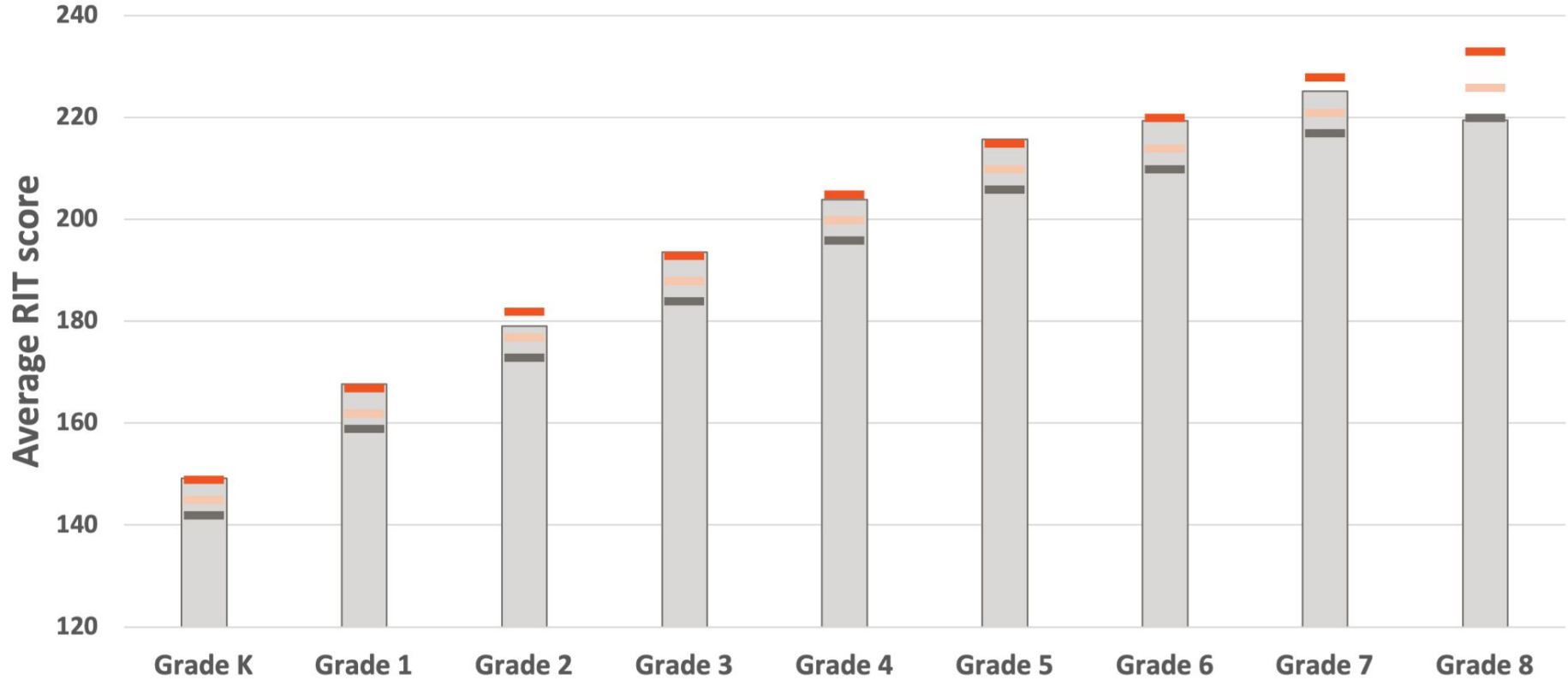
Beginning of Year: School Achievement



BOY 2026 MAP - Math

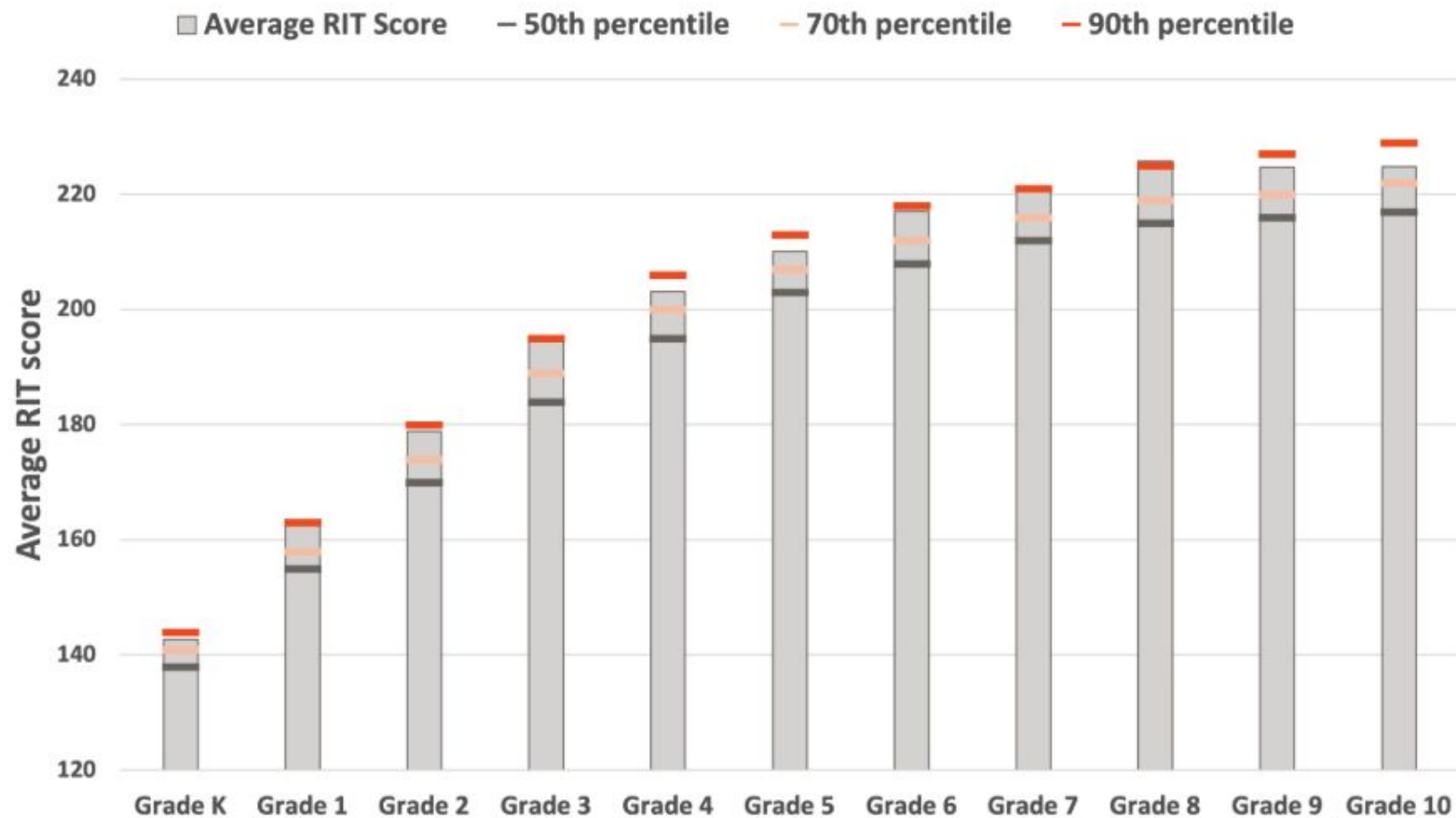
School Achievement Percentile

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



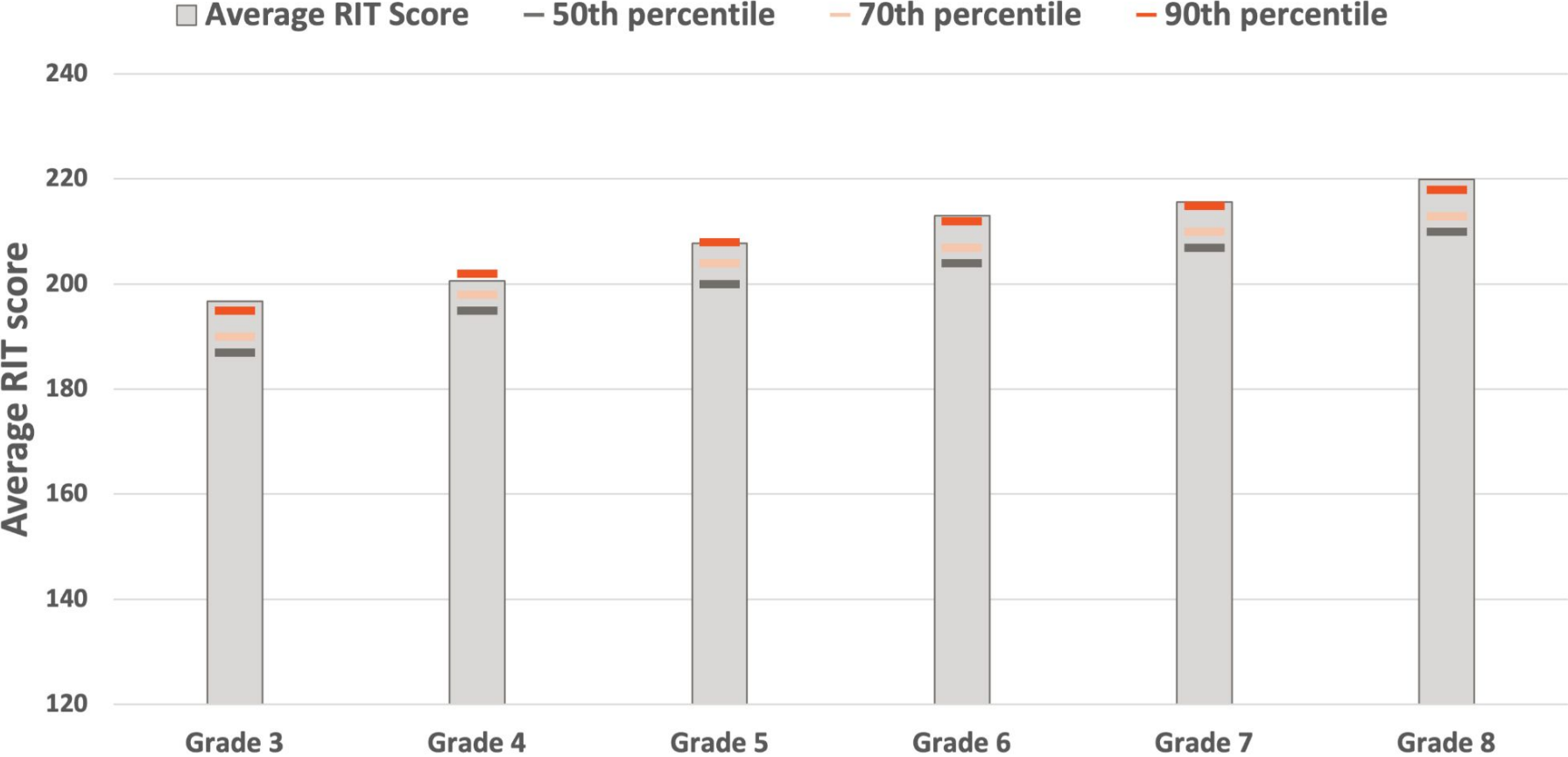
BOY 2026 MAP - Reading

School Achievement Percentile



BOY 2026 MAP - Science

School Achievement Percentile

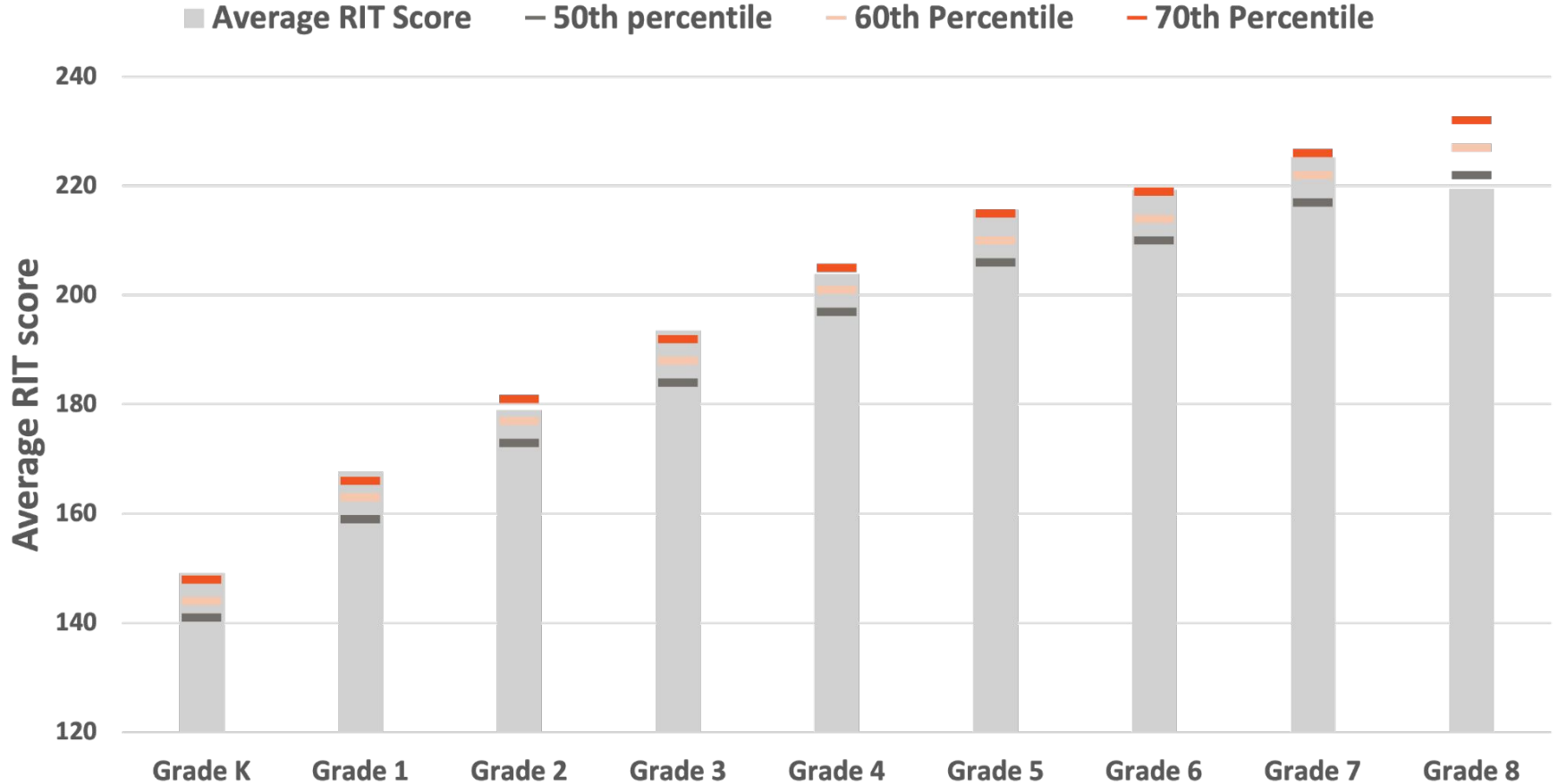


Beginning of Year: Student Achievement

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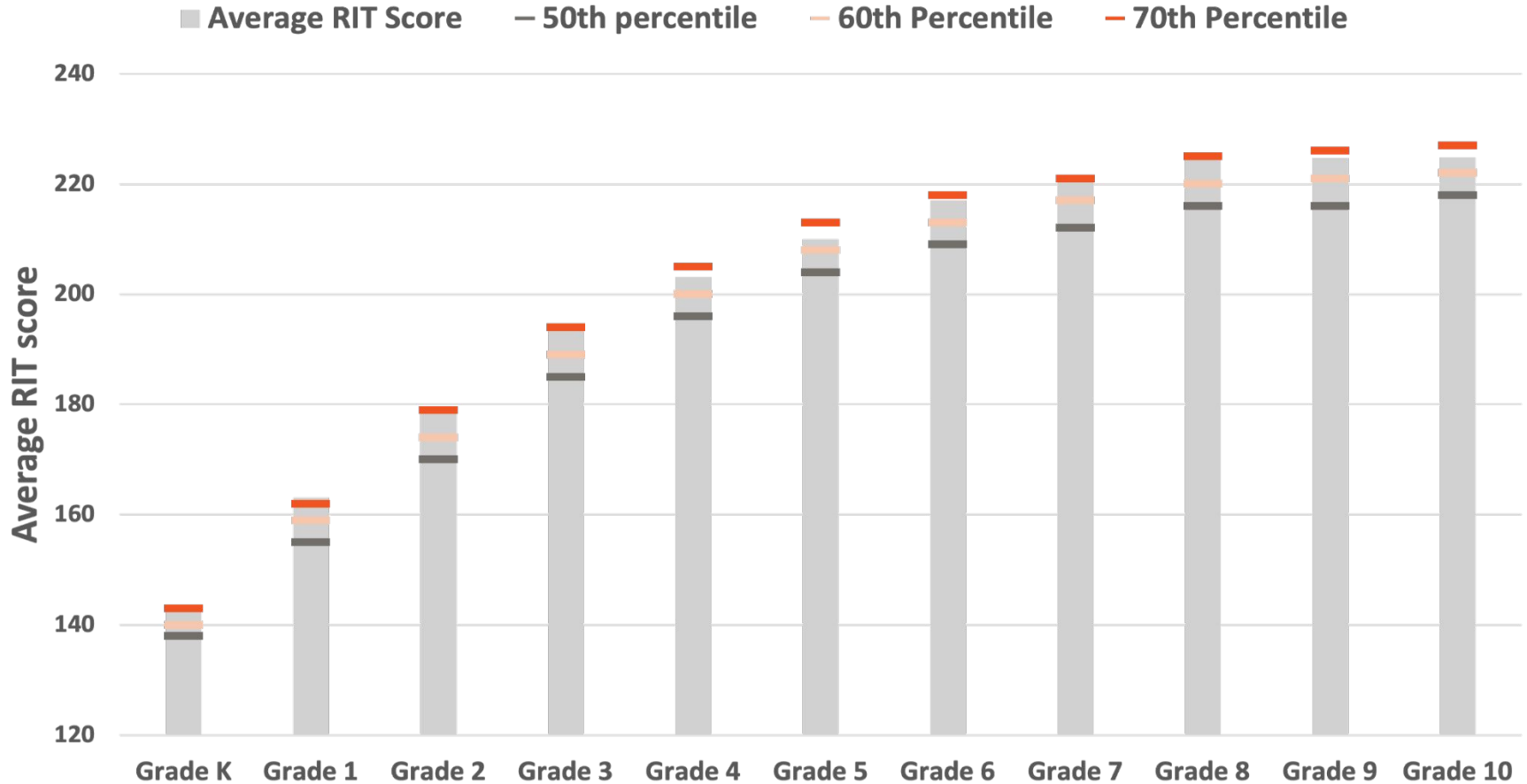
BOY 2026 MAP - Math

Student Achievement Percentiles



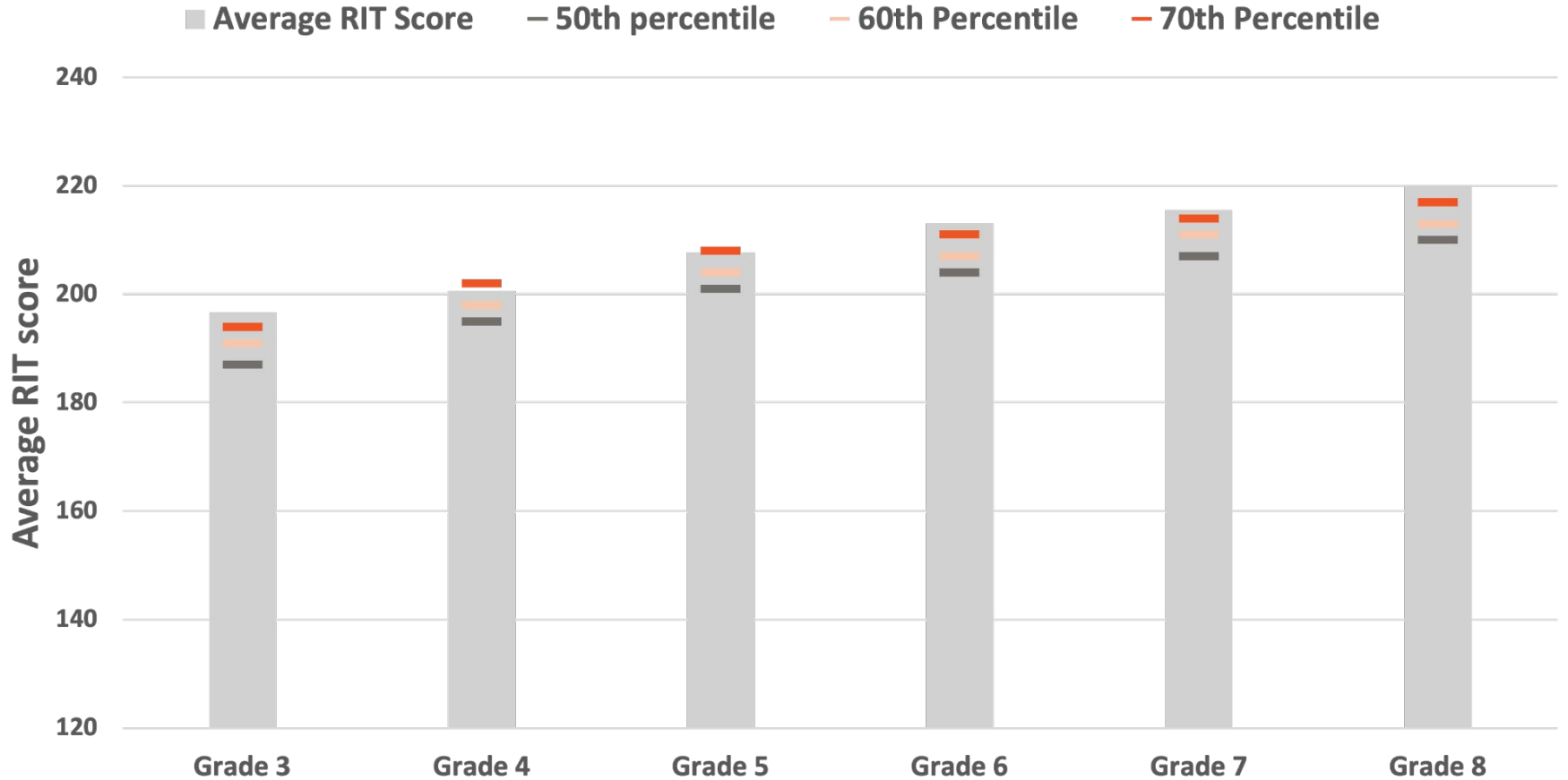
BOY 2026 MAP - Reading

Student Achievement Percentiles



BOY 2026 MAP - Science

Student Achievement Percentiles



RIT Score Growth

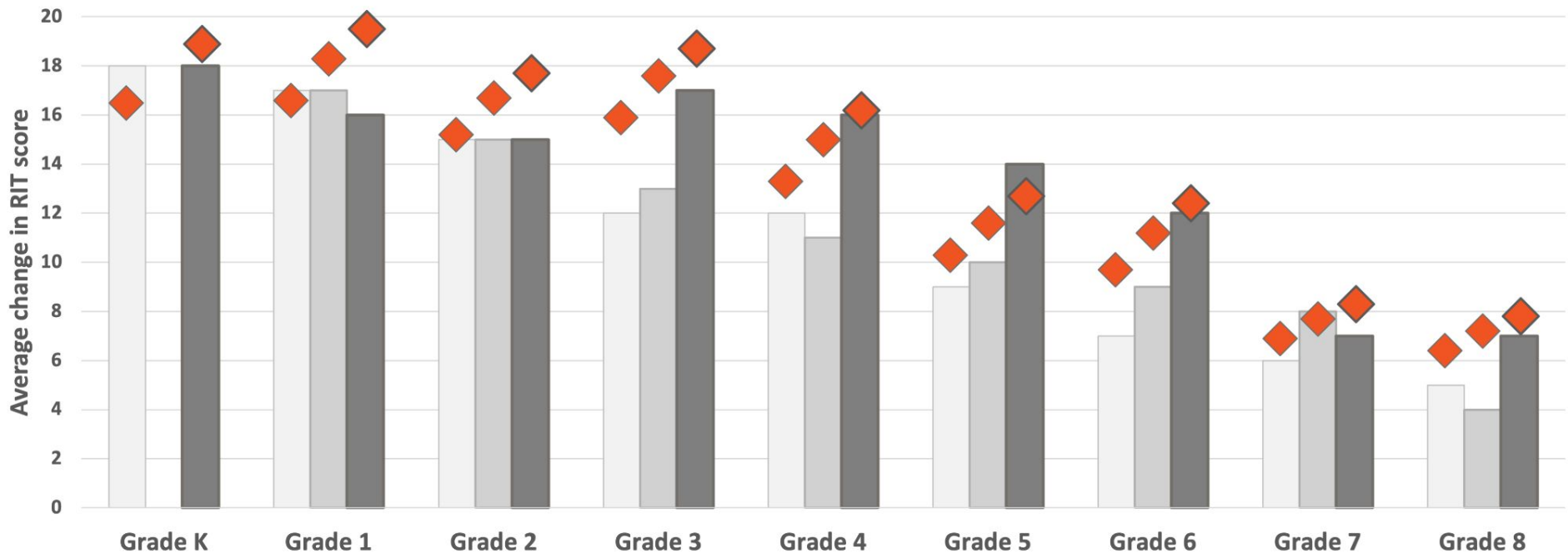
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EOY MAP - Math

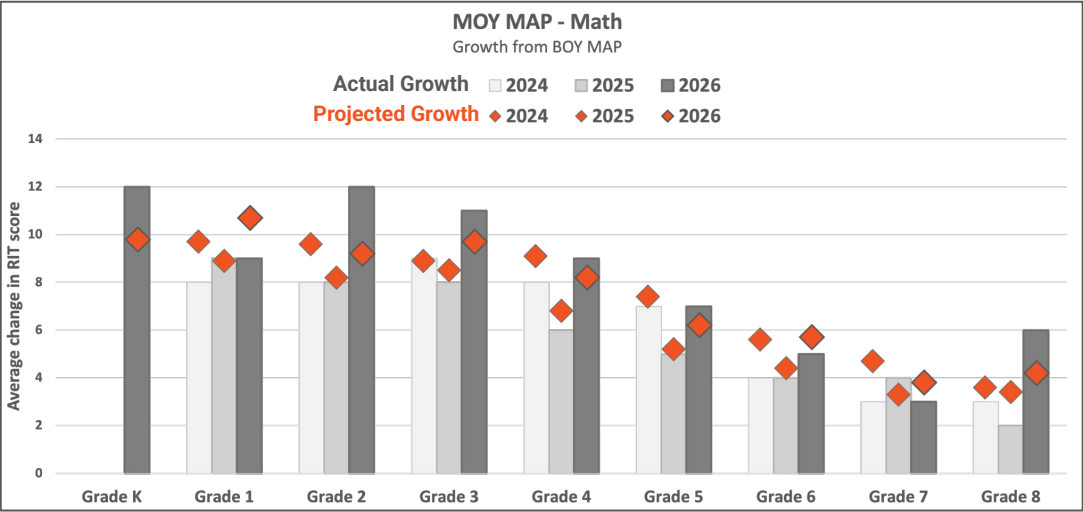
Growth from BOY MAP

Actual Growth 2024 2025 2026

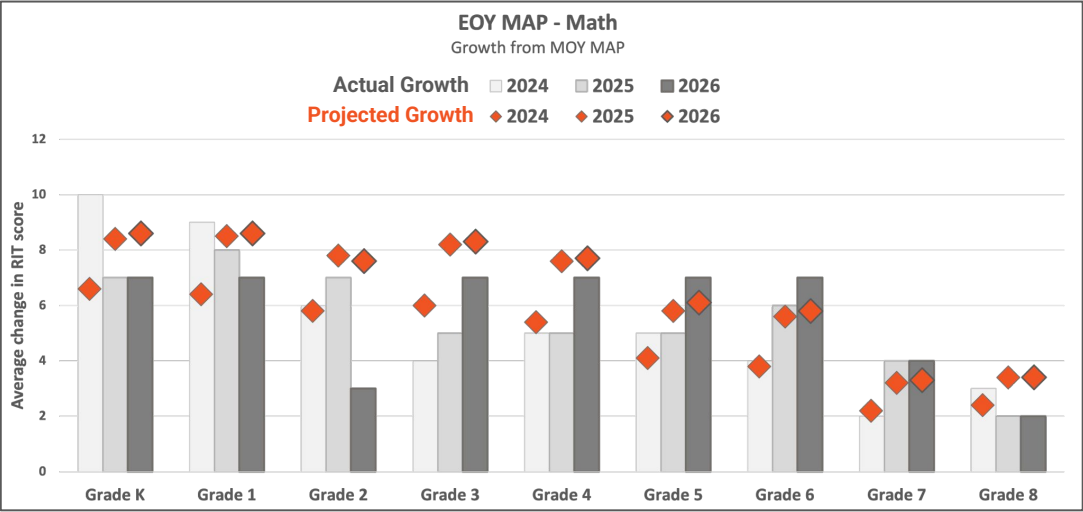
Projected Growth 2024 2025 2026



Math: BOY to MOY RIT Score Growth



Math: MOY to EOY RIT Score Growth

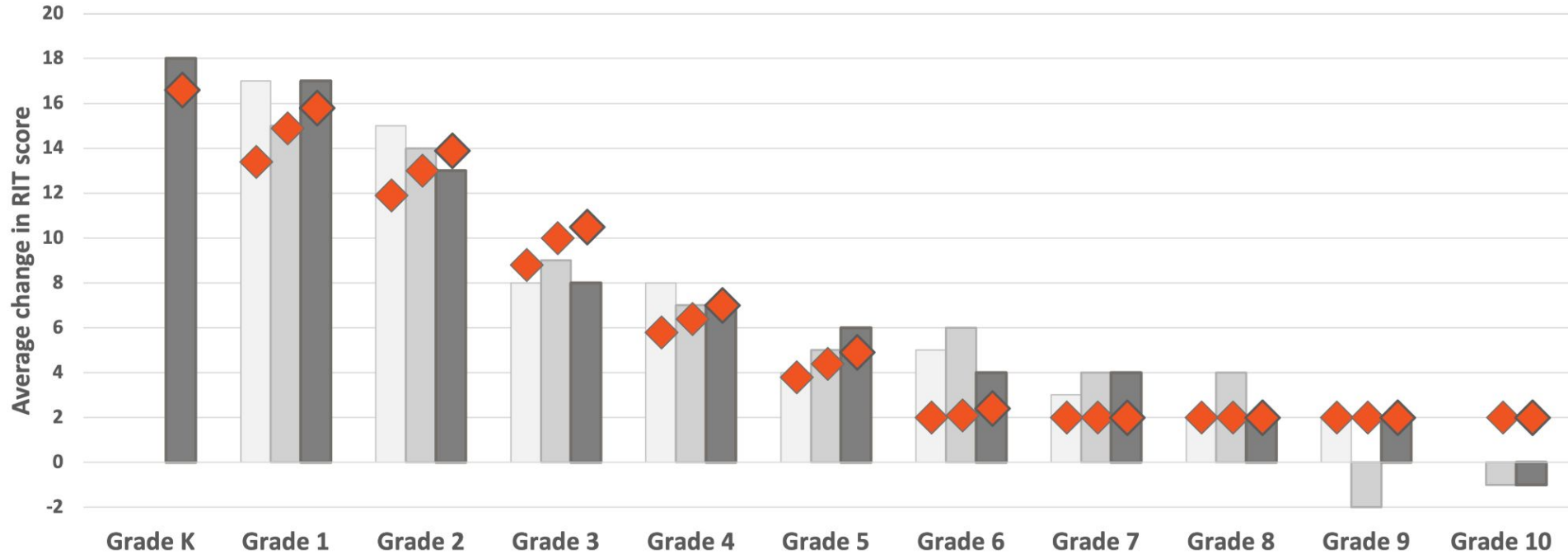


EOY MAP - Reading

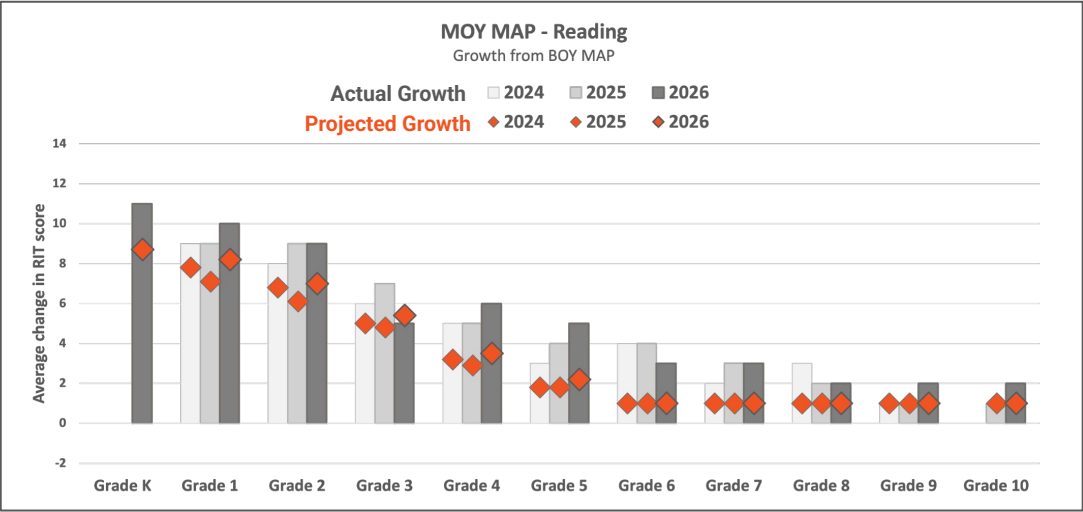
Growth from BOY MAP

Actual Growth 2024 2025 2026

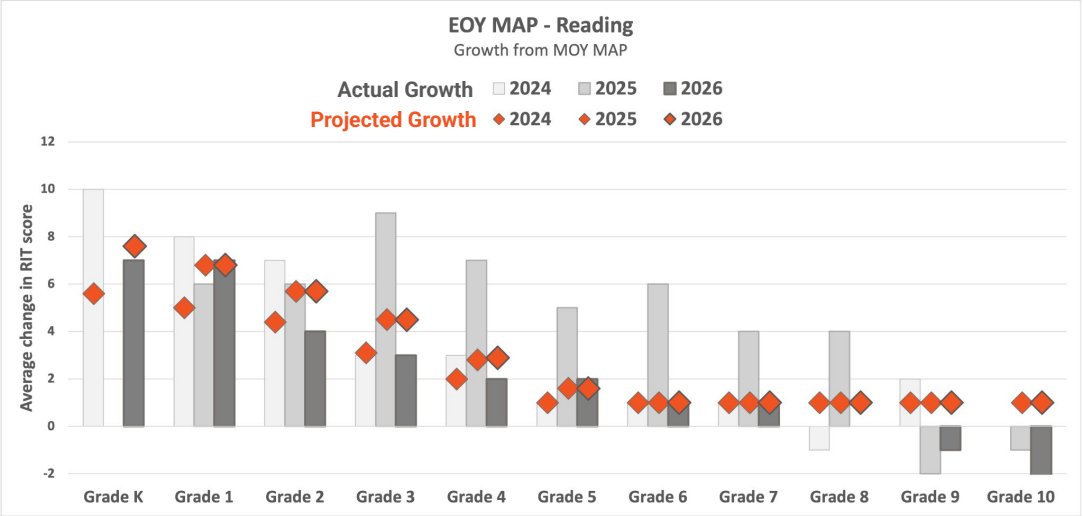
Projected Growth 2024 2025 2026



Reading: BOY to MOY RIT Score Growth

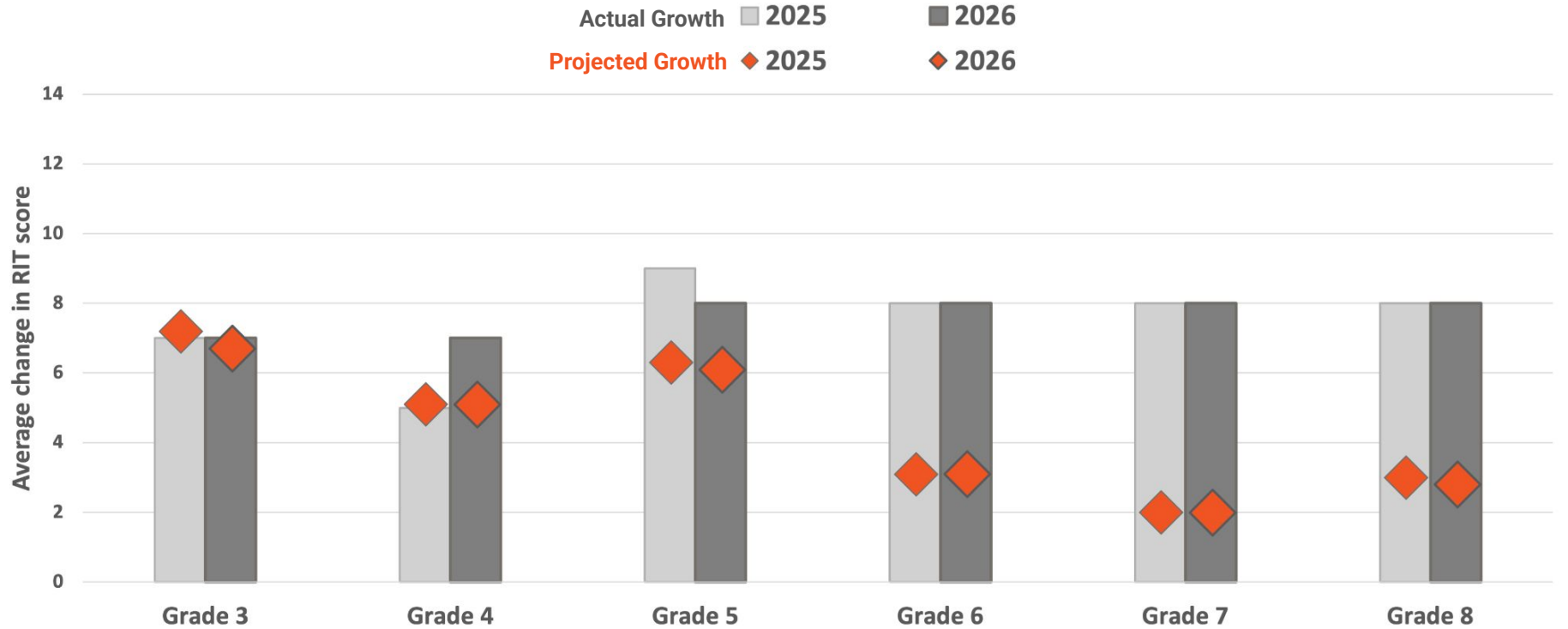


Reading: MOY to EOY RIT Score Growth

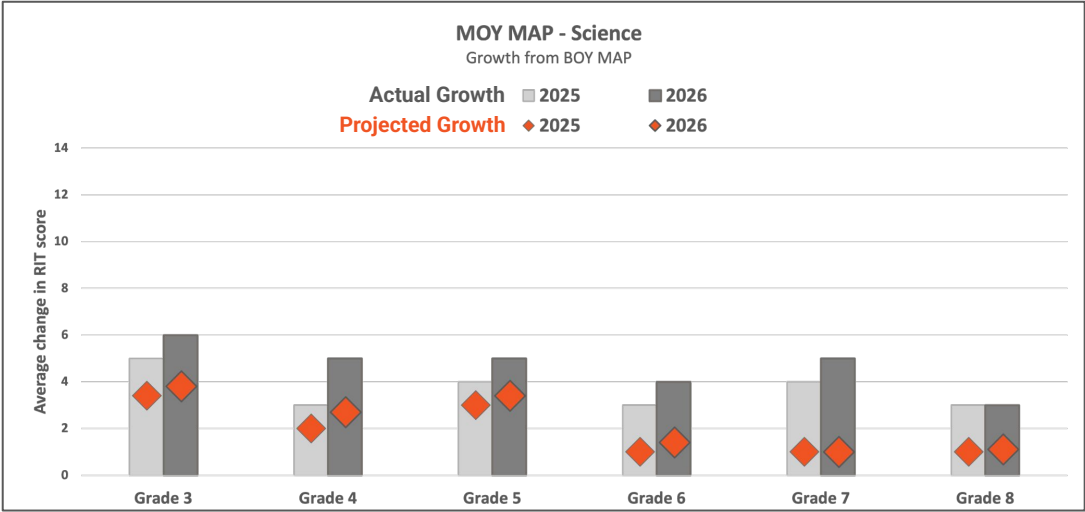


EOY MAP - Science

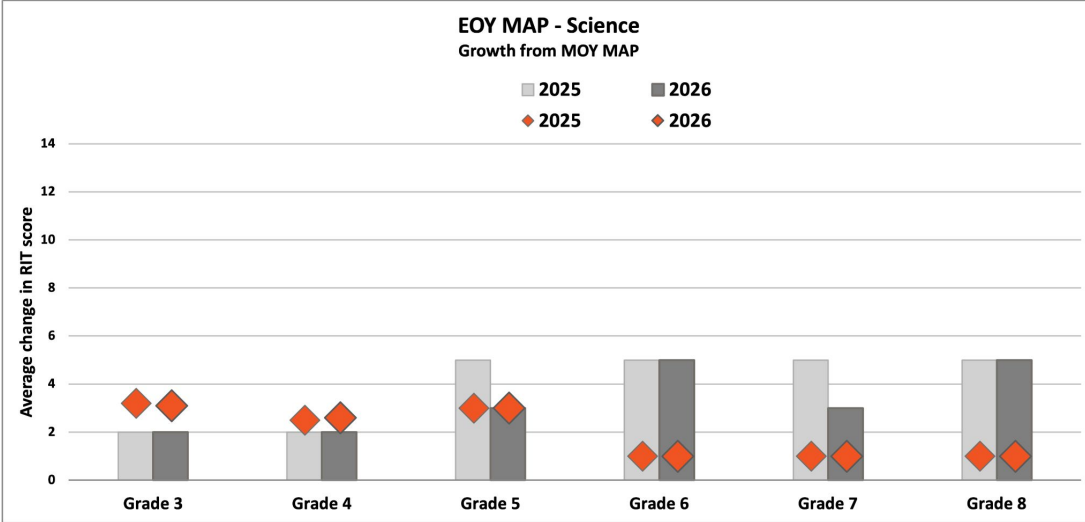
Growth from BOY MAP



Science: BOY to MOY RIT Score Growth



Science: MOY to EOY RIT Score Growth



STAAR Proficiency Projections

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MAP Proficiency Projections for 2026 STAAR

MAP Proficiency Projections for 2026 STAAR

- Proficiency projections are *probabilities*
- Probabilities are dependent on how the student scores
- MAP RIT score correlation to STAAR scores is high in statistical terms & remains one of the best tools available for measuring achievement quickly and unobtrusively

STAAR Proj Prof Level (MAP)	2026 STAAR Performance Level			
	Did Not Meet	Approaches	Meets	Masters
Math	676	883	906	708
Did Not Meet	402	90	6	
Approaches	236	396	129	3
Meets	35	305	498	81
Masters	3	42	273	624
Reading	457	668	1178	1277
Did Not Meet	244	76	24	
Approaches	167	347	181	21
Meets	33	215	705	264
Masters	13	30	268	992
Science	176	295	387	488
Did Not Meet	93	42	3	
Approaches	68	139	75	7
Meets	14	88	213	144
Masters	1	26	96	337

"MAP projected 402 student would have DNM that earned DNM on STAAR Math, while 236 students were projected to earn Approaches that earned DNM on STAAR, and 35 students were projected to earn Meets that earned DNM on STAAR, and 3 were projected to earn Masters who earned DNM on STAAR"

*Green were projected correctly by MAP

*Orange exceeded MAP projection

*Blue did not meet or exceed MAP projection

Response to Data



Response and Next Steps

- **Continuous Data Analysis**
 - Principal Data Update
 - Parent Communication
- **Focus on Student Growth**
 - Prioritize individual student growth goals
 - Ongoing data cycles that identify gaps, monitor growth, and drive instructional decision
- **Strengthen Instruction**
 - Targeted professional learning opportunities- September and October district days, grade level collaboration, ongoing job-embedded PD
 - Design Teams are currently implementing their response systems (targeted intervention and enrichment opportunities for all students)
- **Next Steps**
 - MOY Testing Window and Data Analysis- January
 - MOY MAP Data shared with the Board - February or March Board Meeting



CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Emergent Bilingual Update

Meeting Date: October 26, 2026

Submitted by: Kyla Prusak, PhD, Chief Academic Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

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.

Policy: EHBE(LEGAL), EHBE (LOCAL)

Budgetary Impact: NA

Recommendation: Information Only



Emergent Bilingual Programs

2025-2026

Vanessa Hurtado-Jaramillo
Emergent Bilingual Coordinator



THE LEARNER EXPERIENCE

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems • Structure • Scaffolding • Accountability

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

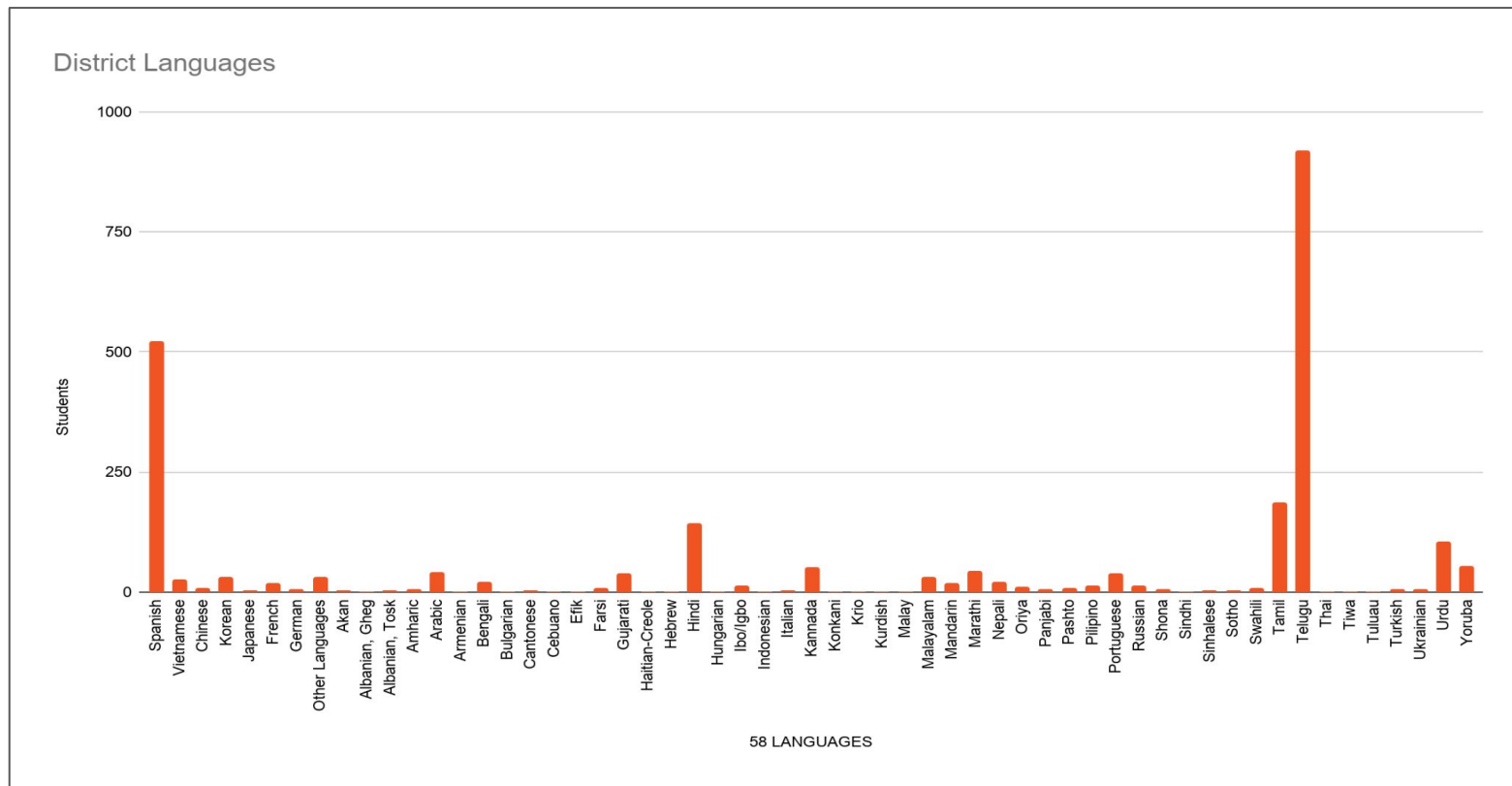
English as a Second Language (PK-12)

Dual Language One-way (PK-5)

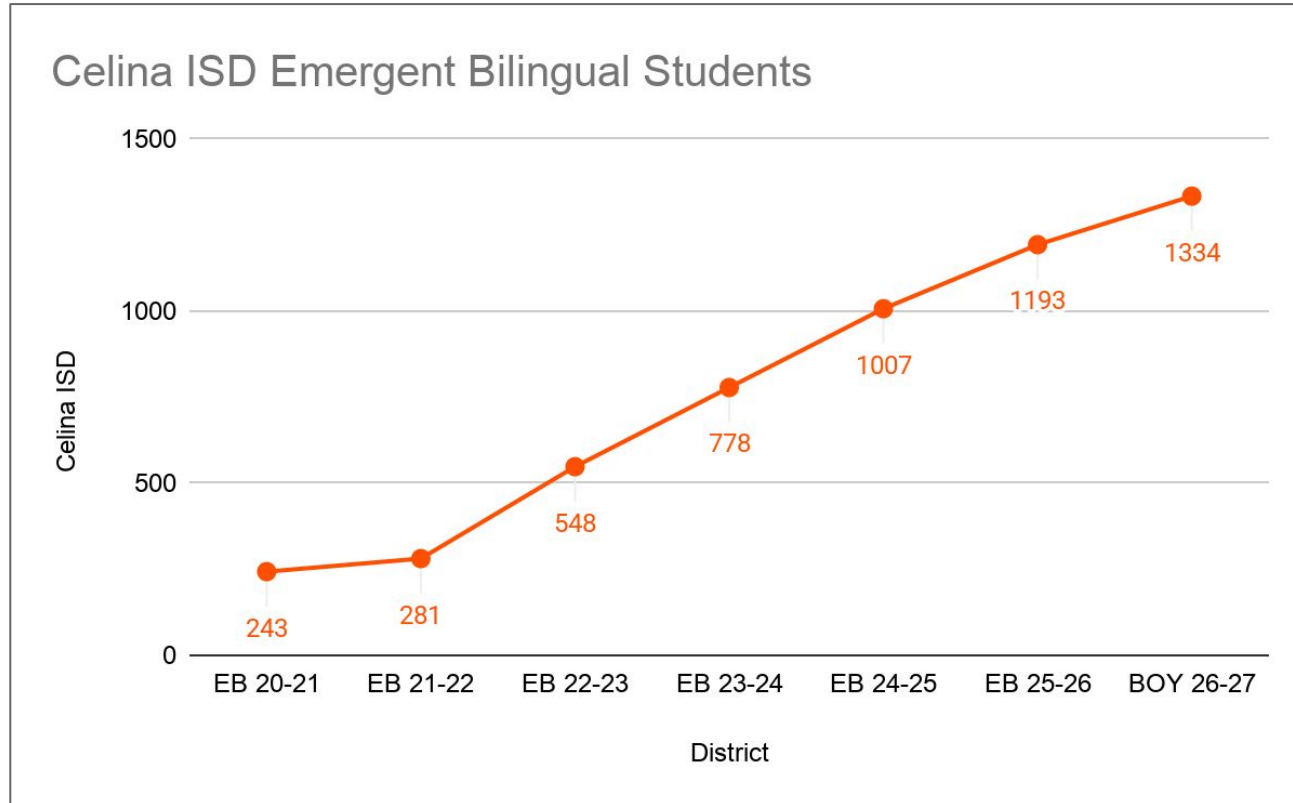
Newcomer



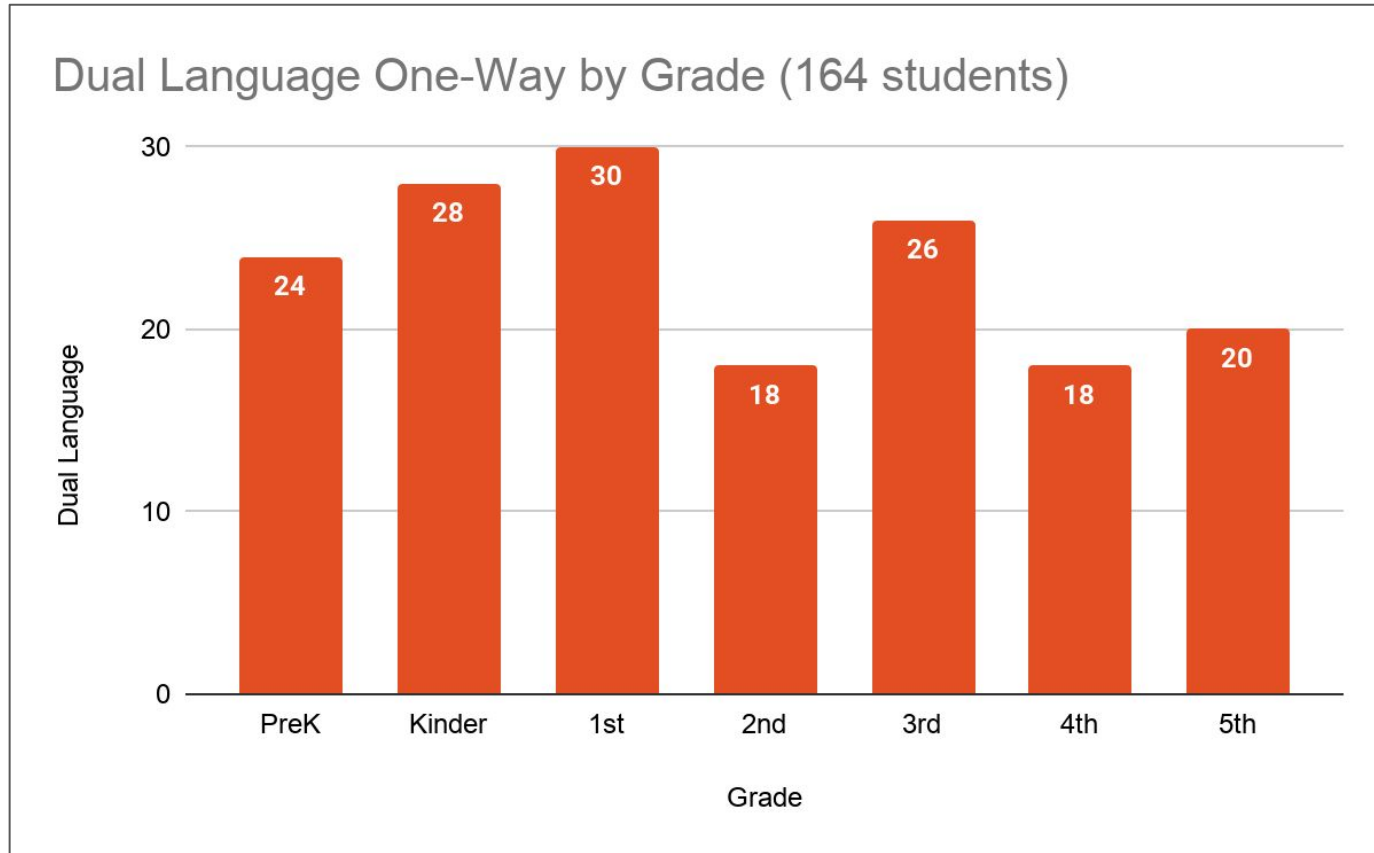
Emergent Bilingual District Languages by Home Language Survey (HLS)



Emergent Bilingual Program Growth 2020-2026



Dual Language Program: Early Childhood School and Lykins Elementary School



Newcomer Data

Elementary Schools	89
Middle School	29
High School	23
TOTAL CISD	141
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!

EB Participation in Special Programs: G.T.

	2022-2023	2023-2024	2024-2025	2025-2026
High School	0	0	0	1
Middle School	2	16	5	2
Elementary Schools	14	24	17	25
Total CISD	16	40	22	28

EB Participation in Special Programs: Sp.Ed.

	2022-2023	2023-2024	2024-2025	2025-2026
High School	9	20	21	56
Middle School	27	22	21	32
Elementary Schools	58	108	118	228
Total CISD	94	150	160	316

* 15.89% of Emergent Bilingual Students are dually coded

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 (8)	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, 2025)

- Pre-K & Kinder Bilingual Early Transition-Telugu

Bilingual Exception

- One teacher was placed and completed bilingual certifications

ESL Waivers

- EB Facilitators - inclusion and teacher support for non-ESL Certified ELAR teachers of students in the ESL program
- Professional Development and exam preparation

Emergent Bilingual Enrichment Opportunities



Title III

Parent, Family & Community Engagement

Initiative	Purpose/Focus
Quarterly Newsletter (TXEL)	Share Region 10 updates and family resources
TELPAS Night	Inform families about TELPAS and language progress
TEA Live Feed Series	Provide family engagement sessions from TEA EL Support Division
Campus Cultural Activities	Promote cultural awareness and celebrate diversity across campuses
Multilingual Celebration	Showcase Dual Language student performances (K–5)
Technology Assistance	Support families with registration and communication tools
Community Partnerships	Collaborate with local organizations, ESL classes, and colleges
Spanish Spelling Bee	Promote biliteracy and celebrate Spanish language achievement



Emergent Bilingual Summer School

- Incoming Kindergarten and 1st Grade students
- PreK
 - ESL students- 119
 - Dual Language students- 13
- Kindergarten
 - ESL students- 105
 - Dual Language students- 19
- CISD total students- 256



**TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM
(TELPAS)
Spring 2026 Reports**

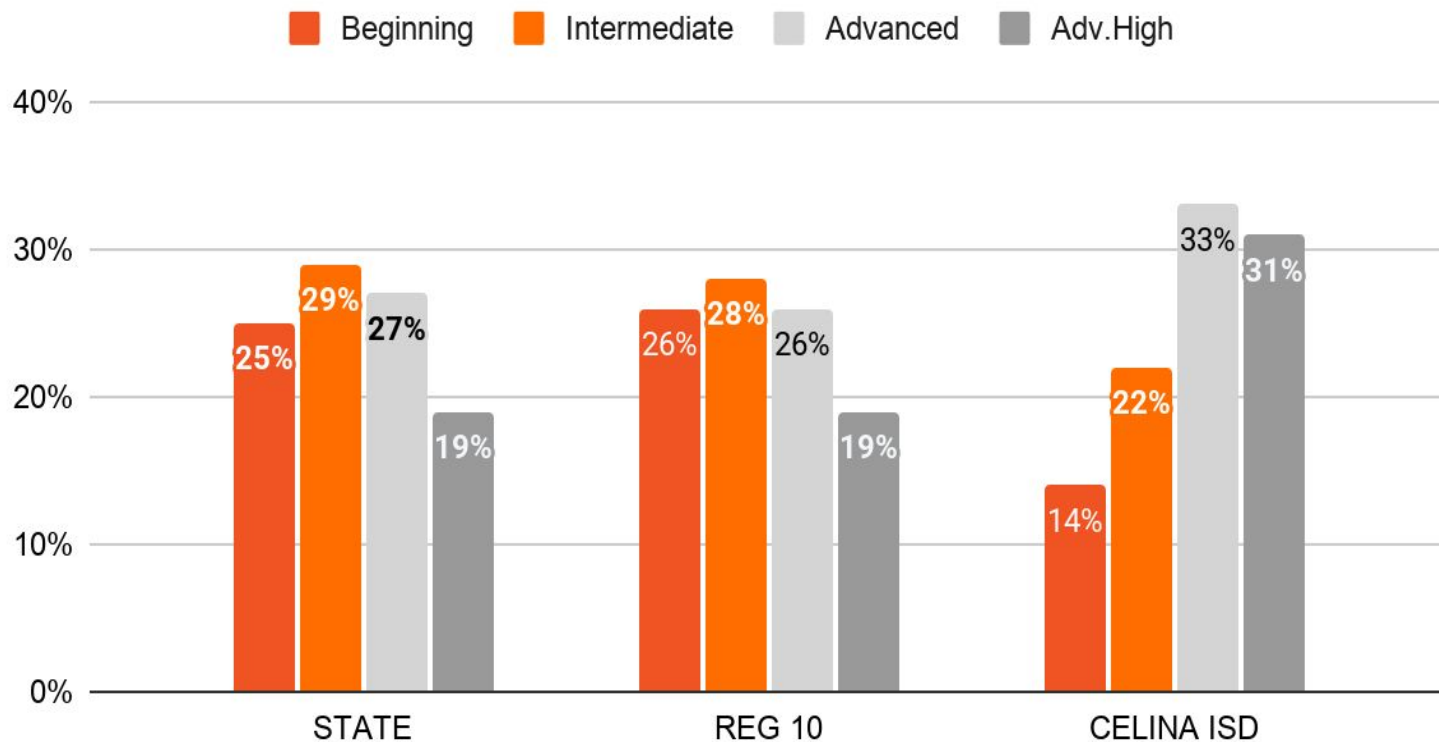


Key TELPAS Understandings

- Holistic in grades K-1
- Online for grades 2-12
- Four Domains: Listening, Speaking, Reading, Writing
- Ratings: Beginning (B), Intermediate (I), Advanced (A), Advanced High (H)
- Composite: Average of all four domains

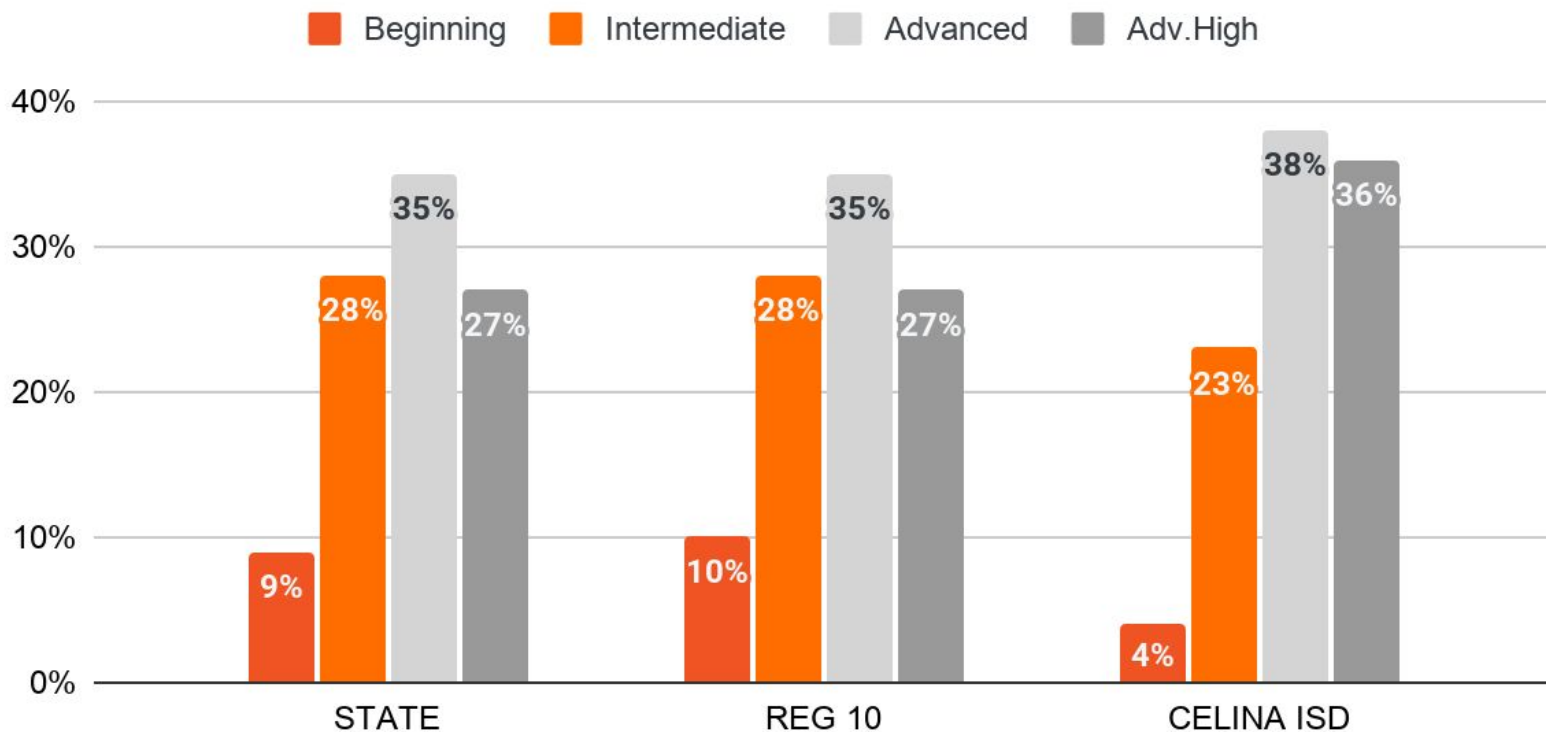


Listening Domain Grades K-2 Cluster



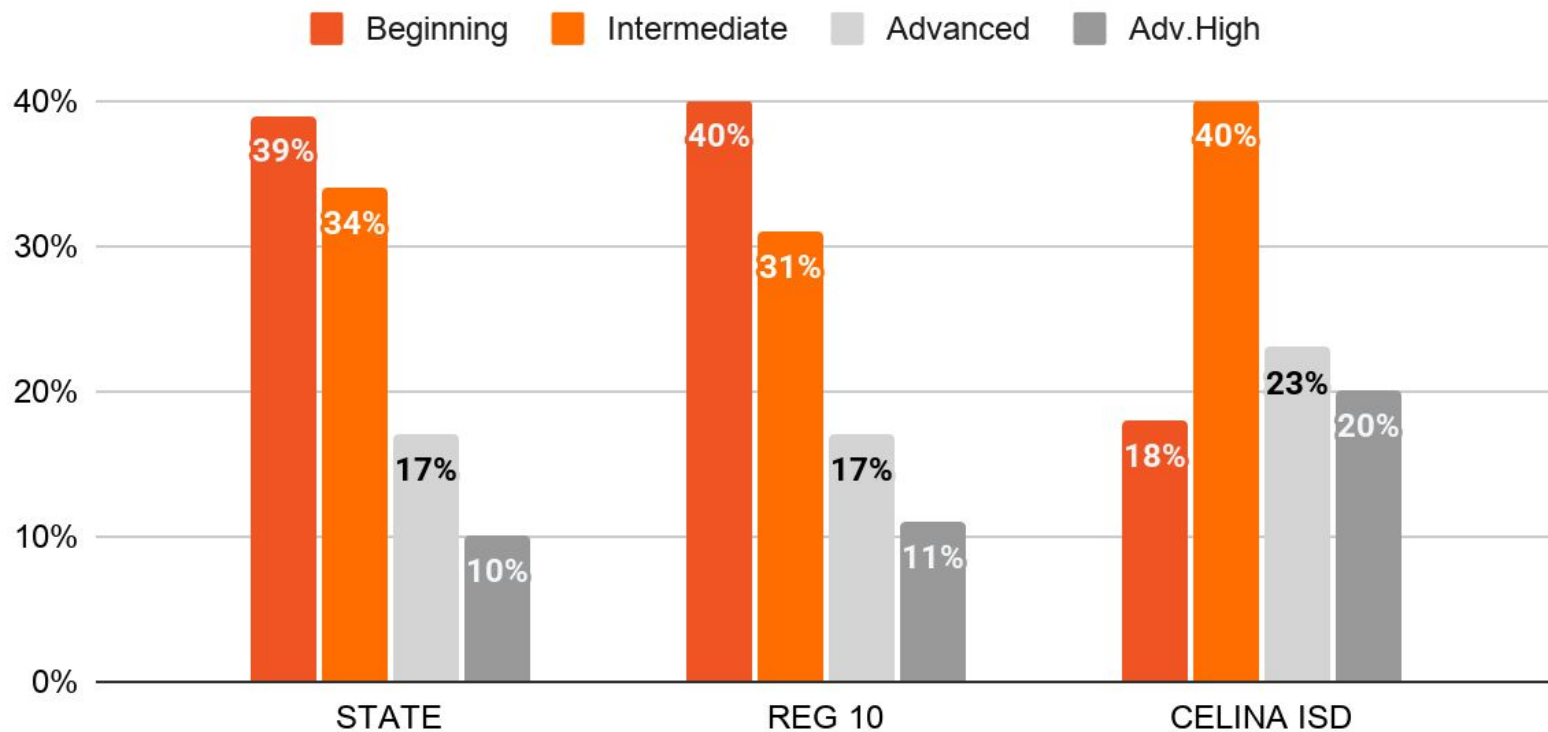
TELPAS Spring 2026 (CISD N=561)

Listening Domain Grades 3-12 Cluster



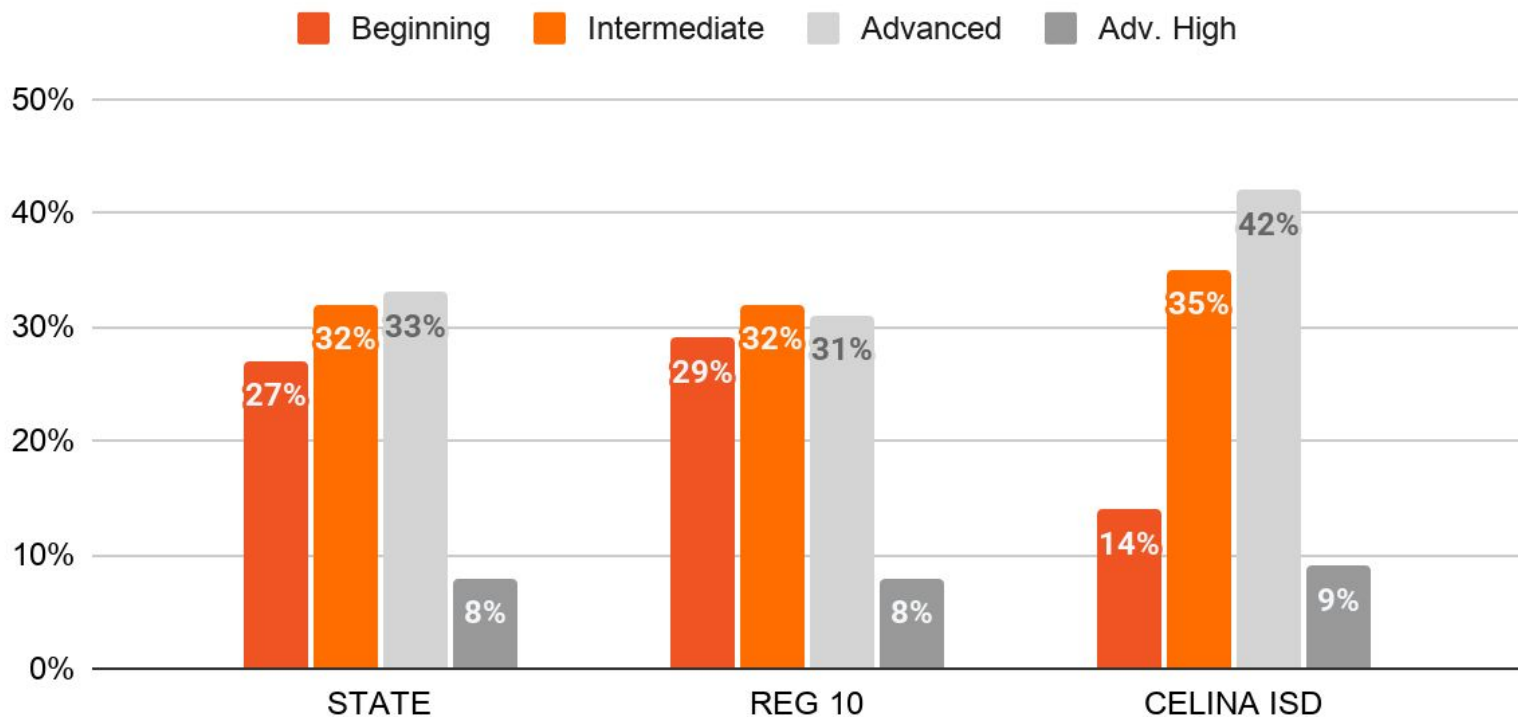
TELPAS Spring 2026 (CISD N=474)

Speaking Domain Grades K-2 Cluster



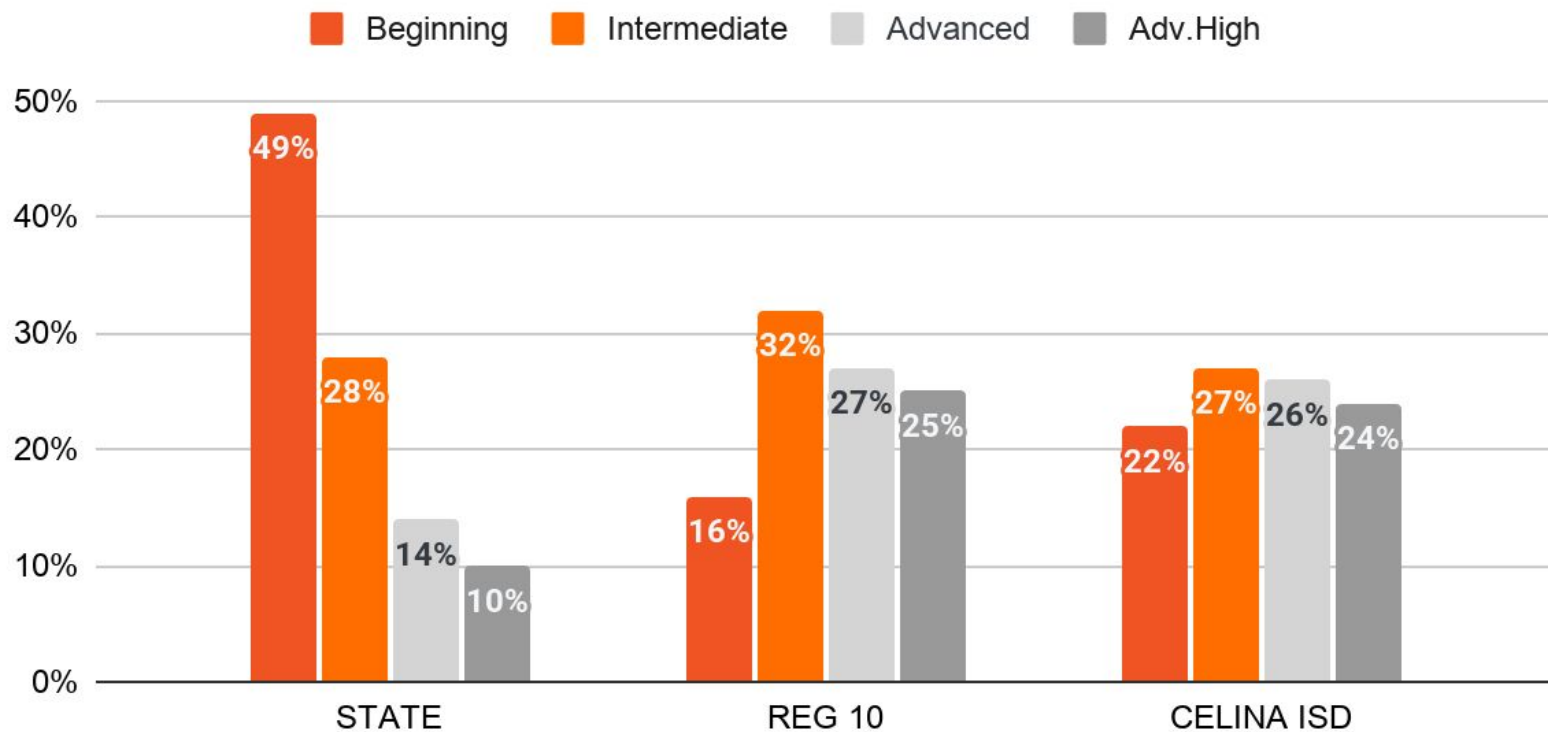
TELPAS Spring 2026 (CISD N=561)

Speaking Domain Grades 3-12 Cluster



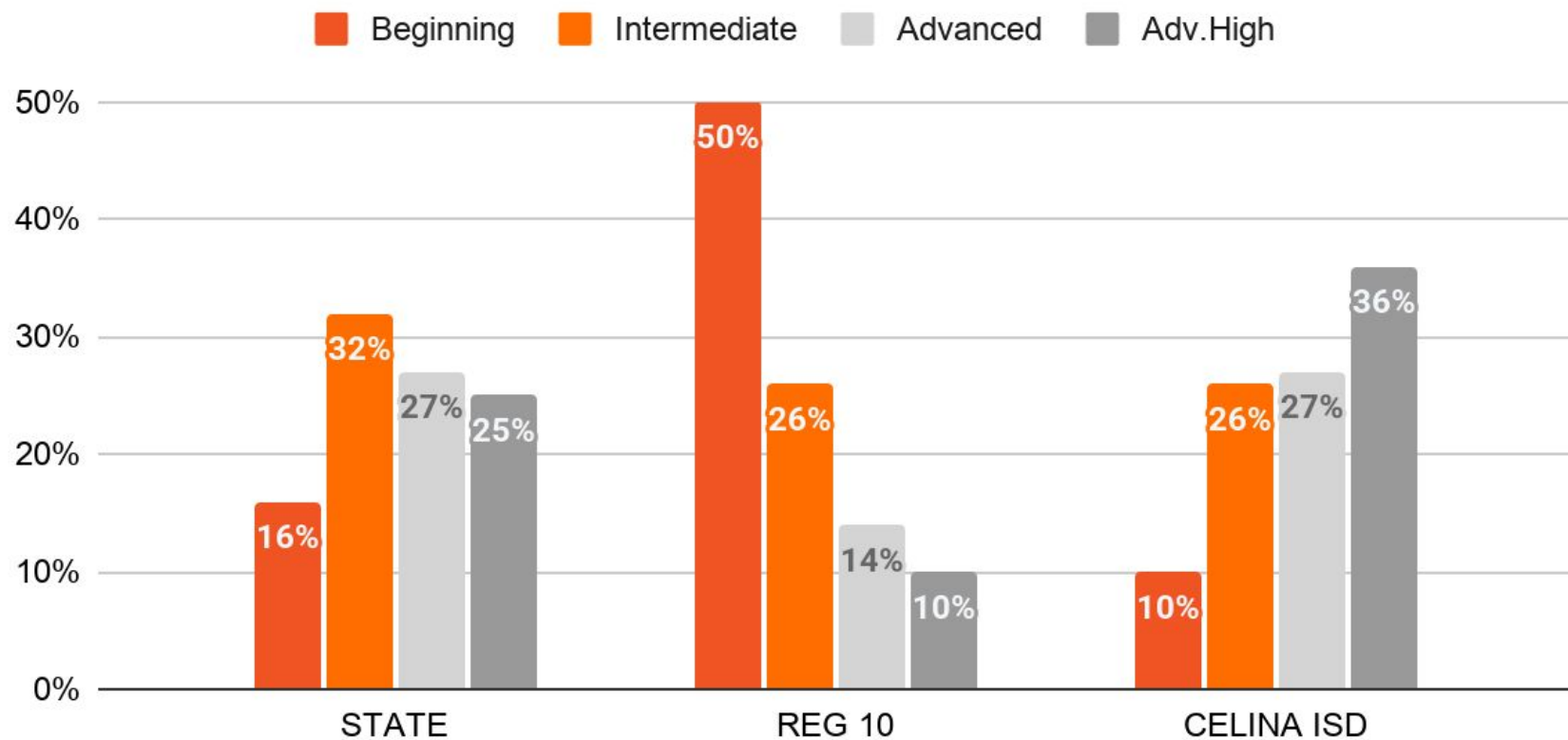
TELPAS Spring 2026 (CISD N=474)

Reading Domain Grades K-2 Cluster



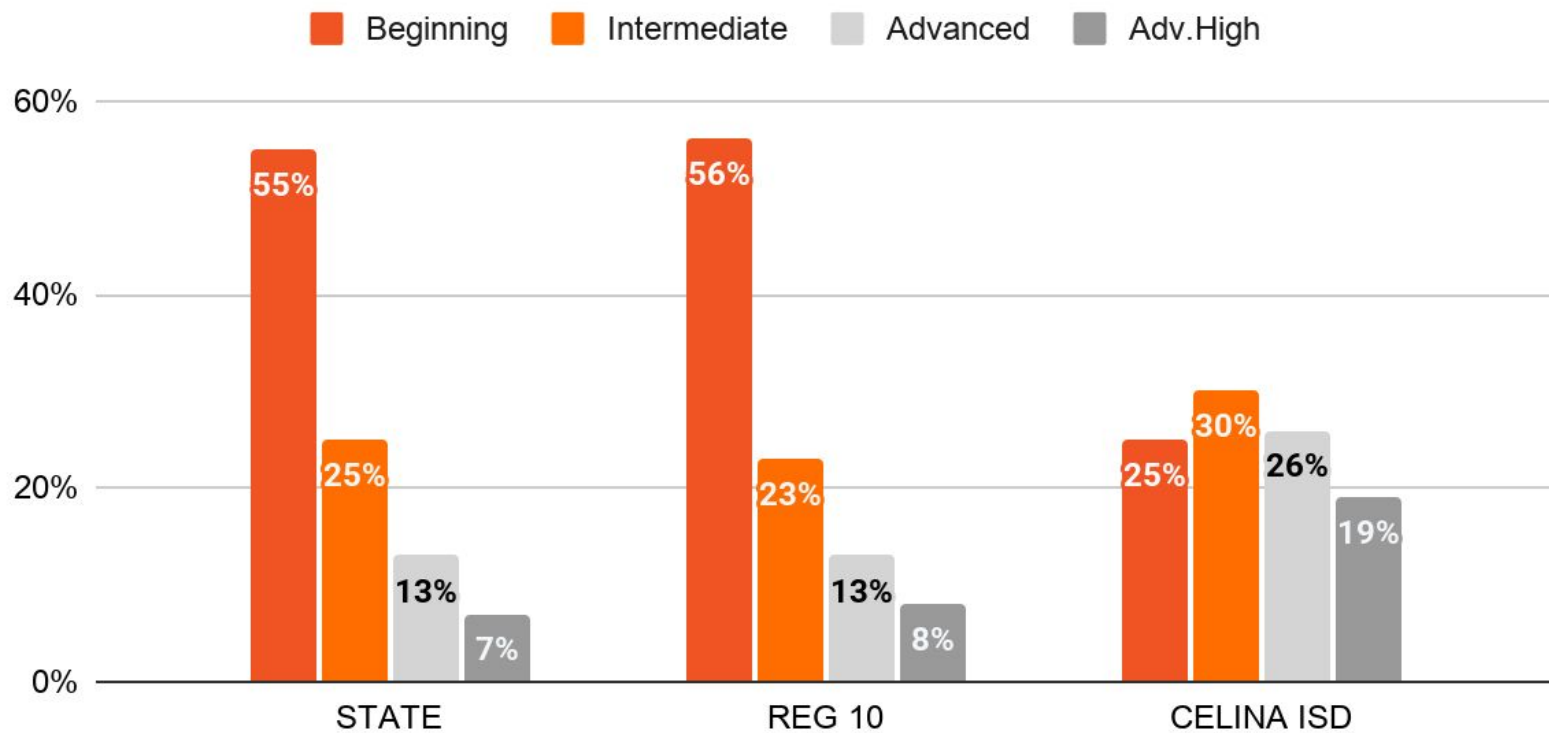
TELPAS Spring 2026 (CISD N=561)

Reading Domain Grades 3-12 Cluster



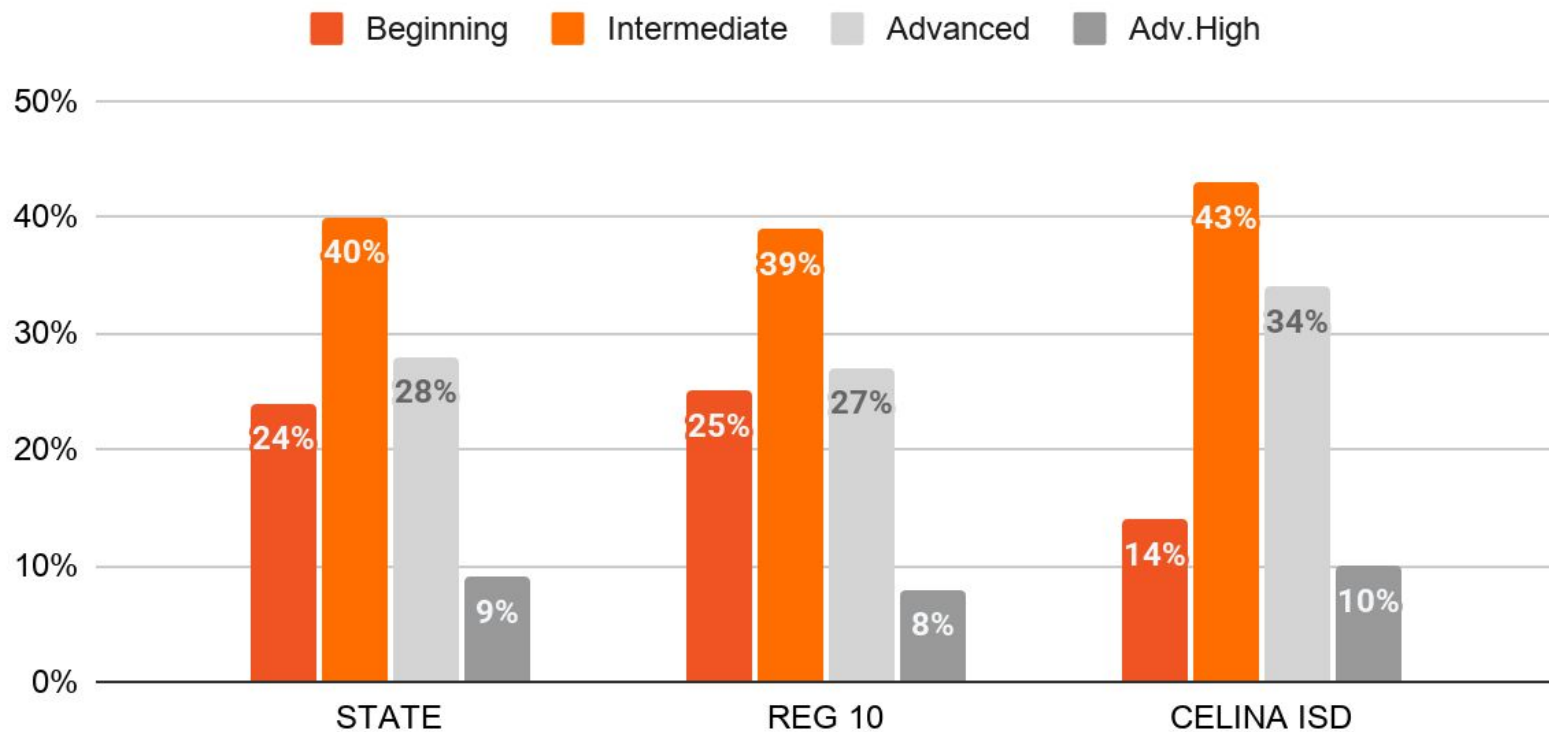
TELPAS Spring 2026 (CISD N=474)

Writing Domain Grades K-2 Cluster



TELPAS Spring 2026 (CISD N=561)

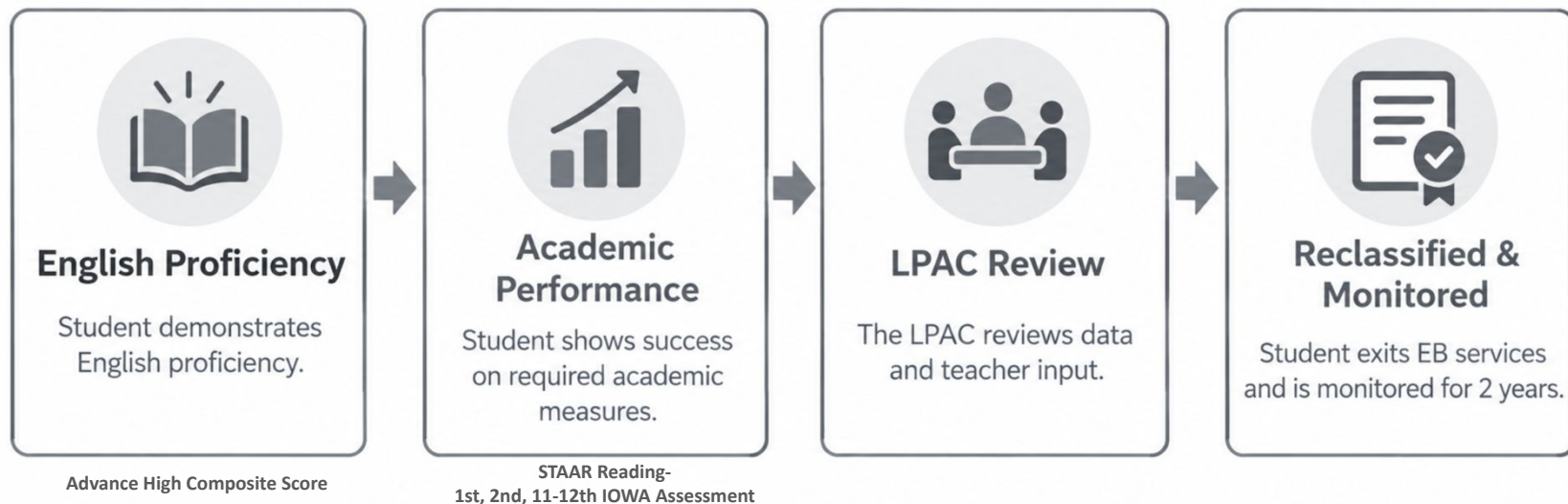
Writing Domain Grades 3-12 Cluster



TELPAS Spring 2026 (CISD N=474)

Reclassification Criteria

Reclassification is the process used to determine when an Emergent Bilingual student is ready to exit EB services.



Criteria are based on state requirements and LPAC determination.

Reclassification Data

High School	13
Middle School	27
Elementary	105
Total CISD Reclassifications	145

Conclusion

The 2025-2026 Emergent Bilingual Program Evaluation highlights both continued progress and opportunities for growth. TELPAS and academic achievement data will guide our ongoing focus on language development, grade-level instruction, and targeted student support.

Moving forward, Celina ISD will continue strengthening instruction across listening, speaking, reading, and writing through data-driven intervention, progress monitoring, professional learning, and collaboration with campuses. As our EB population continues to grow, we remain committed to providing equitable, rigorous learning opportunities that support both English language development and academic success.

Additional Program Information

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, provides extra language acquisition support both academically and socially to ESL students, and serves as LPAC administrators
- ESL Aides assist the ESL teacher in providing language acquisition support to ESL students.



EB Program Support

Area	Programs/Support
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
Assessment & Progress Monitoring	• TELPAS K–12 Summit – progress monitoring & individualized student pathways (Grades 2–12) • AWARE Assessments – accessible content-language supports
Instructional Strategies & Teacher Support	• Seidlitz Seven Steps, Sheltered Instruction, ELPS Implementation/revision – 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

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Proposed Attendance Boundaries 2027-2028

Meeting Date: October 26, 2026

Submitted by: Jason Johnston, Ed.D., Sr. Chief

Goals		
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	✓ -	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.

Background Information: In anticipation of the opening of Grumbles Elementary, Scott Elementary, and Calvert Elementary, CISD has developed proposed adjustments to elementary attendance boundaries for the 2027-2028 school year. As a dynamic, fast-growth district, CISD continues to evaluate enrollment trends, neighborhood development, and campus capacity to plan for continued growth. At the October Board Meeting, the District will present the proposed boundaries for Board review before sharing them with the public for feedback. Following the public feedback process, the District will bring a final recommendation to the Board for consideration.

Policy: N/A

Budgetary Impact: N/A

Recommendation: This is an Information Only item.

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: District of Innovation Renewal

Meeting Date: October 26, 2026

Submitted by: Jason Johnston, Ed.D. / Sr. Chief

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

Background Information: Celina ISD's District of Innovation Plan must be renewed every five years, and the current plan expires January 31, 2027. During a public meeting on September 9, 2026, the Bobcat Council reviewed the purpose of the plan, each of the current exemptions, and the amendments made in 2025 to align the plan with changes in state law enacted through House Bill 6. Following this review and discussion, the Council determined that the existing plan continues to meet the needs and priorities of the district and unanimously approved its renewal without additional changes for another five-year term.

Policy: AF (LEGAL)(LOCAL)

Budgetary Impact: N/A

Recommendation: District administration recommends that the Board of Trustees approve the renewal of the Celina ISD District of Innovation Plan for an additional five-year term.

District of Innovation Plan Renewal

District of Innovation Plan Renewal

House Bill 1842, passed during the 84th Legislative Session (2015), permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code (TEC) .

Celina ISD's current plan's term is for no more than five years, beginning January 31, 2022, and ending January 31, 2027, unless terminated or amended earlier by the Board of Trustees in accordance with the law.



Renewal Process

- ✓ Final version of the proposed plan available on the district's website for at least 30 days.
(Posted September 15, 2026)
- ✓ The district-level committee established under TEC §11.251 has held a public meeting to consider the final version of the proposed plan and has approved the plan by a majority vote of the committee members.
(Bobcat Council: September 9, 2026)
- ❑ The Board of Trustees adopts the proposed local innovation plan by an affirmative vote of two-thirds of the membership of the board.

District of Innovation Exemptions

In August of 2025, the 89th Legislature passed House Bill 6 which limits what can be exempted in a District of Innovation Plan.

- Prior to HB 6, districts were permitted to exempt from certain provisions of Chapter 37 through a DOI plan. This new prohibition impacts our currently adopted DOI plan.

Sec. 12A.004. Limitation of Permissible Exemptions



District of Innovation Exemptions

- Chapter 37
 - Campus Behavior Coordinator
 - Student Discipline
 - Removal for Certain Conducts (e-cigs)
- Local School Health Advisory Council
- Certification Required for Core Content Courses



District of Innovation Exemptions

- Certification Required (CTE)
- Uniform School Calendar
- Probationary Contracts
- Class Size Requirements for Elementary grades
- Peace Officers
- Parental Options for Student Retention



Certification Required

Texas Education Code 21.003:

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B

Current Innovation:

Flexibility to establish its own teacher certification requirements affords the District the following advantages:

- Industry certified and/or trade professionals to teach specialized certification courses;
- Greater number of CTE course offerings resulting in more opportunities for students;
- Realistic requirements for professionals transitioning from industry to teaching; and
- Ability to employ part-time professionals to teach specialty courses.



Uniform School Calendar

TEC 25.0811:

A school district may not begin instruction for students for a school year before the fourth Monday in August.

TEC 25.0812:

A school district may not schedule the last day of school for students for a school year before May 15.

Current Innovation:

By providing for local control, the district seeks to:

- Determine annually a school start date that best meets the needs of students, families, staff, and the local community;
- Maximize instructional time and balance the number of instructional days within each semester;
- Support college and career readiness by aligning the district calendar with opportunities for students to participate in college coursework;
- Ease the transition into a new school year through flexibility in structuring the first week of instruction.



Probationary Contracts

TEC 21.102(b):

Except as provided by Subsection (d), a teacher may agree to be returned to probationary contract status only after receiving written notice that the board of trustees of the school district has proposed discharge, termination, or nonrenewal.

Current Innovation:

By providing an additional year of probationary status, the campus and district administration can:

- Better evaluate a teacher's effectiveness;
- Ensure fit for the district and campus culture; and
- Provide an opportunity for teacher growth.



Class Size Requirements for Elementary Grades

TEC 25.111:

Each school district must employ a sufficient number of teachers certified to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.

TEC 25.112:

A school district may not enroll more than 22 students in a prekindergarten, kindergarten, first, second, third, or fourth grade class.

Current Innovation:

By providing for local control, the district seeks to:

- Locally monitor and maintain appropriate class size without the necessity of waivers;
- Maintain a class student to teacher ratio of 22:1; and
- Allow for flexibility for hiring personnel as we face exponential growth.



Peace Officers

TEC 25.0344:

Children of peace officers may transfer to the district campus or school district selected by their parent upon request; however, transportation is the responsibility of the family.

Current Innovation:

By providing for local control, the district seeks to:

- Welcome and serve the children of Peace Officers and Servicemembers while effectively managing the needs of a fast-growth district;
- Utilize the district's established student transfer process to determine appropriate campus placement based on enrollment, staffing, and available resources; and
- Apply established Celina ISD student transfer guidelines consistently to all transfer students.



Parental Options for Student Retention

TEC 28.02124:

Parents and guardians have the right to choose for their child to repeat prekindergarten, kindergarten, or the previous grade for students in grades 1–8.

Current Innovation:

By providing for a collaborative review process, the district seeks to:

- Support a parent's right to make decisions regarding their child's grade placement;
- Strengthen partnerships between parents/guardians and campus staff when considering student retention;
- Provide a campus-based Grade Placement Review (GPR) prior to finalizing a retention request, allowing parents and educators to review the student's academic, developmental, and individual needs together; and
- Support parents in making an informed grade-placement decision that best meets the needs of their child.



Renewal Process – Next Steps

- ❑ The Board of Trustees adopts the proposed local innovation plan by an affirmative vote of two-thirds of the membership of the board.
- ❑ The district notifies the Commissioner of Education of approval of the plan, along with a list of approved TEC exemptions, by completing the agency form provided in the “Notification” section.
- ❑ The district ensures that a copy of the local innovation plan is posted on the district’s website in accordance with TEC §12A.0071 for the term of the designation as an innovation district.
- ❑ No later than the 15th day after the Board finalizes the renewal, the district provides a copy of or link to the current local innovation plan to TEA for posting on the agency website.



District of Innovation Plan

I. INTRODUCTION

House Bill (HB) 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and obtain an exemption from certain provisions of the Texas Education Code. On November 14, 2016, Celina Independent School District's Board of Trustees ("Board") passed a Resolution to Adopt a District of Innovation Plan to increase local control over District operations and support innovation and local initiatives. The adoption of this plan seeks to increase the District's flexibility to improve educational outcomes for the benefit of students and the community. On December 12, 2016, the Board appointed a twenty-two-member District of Innovation Advisory Committee ("Committee") comprised of diverse leaders representing a cross-section of the District's stakeholders, including teachers, principals, parents, and administrators. On Tuesday, December 13, 2016, the Committee met to discuss and draft the initial Local Innovation Plan ("Plan"). October 20, 2021 the Committee met to review and consider additions or deletions to the current Local Innovation Plan. The recommendation was to renew the original plan without changes.

On September 3, 2026, a sub-committee met to review and consider additions or deletions to the current Local Innovation Plan for renewal. Recommendations for renewal were approved by Bobcat Council on September 9, 2026 and presented to the Board on September 21, 2026.

II. TERM

The Plan's term is for no more than five years, beginning January 31, 2027, and ending January 31, 2032, unless terminated or amended earlier by the Board of Trustees in accordance with the law. Suppose within the term of this Plan, other areas of operations are to be considered for flexibility as part of HB 1842. In that case, the Board will nominate a new committee to consider and propose additional exemptions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan. The District may not implement two separate plans at any one time.

THE LEARNER EXPERIENCE

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems - Structure - Scaffolding - Accountability

III. INNOVATIONS

The District proposes flexibility in the following areas:

A. Certification Required

Applicable Provisions from the Texas Education Code: TEC 21.003

Policies that may be affected: DBA (LEGAL), DBA (LOCAL), DK (LEGAL), DK (LOCAL), and DBP (LEGAL)

TEC 21.003 states, “a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.” The current certification requirements inhibit the District’s ability to hire professionals with industry experience to teach Career And Technical Education (CATE) and Science, Technology, Engineering, (Art), & Mathematics (STEM/STEAM) courses. In order to provide more students the opportunity to take such courses and obtain professional certifications, the District seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. The District does not wish to be exempted from any existing laws relating to teacher contracts or teacher benefits.

Innovation: The district maintains its commitment to hire certified professionals and will continue to seek employees with the necessary certifications for teaching and tutoring/intervention positions where required by state law. However, the flexibility in

allowing Celina ISD to make local decisions about teacher certification would provide a better opportunity to offer innovation in course selections for CTE courses as well as hard-to-fill positions and high demand dual credit courses.

B. Uniform School Calendar

Applicable Provisions from the Texas Education Code: TEC 25.0811 and TEC 25.0812

Policies that may be affected: EB (LEGAL) and EB (LOCAL)

TEC 25.0811 states that a school district may not begin instruction before the fourth Monday in August. TEC Section 25.0812 states that a school district may not schedule the last day of school before May 15.

Innovation: This flexibility of a start date allows the district to determine locally, on an annual basis, what best meets the needs of the students, parents, and our local community. This empowers the district to increase college and career readiness and balance the amount of instructional time per semester. By having the flexibility in beginning instruction before the 4th Monday of August, students will be able to enroll in college courses that start in early June. Removing the state required uniform school start date would allow the district the flexibility to start instruction as a shortened school week, easing the transition for students. This will also allow for flexible professional development scheduling for district staff.

C. Probationary Contracts

Applicable Provisions from the Texas Education Code: TEC 21.102(b)

Policies that may be affected: DCA (LEGAL)

Texas Education Code Section 21.102(b) states that “a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.” Many times this period of time is not sufficient to evaluate the teacher’s effectiveness in the classroom since teacher contract timelines demand employment decisions must be made prior to the availability of end-of-the-year classroom and student data.

Innovation: The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

D. Class Size Requirements for Elementary grades

Applicable Provisions from the Texas Education Code: TEC 25.111, TEC 25.112, and TEC 25.113

Policies that may be affected: EEB (LEGAL), BF (LEGAL), and EHAA (LEGAL)

TEC 25.111 requires districts “employ a sufficient number of teachers certified to maintain an average ratio of not less than one teacher for every 20 students in average daily attendance except as provided by section 25.112.” TEC 25.112 prohibits a school district from enrolling more than 22 students for Kindergarten - fourth-grade classes unless a school district receives an exemption through the TEA waiver process. TEC 25.113 requires a district to notify parents of waivers or exceptions to class size limits as stated within the Code. According to these statutes, districts are required to maintain a 22:1 student to teacher ratio for Kindergarten through fourth grade. When any class exceeds this limit, the district must complete and file a waiver with the Texas Education Agency.

Innovation: The district seeks to locally monitor and maintain appropriate class size without the necessity of waivers. This exemption allows Celina ISD to utilize a more flexible class size approach based on student needs and time of year. District staffing ratios for Prekindergarten - Fourth grade are based off of a 22:1 student to teacher ratio. This exemption would allow minimal disruption to the learning environment and provide relief from the reporting currently required by state law. Additionally, the exemption affords the district the opportunity to consider other variables in the best interest of students such as, the value of attending a neighborhood school, timing in the school year, available classroom space and/or the need for another teacher or teacher aide.

E. Peace Officers/ Servicemembers

Applicable Provisions from the Texas Education Code: TEC 25.0344

Policies that may be affected: FDA (LEGAL), and FDA (LOCAL)

TEC 25.0344 On request of a peace officer or servicemember who is a parent of or person standing in parental relation to a student, the board of trustees of a school district or the board's designee shall transfer the student to another district campus or to another school district under an agreement under Section 25.035. A transfer under this section must be to the campus or school district, as applicable, selected by the peace officer or servicemember making the request. A school district is not required to provide transportation to a student who transfers to another campus or school district under this section.

Innovation: As a fast-growth school district, Celina ISD is faced with the challenge of adequately staffing and resourcing our campuses. We welcome the opportunity to serve and educate the children of Peace Officers and Servicemembers. In an effort to mitigate any potential enrollment and/or staffing burdens, students of Peace Officers and Servicemembers will be enrolled into the District utilizing our established student transfer process to determine campus placement. Additionally, all transfer students would remain subject to the established Celina ISD student transfer guidelines.

F. Parental Options for Student Retention

Applicable Provisions from the Texas Education Code: TEC 28.02124

Policies that may be affected: FDA (LEGAL), and FDA (LOCAL)

TEC 28.02124 A parent or guardian may elect for a student to:

- (1) repeat prekindergarten;
- (2) enroll in prekindergarten, if the student would have been eligible to enroll in prekindergarten during the previous school year under Section 29.153(b) and the student has not yet enrolled in kindergarten;
- (3) repeat kindergarten;
- (4) enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous school year and has not yet enrolled in first grade; or
- (5) for grades one through eight, repeat the grade in which the student was enrolled during the previous school year.

Innovation: Celina ISD supports a parent's right to determine grade placement in accordance with TEC 28.02124. Additionally, Celina ISD believes students have their educational and developmental needs best served through strong partnerships with parents. Therefore, prior to a parent exercising their right to retention, Celina ISD seeks to require a campus-based Grade Placement Review (GPR) to facilitate the district in partnering with parents/guardians to make the most appropriate academic placement for students.

IV. IMPLEMENTATION

This Innovation Plan is designed to create parameters within which the District will operate, in order to provide additional student opportunities. Specific implementation plans will be developed by the appropriate campuses and departments. Adjustments to Board Policy will be researched and adopted where appropriate.

V. INITIAL DISTRICT OF INNOVATION COMMITTEE

Member:	Representative:
Tom Maglisceau	Superintendent
John Mathews	Assistant Superintendent of Administrative Services
Lori Sitzes	Assistant Superintendent of Instruction and Technology
Russell McDaniel	Assistant Superintendent of Student Services
Marilyn Chamberlin	Director of Technology
Jill Roza	District Community Liaison
Starla Martin	District Coordinator of Student Services
Nancy Alvarez	Celina Primary School Principal
Kari McMeekan	Celina Primary School Teacher
Amanda Jones	Celina Primary School Teacher

Marla Fowler	Celina Primary School Teacher
Raquel Pierce	Celina Primary School Teacher
Jeremy Holcomb	Celina Primary School Parent
Stacy Ceci	O'Dell Elementary School Principal
Lauri Welch	O'Dell Elementary School Counselor
Julie Dobbins	O'Dell Elementary School Teacher
Amanda Patterson	O'Dell Elementary School Teacher
Andrew Stamper	O'Dell Elementary School Teacher
Mandy Brignon	O'Dell Elementary School Teacher
Yessenia Saucedo	O'Dell Elementary School PTA/Parent
Natalie Whitlow	O'Dell Elementary School PTA/Parent
Linley Hawkins	Lykins Elementary School Principal
Raychel Hammons	Lykins Elementary School Teacher
Richard Hagan	Lykins Elementary School Teacher
Sherry Ollison	Lykins Elementary School Teacher/Bobcat Moms
Angela Bailey	Lykins Elementary School Teacher
Jennifer Hanson	Lykins Elementary School PTA/Parent
Jennifer Turner	Lykins Elementary School PTA/Parent
Elizabeth Huse	Lykins Elementary School PTA/Parent
Kristi Phillips	Lykins Elementary School PTA/Parent
Jamey Briscoe	Celina Middle School Principal
Stefanie Place	Celina Middle School Teacher
Kimberly Brinkerhoff	Celina Middle School Teacher
Brian Roach	Celina Middle School Parent
Jennifer Thomas	Celina Middle School Parent/Celina Education Foundation
David Wilson	Celina High School Principal
Greg Sherwood	Celina High School Administrative Intern
Lori Gibbs	Celina High School Student Services Coordinator
Nicole Linera-Gonzalez	Celina High School Teacher
Angela Nowlin	Celina High School Teacher/Band Parent

Craig Turner	Celina High School Parent
Andrea DeBolt	Celina High School Parent
Chris Keaveney	Celina Community Member
Mary McCauley	Celina Education Foundation/Community Member

VI. PROPOSED TIMELINE

Wednesday, October 6, 2021 - 8:30 a.m., Administration Conference Room.

- Meeting with the Cabinet to review the district's innovation plan, renewal process, and consider additions.

Wednesday, October 13, 2021 - 8:30 a.m., Administration Conference Room.

- Meeting with the Cabinet to review the district's innovation plan and consider additions.

Wednesday, October 20, 2021 - 5:00 p.m., Athletic Facility Banquet Room.

- Meeting with the District Site-Based Committee (Bobcat Counsel) to review the district's innovation plan, renewal process, and consider additions. No new additions or changes were recommended to the Local Innovation Plan.
- The explanation provided for requirements and ramifications of the District of Innovation.
- Discuss possible exemptions.
- Decide which exemptions to pursue and include in our plan.

Proposed Schedule:

Monday, November 12, 2021 - Post Proposed District of Innovation Plan on District Website.

Monday, November 15, 2021 - 7:00 p.m., Athletic Facility Banquet Room (Board Room).

- Presentation to Celina ISD Board of Trustees to renew the current innovation plan for Board consideration. Request Board approval of notice.

Tuesday, November 16, 2021

- Notification to be sent to the Texas Commissioner of Education that the Board intends to vote on the renewal of the Local Innovation Plan.

Wednesday, November 17, 2021, - 5:00 p.m., Athletic Facility Banquet Room.

- Public Hearing to explain and discuss the possibility of renewing the Local Innovation Plan as required by TEC §12.002 (b) (2), and §12.003.
- Committee to vote on the proposed Local Innovation Plan.

Monday, December 13, 2021, - 6:00 p.m., Board Room.

- Present plan to the Board of Trustees.
- Board votes on District of Innovation Plan – Must approve by a 2/3 majority vote.
- Update all policy changes with TASB.
- Send notification to Commissioner of Education of Board's approval of District of Innovation Plan.

Tuesday, December 14, 2021

- Notification is to be sent to the Texas Education Commissioner for the approval of the plan, along with a list of the approved TEC exemptions by completing the TEA form.

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: District and Campus Improvement Plans

Meeting Date: October 26, 2026

Submitted by: Jason Johnston, EdD, Senior Chief

Goals		
Core Principles Community • Excellence • Innovation Leadership • Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

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: Love the learner; drive the rigor, Responsible for one's own learning and, and 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. Based on identified performance needs, the plans also include Local Improvement Plans (LIPs) for Lykins Elementary School and Martin Elementary School to address these needs of specific student population groups through focused, evidence-based strategies and measurable student performance goals.

Policy: BQ(LEGAL), BQ(LOCAL)

Budgetary Impact: NA

Recommendation: District administration recommends approval of the District and Campus Improvement Plans as presented.



2026-2027 Improvement Plans:

District Strategic Objectives

Campus 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

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

CELINA ISD | Improvement Plan Alignment Code Legend

The codes throughout District and Campus Improvement Plans show direct alignment among local priorities, identified needs, state/federal requirements, and improvement work.

CODE	ALIGNMENT	WHAT IT MEANS / WHEN TO USE IT
BG	Board Goal	Alignment to goals adopted by the Celina ISD Board of Trustees. BG1 Community partnerships/involvement BG2 Co- & extracurricular participation BG3 Leadership pipeline/capacity BG4 CTE/career pathways & workforce readiness BG5 Staff recruitment & retention.
DNAP	District Needs Assessment Priority	Identifies work that directly addresses a priority need from the District Comprehensive Needs Assessment (CNA). Used when the objective/strategy creates a clear line from district data -> identified need -> improvement action.
E	ESSA / Federal Alignment	Identifies alignment to applicable Every Student Succeeds Act (ESSA) requirements and federally supported activities. Specific E-codes follow the district ESSA crosswalk and are used only where the federal requirement or funding connection applies.
SO	State Objective	Identifies alignment to Texas improvement-planning requirements. SO1 academic achievement SO2 measurable objectives/special populations SO3 methods/strategies SO4 resources SO5 staff SO6 timelines SO7 progress monitoring SO8 violence prevention/intervention SO9 parental involvement SO10 coordinated school health (elementary/middle school).
SG	State Goal	Identifies alignment to TEA strategic priorities. SG1 Recruit, Support & Retain Teachers/Principals SG2 Build a Foundation of Reading & Math SG3 Connect High School to Career & College SG4 Improve Low-Performing Schools.
HB3	HB 3 Board-Adopted Goal	Identifies objectives aligned to Board-adopted HB 3 goals and annual targets. Includes Early Childhood Literacy, Early Mathematics, and College, Career & Military Readiness (CCMR), as applicable.
TSI	Targeted Support & Improvement	Identifies objectives and strategies specifically addressing an identified TSI campus/student group. Used with measurable improvement targets, targeted supports, progress monitoring, and Local Improvement Plan implementation.

HOW TO READ THE CODES

Codes are applied selectively. Not every objective or strategy will include every code, and the absence of a code does not mean the work is less important. A code should appear only when there is a direct alignment.

Example: (DNAP) (BG4) (SG3) = addresses a District CNA priority, supports Board Goal 4 (CTE/career pathways), and aligns to State Goal 3.

Celina ISD Strategic Objectives

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 1: CISD will increase student achievement and academic growth across all content areas and student groups through rigorous Tier 1 instruction, effective use of high-quality instructional materials, data-informed differentiation, and timely intervention and extension.(DNAP) (SO1,2,3,7)(SG,4) (E1)

Strategic Objective 2: CISD will strengthen and expand Career and Technical Education Programs of Study aligned with student interests, postsecondary opportunities, and workforce needs while increasing student completion of coherent programs of study and attainment of industry-based credentials. (DNAP) (BG4) (E10,12) (SO1,3,7)(SG3)

Strategic Objective 3: CISD will strengthen community partnerships that expand authentic learning, career, leadership, service, and support opportunities for students. (BG1) (E7) (SO3,7)(SG3)

Strategic Objective 4: CISD will increase student engagement in co-curricular and extracurricular opportunities to support belonging, attendance, academic growth, leadership, and postsecondary aspirations. (BG2) (SO2,7)

Strategic Objective 5: CISD will provide staff with ongoing and scaffolded professional-growth opportunities that build individual capacity and cultivate a culture of continuous improvement. (BG3,5) (SO5,7)(SG1)

Strategic Objective 6: CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified applicants reflective of our community and students' needs. (BG5)(SO5,7)(SG1)

Priority 2: Responsible for One's Own Learning

Strategic Objective 1: CISD will establish consistent systems for gathering, analyzing, responding to, and communicating stakeholder feedback to inform district decision-making and continuous improvement. (DNAP) (BG1) (E7) (SO7,9)

Strategic Objective 2: CISD will strengthen identification, programming, and instructional support to ensure gifted and advanced learners receive appropriately challenging learning experiences. (SO1,2,3,7)(SG2)

Strategic Objective 3: CISD will establish structured pathways for staff growth, advancement, and leadership development to strengthen employee capacity and the district's internal leadership pipeline. (DNAP)(BG3,5) (SO5,7)(SG1)

Strategic Objective 4: CISD will strengthen and expand AVID to increase student access to rigorous coursework, academic supports, and college-readiness opportunities. (BG4) (SO1,2,3,7)(SG3)

Strategic Objective 5: CISD will strengthen campus-based instructional coaching through consistent districtwide expectations, protocols, and professional learning aligned to district instructional priorities. (DNAP) (BG5) (SO3,5,7)(SG1,2)

Priority 3: Interdependent Self-managers

Strategic Objective 1: CISD will establish robust partnerships with families and the community that support student academic success, engagement, belonging, and social-emotional well-being. (BG1) (E7) (SO3,9)

Strategic Objective 2: CISD will empower staff to develop and apply leadership and coaching skills while building organizational capacity and supporting the growth of other educators. (BG3) (SO5,7)(SG1)

Strategic Objective 3: CISD will provide students with developmentally appropriate real-world, leadership, career, and life-skill experiences that prepare them for active engagement in society and success beyond the classroom. (BG4) (SO3,7)(SG3) (E10,12)

Strategic Objective 4: Establish initiatives to cultivate a healthy district/campus culture where students and staff feel safe, supported, and valued. (BG5)(E11) (SO3,5,7,8)(SG1)

Bothwell Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Bothwell will refine and strengthen 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)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Math from 63% to 73%, as measured by STAAR Math results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Math)

Performance Objective 2: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Reading from 76% to 86%, as measured by STAAR Reading results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Literacy)

Performance Objective 3: By the end of the 2026-2027 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.

Goal 3: Interdependent Self-managers

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)

Lykins Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 1: Lykins Elementary School will expand opportunities for family and parent involvement of all stakeholders in 2026-2027.(BG1)

Performance Objective 2: By June 2027, the percentage of Hispanic students meeting or exceeding the state target in Math will increase from 55% to 60%, as measured by STAAR and aligned local progress-monitoring measures. (HB3)(TSI)

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

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 Literacy)

Performance Objective 5: 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 6: 2nd-4th grade vertical team will collaboratively analyze the academic performance data for economically disadvantaged students. The team will identify achievement gaps by priority standard, determine targeted instructional strategies and interventions, and monitor student progress.

Goal 2: Responsible for One's Own Learning

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

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

Performance Objective 2: Lykins Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

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

Martin Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Martin 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)

Performance Objective 2: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Mathematics will increase to 46%, consistent with the Board-adopted HB3 annual target. The White student group will increase to at least 47% Meets Grade Level or Above, while mathematics achievement and growth for the identified White student group will be monitored across applicable grade levels and accountability indicators to demonstrate progress toward exiting Targeted Support and Improvement identification. (HB3 Math) (TSI)

Performance Objective 3: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Reading will increase to 63%, consistent with the Board-adopted HB3 annual target. (HB3 Literacy)

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Martin Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities.(BG2)

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

Performance Objective 3: By the end of the 2026-2027 school year, the Martin Elementary leadership team 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. (BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: Martin Elementary will build the leadership capacity of teachers and staff by providing opportunities to serve as leaders on campus and around the district. (BG3)

Performance Objective 2: Martin Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

Performance Objective 3: Martin 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)

O'Dell Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By the end of the 2026-2027 school year, all students will be provided meaningful opportunities to develop and demonstrate leadership skills through authentic roles, decision-making, collaboration, and service. Staff will intentionally identify and cultivate student strengths while maintaining high academic and leadership expectations, ensuring students are empowered to take ownership of their learning, contribute to the school community, and lead with confidence. (HB3)

Performance Objective 2: By the end of the 2026-2027 school year, all staff will demonstrate a commitment to honoring the varied experiences, strengths, and perspectives of students and colleagues while maintaining high academic expectations. Through collaborative PLCs, professional learning, and instructional walkthroughs, staff will implement equitable and culturally responsive instructional practices that foster respect, increase student engagement, provide appropriate academic challenge, and support continuous student growth.

Performance Objective 3: Celina ISD along with O'Dell Elementary will explore college and career opportunities aligned with student needs and interests. (BG4)

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Goal 2: Responsible for One's Own Learning

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.

Performance Objective 3: O'Dell students will increase the 43% Meets Performance Standard by 10% on 3rd Math STAAR in the 2026-2027 school year. (HB3 Math)

Performance Objective 4: O'Dell students will increase the 41% Meets Performance Standard by 10% on 3rd Grade RLA STAAR in the 2026-2027 school year. (HB3 Literacy)

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

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)

Vasquez Elementary School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Vasquez will strengthen the student experience by implementing 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 increase opportunities to explore a range of careers. (BG4, HB3 CCMR)

Goal 2: Responsible for One's Own Learning

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 2026-2027 school year.(HB3 Math Goal)

Performance Objective 3: Vasquez will achieve 80% for the Meets Performance Standard on 3rd Grade RLA STAAR in the 2026-2027 school year.(HB3 Literacy 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

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)

Willard Middle School

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: By May 2027, 90% of Willard Middle School teachers will demonstrate evidence of effective Tier 1 instructional practices in at least 80% of formal and informal walkthroughs, as measured by a campus walkthrough tool aligned to learning objectives, rigor, student engagement, checks for understanding, and differentiation.

Performance Objective 2: By May 2027, Willard Middle School will increase the percentage of students demonstrating 1.0 or more STAAR Academic Growth Points. Among current 5th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math. Among current 6th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math.

Performance Objective 3: By May 2027, Willard Middle School will increase the percentage of students achieving Meets or Masters performance on STAAR by at least 5 percentage points from the 2025-2026 baseline in both RLA and Math, with each grade level demonstrating measurable growth toward increased mastery of grade-level standards.

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Willard Middle School will reduce the number of office-managed discipline referrals per student by at least 20% from the fall 2026 baseline through consistent implementation of campus-wide expectations, proactive behavior instruction, and restorative responses.

Performance Objective 2: By May 2027, at least 85% of students will report that they understand campus expectations and are able to manage their behavior, time, materials, and interactions with others, representing an increase from the fall 2026 baseline.

Goal 3: Interdependent Self-Managers

Performance Objective 1: By May 2027, at least 85% of students will be able to articulate what they are learning, how they will demonstrate mastery, and what they need to do next to improve, as measured through student surveys, classroom observations, and student conferences.

Moore Middle School

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By May 2027, Moore Middle School will increase student growth in mathematics so that at least 60% of students meet or exceed their individual MAP projected growth target, while increasing the campus median mathematics growth percentile to at least the 50th percentile.

Performance Objective 2: By May 2027, at least 50% of students receiving special education services, emergent bilingual students, and economically disadvantaged students will meet or exceed their individual projected MAP growth target in mathematics and Reading Language Arts.

Performance Objective 3: By May 2027, 100% of Moore eighth-grade students will complete a documented college, career, and military readiness planning process that includes career-interest exploration, identification of a high-school endorsement or pathway, and development of a four-year course plan aligned to student interests. Seventh-grade students will participate in structured career and pathway exploration prior to eighth-grade course planning. (BG4)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Moore Middle School will reduce the number of students failing two or more courses by at least 25% from the September 2026 baseline of 78 students and implement an early-warning process for students demonstrating persistent moderate academic performance before course failure occurs.

Performance Objective 2: By May 2027, 100% of Moore students will participate in a recurring academic goal-setting and progress-monitoring process through Advisory/Paws N Connects, including review of course performance, assessment data, academic goals, and next steps.

Performance Objective 3: By May 2027, Moore Middle School will provide a documented professional-growth and leadership-development pathway for new staff, teacher leaders, ILT/LET members, Guiding Coalition members, administrative interns, and counseling interns, with 100% of identified participants engaging in targeted development aligned to their role. (BG3 & BG5)

Goal 3: Interdependent Self-managers

Performance Objective 1: By December 2026, Moore Middle School will establish a verified baseline of students participating in at least one co-curricular or extracurricular activity, and by May 2027 will increase participation by at least 5 percentage points from the established baseline. (BG2)

Performance Objective 2: By December 2026, Moore Middle School will establish a baseline of unique household participation in defined campus family-engagement opportunities and will increase participation by at least 10% by May 2027 while maintaining active partnerships with community organizations that support students and campus programs. (BG1)

Performance Objective 3: By May 2027, at least 90% of Moore students will report having at least one trusted adult on campus they can approach for support, while the campus maintains or improves student safety and discipline indicators from the 2025-26 baseline.

Performance Objective 4: By May 2027, Moore Middle School will implement and monitor the district coordinated school health program using applicable student fitness, physical activity, attendance, academic performance, and SHAC-recommended indicators to support student wellness and academic success.

Celina High School

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: EOC Student Achievement. By the end of the 2026-2027 school year, Celina High School will increase the percentage of students achieving the Master's Grade Level performance standard on each STAAR EOC assessment by a minimum of 5 percentage points from the 2025-2026 EOC baseline of 24% while maintaining or increasing Meets Grade Level performance at a 2025-2026 EOC baseline of 52%. Student achievement and growth will be monitored by student group, including students receiving special education services.

Performance Objective 2: By the end of the 2026-2027 school year, Celina High School will increase academic achievement for economically disadvantaged students by reducing the percentage of students performing at Did Not Meet by at least 10 percentage points, increasing Meets Grade Level performance by at least 5 percentage points, and increasing Masters Grade Level performance by at least 3 percentage points on each applicable EOC assessment from the 2025-2026 baseline. In addition, Celina High School will meet or exceed the next interim performance targets of 44% in RLA and 43% in Mathematics, as applicable to the identified economically disadvantaged student population.

Performance Objective 3: College, Career & Military Readiness - By June 2027, Celina High School will meet or exceed the annual CCMR target established in the Board-adopted HB3 CCMR plan by increasing the percentage of graduates who demonstrate College, Career, or Military Readiness through one or more qualifying indicators. (BG4)

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Student Engagement & Connection - By May 2027, 100% of CHS students will be documented as participating in or connected to at least one on-campus activity, organization, program, team, leadership opportunity, or other structured student experience, with students encouraged to identify opportunities aligned to their interests, strengths, and goals. (BG2)

Goal 3: Interdependent Self-managers

Performance Objective 1: Leadership, Service & Interdependence - By May 2027, Celina High School will expand opportunities for students to develop and demonstrate leadership, collaboration, service, and responsibility through authentic campus and community experiences.

Performance Objective 2: Safe & Supportive School Environment - Celina High School will maintain a safe and supportive learning environment that promotes positive relationships, student well-being, belonging, and readiness to learn.



Celina Independent School District

2026-2027 Targeted Support and Intervention

Local Intervention Plan

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

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

Lykins Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 2: By June 2027, the percentage of Hispanic students meeting or exceeding the state target in Math will increase from 55% to 60%, as measured by STAAR and aligned local progress-monitoring measures. (HB3 Math)(TSI)

Strategy 1: Progress Monitoring and Response Campus Admin, IC, and grade level teams will review implementation and progress data at established check points and adjusts instructional supports, intervention intensity, staffing or resources when students are not on track to meet the performance objective.

Strategy 2: Targeted Tier 1 and small group instruction Teachers will use formative assessment and progress monitoring data to provide targeted small group instruction and scaffolded tier 1 support for students in the identified group with instructional adjustments based on demonstrated need.

Martin Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 2: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Mathematics will increase to 46%, consistent with the Board-adopted HB3 annual target. The White student group will increase to at least 47% Meets Grade Level or Above, while mathematics achievement and growth for the identified White student group will be monitored across applicable grade levels and accountability indicators to demonstrate progress toward exiting Targeted Support and Improvement identification. (HB3 Math) (TSI)

Strategy 1: Student-Group Progress Monitoring & Response: Martin Elementary will regularly disaggregate STAAR, MAP, common assessment, and formative assessment data by student group, including the identified White student group, to monitor mathematics achievement and growth across applicable grade levels. During collaborative planning and data-review cycles, ~~teams~~ ^{teachers} will identify priority standards and learning gaps and adjust Tier 1 instruction, intervention, extension, and other student supports based on progress monitoring results.

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Ophelia Grumbles Elementary - Interactive Panels

Meeting Date: October 26, 2026

Submitted by: Zach Allen, Chief Technology Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

Background Information: Interactive panels to support the instructional needs of the classrooms at the new campus, as identified in the originally approved GMP, and to be procured in accordance with the purchasing requirements outlined in Board Policy CH (Any single purchase over \$100,000).

Total: \$166,286.14

Policy: CH (LOCAL)

Budgetary Impact: Will be purchased through Bond Funds.

Recommendation: The District recommends that the Board of Trustees approve the purchase from Delcom Group in an amount not to exceed \$166,286.14.



Corporate Office
2525B E SH 121, Ste 400
Lewisville, TX 75056
Phone: 214.389.5500 | Fax: 214.389.5505
www.delcomgroup.com

QUOTE
67341

BILL TO		JOB LOCATION
Company: CELINA ISD	Company: CELINA ISD	Date: 2026-10-15
Address: 205 S. COLORADO CELINA, TX 75009	Address: 205 S. COLORADO CELINA, TX 75009	Sales Rep: RENDI MILLS
Contact:	Contact: ZACH ALLEN	Phone: (972) 741 0083
Phone:	Phone: (469) 742 9100	Email: RMILLS@DELCOMGROUP.COM
		Contract: TIPS 230901 AV

TITLE
IT CART DEPLOY FOR ELEM 6; BENQ 86" PANELS & BALANCEBOX CARTS

SCOPE OF WORK

TIPS Purchasing Contract "TIPS 230901 AV" must be listed on PO to receive this pricing.

SCOPE OF WORK:

- * Receive (58) BenQ 86" Panels and (7) BalanceBox Carts at Delcom's warehouse.
- * Assemble (7) Carts.
- * Store equipment for up to 90 days.
- * Deliver all equipment to one location in district.
- * On-site setup of (7) Panels and (7) Carts.

ASSUMPTIONS:

- > Delivery to one 1st floor location.
- > All panels to be delivered on the same day.
- > No services or installation beyond that stated in SOW.

PART NUMBER	DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
RP8605B	BenQ 86" Board Pro RP05 Interactive Display	58.00	\$2,714.00	\$157,412.00
A1.3EPD2.004	BenQ Total 5-Year Warranty, 86EW including 3-Year standard warranty) for 86" IFE	58.00	\$0.01	\$0.58
WD02AT	BenQ 2-in-1 Wi-Fi Bluetooth Adapter for RM03, RP03, RE03, RM03A, RE01 Interactive Display - Black	58.00	\$0.01	\$0.58
NC01A	BenQ NFC cards for RP Series and RM04 series (New BenQ education design) 5A.FA139.NA2	158.00	\$3.50	\$553.00
488A03	Bundle: BalanceBox 400-90 Heavy Duty height adjustable mount (480A14), Universal VESA Bracket (481A70), & Mobile Stand Mix (481A71001)	7.00	\$764.71	\$5,352.97

Cart Services				
			Cart Services TOTAL:	\$2,368.01
SHIP-HANDLE	Shipping and Handling	1.00	\$599.00	\$599.00

To prevent processing delays, please email all purchase orders to: orders@delcomgroup.com

Tariff & Pricing Adjustment Statement

Delcom Group is committed to providing accurate and transparent pricing. However, tariffs and manufacturer-imposed adjustments are beyond our control and may change without notice. Quotes reflect pricing at the time of issuance and are subject to adjustment based on any tariffs or manufacturer price changes that occur before an order is placed. Delcom Group is not obligated to deliver at the quoted price if such changes take effect after the quote is issued. We value our partnership and will work diligently to keep you informed of any pricing updates to ensure a smooth ordering process.

Terms and Conditions

Subtotal:	\$166,286.14
Tax:	\$0.00
Total:	\$166,286.14

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Alma Jo Scott Elementary - Interactive Panels

Meeting Date: October 26, 2026

Submitted by: Zach Allen, Chief Technology Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

Background Information: Interactive panels to support the instructional needs of the classrooms at the new campus, as identified in the originally approved GMP, and to be procured in accordance with the purchasing requirements outlined in Board Policy CH (Any single purchase over \$100,000).

Total: \$166,286.14

Policy: CH (LOCAL)

Budgetary Impact: Will be purchased through Bond Funds.

Recommendation: The District recommends that the Board of Trustees approve the purchase from Delcom Group in an amount not to exceed \$166,286.14.



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QUOTE
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Address: 205 S. COLORADO CELINA, TX 75009	Address: 205 S. COLORADO CELINA, TX 75009	Sales Rep: RENDI MILLS
Contact:	Contact: ZACH ALLEN	Phone: (972) 741 0083
Phone:	Phone: (469) 742 9100	Email: RMILLS@DELCOMGROUP.COM
		Contract: TIPS 230901 AV

TITLE
IT CART DEPLOY FOR ELEM 7; BENQ 86" PANELS & BALANCEBOX CARTS

SCOPE OF WORK

TIPS Purchasing Contract "TIPS 230901 AV" must be listed on PO to receive this pricing.

SCOPE OF WORK:

- * Receive (58) BenQ 86" Panels and (7) BalanceBox Carts at Delcom's warehouse.
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- * Store equipment for up to 90 days.
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			Cart Services TOTAL:	\$2,368.01
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Terms and Conditions

Subtotal:	\$166,286.14
Tax:	\$0.00
Total:	\$166,286.14

CISD Board Agenda Item Synopsis

CISD Board Mission: 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.

Subject: Janet Calvert Elementary - Interactive Panels

Meeting Date: October 26, 2026

Submitted by: Zach Allen, Chief Technology Officer

Goals		
Core Principles Community · Excellence · Innovation Leadership · Stewardship The Learner Experience Love the learner, drive the rigor Responsible for one's own learning Interdependent self-managers	✓ -	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.

Background Information: Interactive panels to support the instructional needs of the classrooms at the new campus, as identified in the originally approved GMP, and to be procured in accordance with the purchasing requirements outlined in Board Policy CH (Any single purchase over \$100,000).

Total: \$166,286.14

Policy: CH (LOCAL)

Budgetary Impact: Will be purchased through Bond Funds.

Recommendation: The District recommends that the Board of Trustees approve the purchase from Delcom Group in an amount not to exceed \$166,286.14.



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Phone:	Phone: (469) 742 9100	Email: RMILLS@DELCOMGROUP.COM
		Contract: TIPS 230901 AV

TITLE
IT CART DEPLOY FOR ELEM 8; BENQ 86" PANELS & BALANCEBOX CARTS

SCOPE OF WORK

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PART NUMBER	DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
RP8605B	BenQ 86" Board Pro RP05 Interactive Display	58.00	\$2,714.00	\$157,412.00
A1.3EPD2.004	BenQ Total 5-Year Warranty, 86EW including 3-Year standard warranty) for 86" IFE	58.00	\$0.01	\$0.58
WD02AT	BenQ 2-in-1 Wi-Fi Bluetooth Adapter for RM03, RP03, RE03, RM03A, RE01 Interactive Display - Black	58.00	\$0.01	\$0.58
NC01A	BenQ NFC cards for RP Series and RM04 series (New BenQ education design) 5A.FA139.NA2	158.00	\$3.50	\$553.00
488A03	Bundle: BalanceBox 400-90 Heavy Duty height adjustable mount (480A14), Universal VESA Bracket (481A70), & Mobile Stand Mix (481A71001)	7.00	\$764.71	\$5,352.97

Cart Services				
			Cart Services TOTAL:	\$2,368.01
SHIP-HANDLE	Shipping and Handling	1.00	\$599.00	\$599.00

To prevent processing delays, please email all purchase orders to: orders@delcomgroup.com

Tariff & Pricing Adjustment Statement

Delcom Group is committed to providing accurate and transparent pricing. However, tariffs and manufacturer-imposed adjustments are beyond our control and may change without notice. Quotes reflect pricing at the time of issuance and are subject to adjustment based on any tariffs or manufacturer price changes that occur before an order is placed. Delcom Group is not obligated to deliver at the quoted price if such changes take effect after the quote is issued. We value our partnership and will work diligently to keep you informed of any pricing updates to ensure a smooth ordering process.

Terms and Conditions

Subtotal:	\$166,286.14
Tax:	\$0.00
Total:	\$166,286.14

Regular Meeting
Monday, September 21, 2026 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
Katie Dunn: Present
Kelly Juergens: Absent
Cameron Riggs: Absent
Michael Wagoner: Present
Present: 5, Absent: 2.

1. CALL TO ORDER & ESTABLISH QUORUM

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

1.A. Pledge of Allegiance
Led by Tracey Balsamo

1.B. Invocation
Led by Jarratt Calvert

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

Melissa Holter addressed the Board regarding the playgrounds at O'Dell Elementary School.
Munish Malhotra addressed the Board regarding transportation concerns.

4. CONSTRUCTION REPORT

5. CLOSED MEETING

Jarratt Calvert adjourned the Board to Closed Session at 6:39 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. Hires / Retirements / Resignations

5.A.2. Superintendent Evaluation Instrument

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. Future Elementary School Sites

5.B.2. Texas Street Property

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 7:44 PM.

7. ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION

Motion was made to adopt item 5.A.2. Superintendent Evaluation Instrument, in consultation with Bobcat Council feedback, as discussed in closed session. This motion, made by Katie Dunn and seconded by Tracey Balsamo, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

Motion was made to approve 5.B.1. Future Elementary School Sites as discussed in closed session. This motion, made by Katie Dunn and seconded by Jennifer Driver, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

Motion was made to approve 5.B.2. Texas Street Property as discussed in closed session. This motion, made by Michael Wagoner and seconded by Tracey Balsamo, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

8. INFORMATION AGENDA ITEMS

8.A. District Accountability Update

9. ACTION AGENDA ITEMS

9.A. Consider and Approve Referral Incentive

Motion was made to approve the Referral Incentive as presented. This motion, made by Michael Wagoner and seconded by Katie Dunn, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

9.B. Capital Project Amendment - Transportation Parking Lot

Motion was made to approve the Capital Project Amendment - Transportation Parking Lot as presented. This motion, made by Katie Dunn and seconded by Tracey Balsamo, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

This item was taken out of order.

10. CONSENT AGENDA ITEMS

Motion was made to approve the Consent Agenda items as presented. This motion, made by Katie Dunn and seconded by Tracey Balsamo, Passed.

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

10.A. Network Equipment - Grumbles ES / Scott ES / Calvert ES

10.B. Minutes of the August 17, 2026 Regular Meeting and August 31, 2026 Team of 8 Meeting

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

11. ADJOURNMENT

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

Kelly Juergens: Absent, Cameron Riggs: Absent, Tracey Balsamo: Yea, Jarratt Calvert: Yea, Jennifer Driver: Yea, Katie Dunn: Yea, Michael Wagoner: Yea

Yea: 5, Nay: 0, Absent: 2

Jarratt Calvert adjourned the meeting at 8:29 PM.

CELINA ISD

YTD General Fund Revenue Overview

September 2026

Local Revenue

\$1,090,778

1.79% of Budget

State Revenue

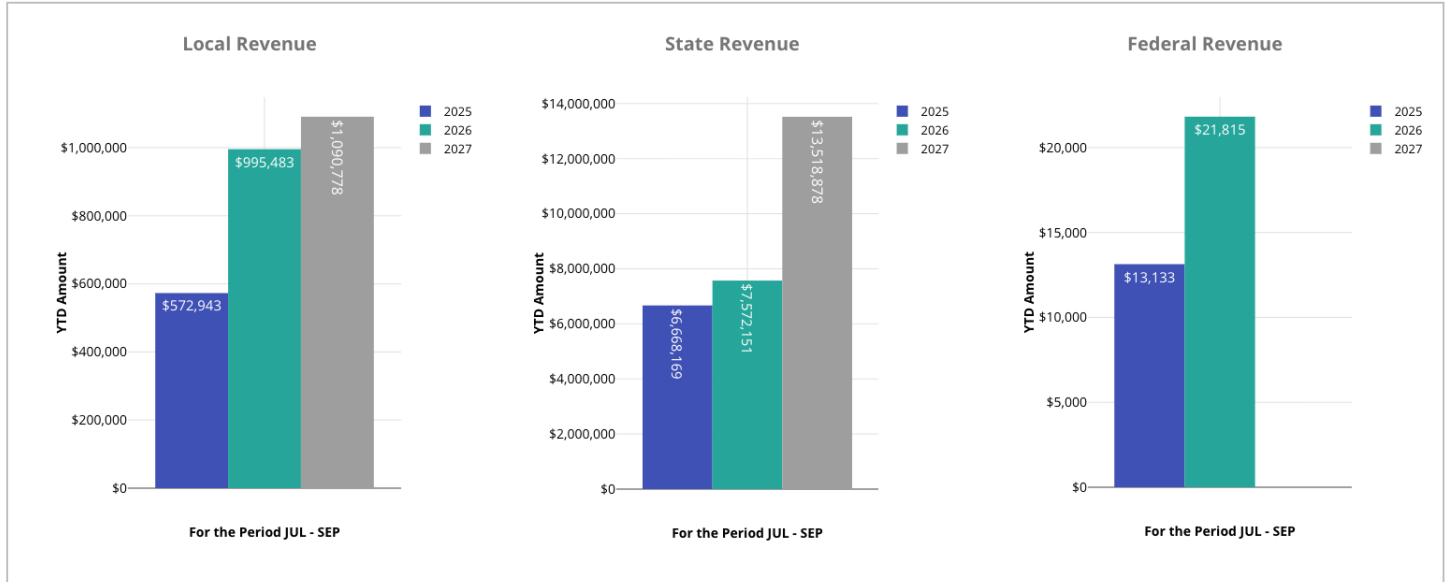
\$13,518,878

48.10% of Budget

Federal Revenue

\$0

0.00% of Budget



	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
LOCAL REVENUE				
5711 TAXES, CURRENT YEAR	\$149,876	\$55,055	\$55,796,071	0.10%
5712 TAXES, PRIOR YEAR	\$266,964	\$426,909	\$1,076,000	39.68%
5742 EARNINGS ON INVESTMENT	\$209,757	\$175,488	\$362,000	48.48%
ALL OTHER LOCAL REVENUE	\$368,886	\$433,326	\$3,818,000	11.35%
TOTAL LOCAL REVENUE	\$995,483	\$1,090,778	\$61,052,071	1.79%
STATE REVENUE				
5811 PER CAPITA APPORTIONMENT	\$979,819	\$486,455	\$24,508,674	1.98%
5812 FSP FORMULA FOUNDATION	\$6,592,332	\$12,739,977	\$0	0.00%
5829 STATE PRGM DIST BY TEA	\$0	\$0	\$0	0.00%
5831 TRS ON-BEHALF	\$0	\$292,446	\$3,600,000	8.12%
ALL OTHER STATE REVENUE	\$0	\$0	\$0	0.00%
TOTAL STATE REVENUE	\$7,572,151	\$13,518,878	\$28,108,674	48.10%
TOTAL FEDERAL REVENUE	\$21,815	\$0	\$40,000	0.00%
TOTAL REVENUE	\$8,589,450	\$14,609,657	\$89,200,745	16.38%
7000 OTHER FINANCING SOURCES				
	\$0	\$0	\$0	0.00%
TOTAL REVENUE AND OTHER FINANCING SOURCES	\$8,589,450	\$14,609,657	\$89,200,745	16.38%

Revenue Insight:

General Fund revenues totaled \$10,741,091 in September 2026, which is \$3,641,985 or 51.3% 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 \$3,695,438, a decrease in 5700-5799 Local and Intermediate Sources of -\$53,454, and an increase in 5900-5999 Federal Program Revenues of \$0.

CELINA ISD

YTD General Fund Expense Overview

September 2026

Salaries and Benefits

\$14,517,178

21.85% of Budget

Purchased Services

\$3,837,989

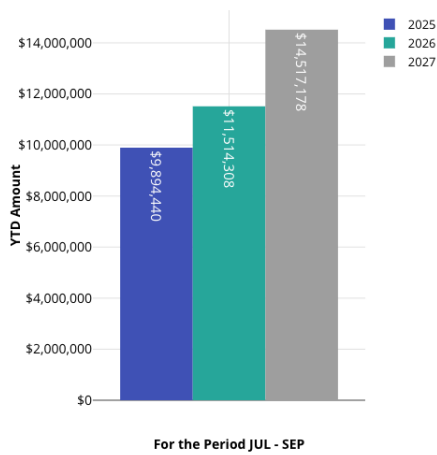
27.74% of Budget

Supplies & Equipment

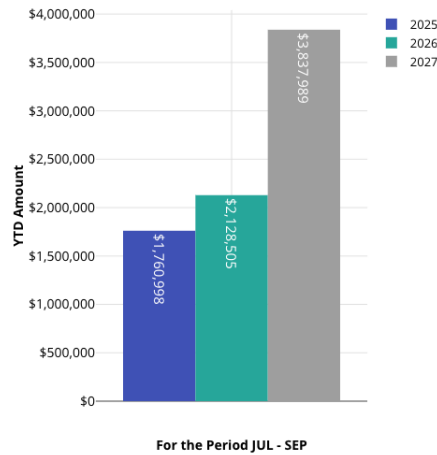
\$1,685,433

18.87% of Budget

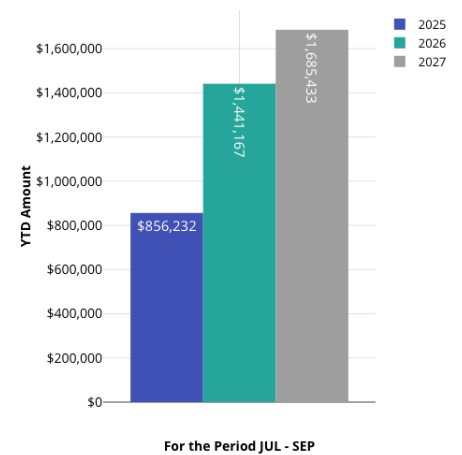
Salaries and Benefits



Purchased Services



Supplies and Other Objects



	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Payroll Costs				
6110-6119 TEACHER AND OTHER PROFESSIONAL SALARIES	\$8,911,033	\$11,016,817	\$47,760,826	23.07%
6120-6129 SUPPORT PERSONNEL	\$1,753,219	\$2,045,969	\$11,315,077	18.08%
6130-6139 EMPLOYEE ALLOWANCES	\$2,738	\$1,515	\$24,000	6.31%
6140-6149 EMPLOYEE BENEFITS	\$847,320	\$1,452,878	\$7,329,730	19.82%
TOTAL SALARIES AND BENEFITS	\$11,514,308	\$14,517,178	\$66,429,633	21.85%
PURCHASED SERVICES				
6200-6299 PURCHASED AND CONTRACTED SERVICES	\$2,128,505	\$3,837,989	\$12,506,710	30.69%
6224 RECAPTURE	\$0	\$0	\$1,330,981	0.00%
TOTAL PURCHASED SERVICES	\$2,128,505	\$3,837,989	\$13,837,691	27.74%
SUPPLIES, OTHER OPERATING, CAPITAL, DEBT SERVICE				
6300 SUPPLIES	\$1,035,813	\$1,325,719	\$3,438,674	38.55%
6400 OTHER OPERATING	\$335,619	\$307,748	\$5,221,317	5.89%
6500 DEBT SERVICE	\$15,943	\$51,966	\$160,200	32.44%
6600 CAPITAL OUTLAY	\$53,792	\$0	\$113,230	0.00%
TOTAL SUPPLIES, OTHER, CAPITAL, AND DEBT	\$1,441,167	\$1,685,433	\$8,933,421	18.87%
OTHER FINANCES USES				
8000 OTHER FINANCING USES	\$0	\$0	\$0	0.00%
TOTAL TRANSFERS	\$0	\$0	\$0	0.00%
TOTAL EXPENSES	\$15,083,981	\$20,040,600	\$89,200,745	22.47%

Expense Insights:

General Fund expenses totaled \$7,616,896 in September 2026, which is -\$2,841,477 or -27.2% less than the amount spent last year for this month. The year over year difference is driven by a decrease in 6100-6199 Payroll Costs of -\$3,646,941, an increase in 6200-6299 Professional and Contracted Services of \$639,307, and an increase in 6300-6399 Supplies and Materials of \$129,523.

CELINA ISD

Statement of Revenues, Expenditures, and Changes in Fund Balances - General Fund

September 2026

Data Control Codes		Prior YTD	Prior Year Actuals	YTD% of PY Actuals	Current YTD	Annual Budget	YTD% of Budget
REVENUES:							
5700	Local and Intermediate Sources	\$995,483	\$52,484,638	1.90%	\$1,090,778	\$61,052,071	1.79%
5800	State Program Revenues	\$7,572,151	\$21,912,191	34.56%	\$13,518,878	\$28,108,674	48.10%
5900	Federal Program Revenues	\$21,815	\$21,815	100.00%	\$0	\$40,000	0.00%
5020	Total Revenues	\$8,589,450	\$74,418,644	11.54%	\$14,609,657	\$89,200,745	16.38%
EXPENDITURES:							
Current:							
0011	Instruction	\$9,056,385	\$42,972,427	21.07%	\$10,635,180	\$52,149,037	20.39%
0012	Instructional Resources and Media Services	\$31,606	\$152,969	20.66%	\$67,587	\$305,109	22.15%
0013	Curriculum and Staff Development	\$181,140	\$693,401	26.12%	\$165,613	\$895,760	18.49%
0021	Instructional Leadership	\$93,513	\$424,399	22.03%	\$184,810	\$443,415	41.68%
0023	School Leadership	\$856,577	\$3,750,264	22.84%	\$841,156	\$5,029,550	16.72%
0031	Guidance, Counseling, & Evaluation Services	\$651,396	\$2,666,225	24.43%	\$667,800	\$3,054,908	21.86%
0032	Social Work Services	\$0	\$0	0.00%	\$47,500	\$47,500	100.00%
0033	Health Services	\$143,187	\$695,456	20.59%	\$166,026	\$930,286	17.85%
0034	Student Transportation	\$606,585	\$3,230,847	18.77%	\$718,810	\$3,920,641	18.33%
0035	Food Service	\$0	\$23,732	16.15%	\$0	\$0	0.00%
0036	Cocurricular/Extracurricular Activities	\$634,482	\$2,270,219	27.95%	\$754,801	\$2,529,992	29.83%
0041	General Administration	\$692,088	\$2,975,471	23.26%	\$1,300,250	\$6,038,622	21.53%
0051	Facilities Maintenance and Operations	\$1,489,659	\$6,564,322	22.69%	\$2,633,214	\$9,330,384	28.22%
0052	Security and Monitoring Services	\$89,660	\$748,220	11.98%	\$286,892	\$872,055	32.90%
0053	Data Processing Services	\$433,552	\$1,009,676	42.94%	\$382,838	\$1,557,304	24.58%
0061	Community Services	\$0	\$0	\$0	\$0	\$0	\$0
0071	Principal on Long-term Debt	\$15,943	\$98,694	16.15%	\$51,966	\$160,200	32.44%
0072	Interest on Long-term Debt	\$0	\$0	\$0	\$0	\$0	\$0
0073	Bond Issuance Costs and Fees	\$0	\$0	\$0	\$0	\$0	\$0
0081	Capital Outlay	\$0	\$0	0.00%	\$0	\$0	0.00%
0091	Contracted Instructional Services Between Public Schools	\$0	\$0	0.00%	\$0	\$1,330,981	0.00%
0093	Payments to Shared Service Arrangements	\$0	\$0	0.00%	\$35,000	\$35,000	100.00%
0095	Payments To Jjaep Programs	\$0	\$3,125	0.00%	\$0	\$20,000	0.00%
0096	Payments to Charter Schools	\$0	\$0	\$0	\$0	\$0	\$0
0097	Payments to Tax Increment Fund	\$0	\$0	\$0	\$0	\$0	\$0
0099	Other Intergovernmental Charges	\$108,206	\$494,024	21.90%	\$128,606	\$550,000	23.38%
6030	Total Expenditures	\$15,083,981	\$68,773,470	21.93%	\$20,040,600	\$89,200,745	22.47%
1100	Excess (Deficiency) of Revenues Over Expenditures(Under)	-\$6,494,531	\$5,645,174		-\$5,430,943	\$0	
Other Financing Sources and (Uses):							
7900	Other Financing Sources	\$0	\$0	0.00%	\$0	\$0	0.00%
8900	Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
7080	Total Other Financing Sources and (Uses)	\$0	\$0		\$0	\$0	
1200	Net Change in Fund Balances	-\$6,494,531	\$5,645,174		-\$5,430,943	\$0	
0100	Fund Balances- Beginning	\$12,789,624	\$12,789,624		\$18,434,799	\$18,434,799	
3000	Fund Balances - Ending	\$6,295,093	\$18,434,798		\$13,003,856	\$18,434,799	

Expense Insights:

General Fund expenses totaled \$7,616,896 in September 2026, which is -\$2,841,477 or -27.2% less than the amount spent last year for this month. The year over year difference is driven by a decrease in 11 Instruction of -\$3,769,534, an increase in 51 Plant Maint/Operations of \$500,198, and an increase in 00 Generic of \$358,040.

Fund Balance Monthly Trend



CELINA ISD

Statement of Revenues, Expenditures, and Changes in Fund Balances - Food Service
September 2026

Data Control Codes		Prior YTD	Prior Year Actuals	YTD% of PY Actuals	Current YTD	Annual Budget	YTD% of Budget
5700	REVENUES:						
	Local & Intermediate Sources	\$321,773	\$1,710,706	18.81%	\$363,244	\$2,064,500	17.59%
5800	State Program Revenues	\$2,429	\$117,562	2.07%	\$11,358	\$101,000	11.25%
5900	Federal Program Revenues	\$73,051	\$1,144,572	6.38%	\$92,021	\$1,495,656	6.15%
5020	TOTAL REVENUE	\$397,254	\$2,972,840	13.36%	\$466,623	\$3,661,156	12.75%
	EXPENDITURES:						
0035	Food Services	\$572,744	\$2,788,489	20.54%	\$684,755	\$3,601,156	19.01%
0051	Plant Maintenance & Operations	\$15,350	\$62,152	24.70%	\$-137,300	\$60,000	-228.83%
6030	TOTAL EXPENDITURES	\$588,094	\$2,850,641	20.63%	\$547,455	\$3,661,156	14.95%
1100	Surplus / (Deficit)	-\$190,840	\$122,199		-\$80,832	\$0	
	OTHER FINANCING SOURCES / (USES):						
7900	Other Financing Sources	\$0	\$0	\$0	\$0	\$0	0.00%
8900	Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
7080	TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
1200	NET CHANGE IN FUND BALANCE	-\$190,840	\$122,199		-\$80,832	\$0	
0100	Fund Balance — Beginning	\$1,069,075	\$1,069,075		\$1,191,274	\$1,191,274	
3000	Fund Balance — Ending	\$878,235	\$1,191,274		\$1,110,442	\$1,191,274	

CELINA ISD

Statement of Revenues, Expenditures, and Changes in Fund Balances - Debt Service

September 2026

Data Control Codes		Prior YTD	Prior Year Actual	YTD% of PY Actual	Current YTD	Annual Budget	YTD% of Budget
	REVENUES						
5700	Local & Intermediate	\$905,454	\$31,435,429	2.88%	\$482,063	\$37,702,000	1.28%
5800	State Program	\$0	\$4,687,362	0.00%	\$0	\$1,359,963	0.00%
5020	TOTAL REVENUE	\$905,454	\$36,122,791	2.51%	\$482,063	\$39,061,963	1.23%
	EXPENDITURES						
0071	Debt Service	\$9,855,455	\$36,664,782	26.88%	\$0	\$39,061,963	0.00%
6030	TOTAL EXPENDITURES	\$9,855,455	\$36,664,782	26.88%	\$0	\$39,061,963	0.00%
1100	SURPLUS / (DEFICIT)	-\$8,950,001	-\$541,991		\$482,063	\$0	
	OTHER FINANCING SOURCES / (USES)						
7900	Other Financing Sources	\$3,651,389	\$23,756,808	15.37%	\$0	\$0	0.00%
8900	Other Financing Uses	\$0	\$19,868,550	0.00%	\$0	\$0	0.00%
7080	TOTAL OTHER FINANCING SOURCES / (USES)	\$3,651,389	\$3,888,258		\$0	\$0	
1200	NET CHANGE IN FUND BALANCE	-\$5,298,612	\$3,346,267		\$482,063	\$0	
0100	Fund Balance — Beginning	\$23,369,126	\$23,369,126		\$26,715,393	\$26,715,393	
3000	ENDING FUND BALANCE	\$18,070,514	\$26,715,393		\$27,197,456	\$26,715,393	

CELINA ISD

Federal Fund Overview

September 2026

Fund	Prior YTD	Prior Year Actual	YTD % of PY	Annual Budget	Current YTD	YTD % of Budget
Total Special Revenue Fund - Federal Programs	\$192,941	\$959,704	20.10%	\$1,219,837	\$373,134	30.59%
211 ESEA, Title I, Part A	\$7,139	\$85,497	8.35%	\$73,018	\$18,822	25.78%
224 IDEA - Part B, Formula	\$132,257	\$737,902	17.92%	\$920,374	\$195,238	21.21%
225 IDEA - Part B, Preschool	\$0	\$0	0.00%	\$14,008	\$0	0.00%
226 IDEA - Part B, Discretionary	\$0	\$0	0.00%	\$0	\$0	0.00%
244 CTE	\$4,405	\$19,528	22.56%	\$23,353	\$1,660	7.11%
255 ESEA, Title II, Part A	\$15,275	\$47,752	31.99%	\$51,540	\$12,127	23.53%
263 Title III, Part A	\$32,957	\$67,615	48.74%	\$128,294	\$137,281	107.01%
279 TCLAS-ESSER III	\$0	\$0	0.00%	\$0	\$0	0.00%
281 ESSER II - CRRSA	\$0	\$0	0.00%	\$0	\$0	0.00%
282 ESSER III - ARP	\$0	\$0	0.00%	\$0	\$0	0.00%
283 ESSER-SUPP	\$0	\$0	0.00%	\$0	\$0	0.00%
284 -	\$0	\$0	0.00%	\$0	\$0	0.00%
285 -	\$0	\$0	0.00%	\$0	\$0	0.00%
288 TITLE IV PART A	\$908	\$1,410	64.41%	\$0	\$0	0.00%
289 Federally Funded Special Revenue Funds	\$0	\$0	0.00%	\$9,250	\$8,006	86.55%

Celina ISD

Taxpayer Impact Statement
(Pursuant to Texas Government Code 551.043(c)(2))

Fiscal Year (Tax Year)	Median-Valued Homestead	Tax Rate per \$100 of Value	Estimated Property Tax Bill
FY 2025-2026 (TY 2025)	\$389,684	1.2089	\$4,711
FY 2026-2027 (TY 2026)	\$375,912	1.2088	\$4,544