

# **Celina Independent School District**

## **District Improvement Plan**

### **2024-2025 Priorities/Strategic Objectives/Strategies**



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# Priorities

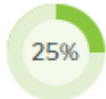




**Priority 1:** Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Actively participate and contribute to community organizations including, but not limited to the Chamber of Commerce, the City of Celina, the Celina Rotary Club, and Celina Local.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened relationships with the community Increased visibility and support for the district Opportunities for collaboration and resource-sharing</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Student Services Department, Teaching and Learning Department, Human Resources Department</p> <p><b>Funding Sources:</b> - 199 -- CISD</p>	Formative			Summative
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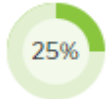





**Priority 1:** Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the percentage of students involved in co-curricular and extra-curricular activities at all school levels. (BG2)</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced academic growth Improved student attendance Raise the likelihood of pursuing higher education Nurture a sense of belonging</p> <p><b>Staff Responsible for Monitoring:</b> Student Services, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 -- CISD, - Title IV</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a framework for the professional growth and development of all staff. (BG3,5) (SO6,9)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved skills and performance Higher job satisfaction Better staff retention rates Increased alignment with organizational goals</p> <p><b>Staff Responsible for Monitoring:</b> Teaching and Learning Department, Professional Development Coordinator</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Work with each staff member to develop personalized professional development plans that align with their interests, skills, and career goals. (BG3,5) (SO6,9)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased job satisfaction and motivation Enhanced skill development and performance Greater retention of talented staff</p> <p><b>Staff Responsible for Monitoring:</b> Teaching and Learning Department, Professional Development Coordinator, Campus Administrators</p> <p><b>Funding Sources:</b> Professional Learning - 255--Title II - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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**Priority 1:** Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.







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

**HB3 Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CISD will collaborate with students, local businesses, and higher education institutions to develop new CTE pathways tailored to student needs, interests, and workforce demands. (E10,12) (SO4,11)</p> <p><b>Strategy's Expected Result/Impact:</b> New CTE pathways aligned with job market demands Higher student engagement and increase number of CTE completers Enhanced career readiness through closer education-industry ties</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, Teaching and Learning Department, Campus Counselors</p> <p><b>Funding Sources:</b> - 244--CTE</p>	Formative			Summative
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**Priority 1:** Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

**Strategic Objective 5:** CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified and diverse applicants. (BG5) (SO6)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementing targeted recruitment efforts, such as attending job fairs, utilizing online job platforms, and reaching out to professional organizations, to attract a diverse pool of qualified candidates. (BP5) (SO6)</p> <p><b>Strategy's Expected Result/Impact:</b> Larger hiring pool and wider diversity of candidates            Attract highly qualified applicants            Benefit from diverse perspectives and talents            Improve organizational performance and success</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Work in collaboration with higher education institutions to create and implement an Associate Teacher Program. (BP3,5)</p> <p><b>Strategy's Expected Result/Impact:</b> Grow our on staff to fill teaching positions</p> <p><b>Staff Responsible for Monitoring:</b> Human Resource Department, Teaching and Learning            Attract and increase staff retention</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
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**Priority 1:** Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase special education staff's capacity in delivering specialized instruction using high-quality resources to meet the diverse learning needs of their students. (DNAP) (E1)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity of staff Optimized use of high-quality resources Improved outcomes for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Teaching and Learning Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ongoing support and training to design instruction and assessment that effectively utilizes district-provided high-quality instructional materials and resources while maintaining the rigor of the standards. (DNAP) (SO2,4,7) (E1)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in instructional design Optimized use of high-quality resources Improved student outcomes on district and state measures</p> <p><b>Staff Responsible for Monitoring:</b> Teaching and Learning Department</p> <p><b>Funding Sources:</b> Contracted Services - 255--Title II - \$10,000, Supplies and Materials - 255--Title II - \$2,500, Extra Duty Pay - 255--Title II - \$17,000, Other Operating Cost - 255--Title II - \$9,500</p>	<b>Formative</b>			<b>Summative</b>
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**Priority 2:** Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish regular meetings and forums involving all stakeholders, including students, parents, teachers, administrators, and community members, to discuss and address the diverse needs of the student body. (BG1) (E7) (SO1)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved collaboration and communication            Enhanced understanding of diverse challenges            Better response to student needs            Empowered stakeholders in decision-making</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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**Priority 2:** Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

**Strategic Objective 2:** Develop and leverage the Gifted and Talented Program to increase participation in co-curricular and extracurricular activities. (BG2) (SO2,7) (DNAP)






**Evaluation Data Sources:** The percentage of students involved in co-curricular and extra-curricular activities will increase each semester to include local, state, and national organizations and competitions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Explore opportunities and collaborate with leaders of co-curricular and extracurricular leaders to integrate the Gifted and Talented Program, offer resources and incentives for participation, and foster a supportive environment valuing diverse talents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in extracurricular activities                      Diverse exploration of talents                      Inclusive school culture                      Enhanced program integration</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Department, Gifted and Talented Coordinator</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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**Priority 2:** Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

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

**Evaluation Data Sources:** \* Increased staff retention and promotion within the organization  
 \* Participation in professional development and Grow Your Own Program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CISD will establish a structured framework for developing and enhancing the capacity of all staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff retention                      Grow Your Own                      Develop capacity and boost self-efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Teaching and Learning Department</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Professional Development - 255--Title II - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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**Strategic Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Celina ISD is experiencing a shortage of qualified applicants to fill open positions. <b>Root Cause:</b> Celina ISD is a fast growth district. Texas is currently experiencing a teacher shortage.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education. <b>Root Cause:</b> Reduced number of individuals choosing to work in public education.</p>
<p><b>Problem Statement 2:</b> CISD provides teachers, staff, and administrators with limited opportunities for growth and advancement. <b>Root Cause:</b> Our school district lacks a structured framework to develop and build the capacity of all staff.</p>

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

**Strategic Objective 4:** Revitalize and expand the AVID program to maximize its benefits for student academic advancement. (BG4) (DNAP) (E10) (SO3)

**Evaluation Data Sources:** CISD will study (2023-2024), plan (2024-2025) and implement (2025-2026) new CTE pathways that allow students to receive workforce certificates aligned with workforce needs and student interests. Implementing new CTE pathways will depend on available space, equipment, and finances.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a strategic plan outlining specific goals, objectives, and action steps for revitalizing and expanding student participation in the AVID program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic performance Increases number of students taking advanced classes More students graduating CCMR</p> <p><b>Staff Responsible for Monitoring:</b> AVID Program Coordinator, Secondary Campus Principals, Secondary Counselors</p> <p><b>Problem Statements:</b> Student Learning 4 - District Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Strategic Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> We have a large number of students in CTE that are not completing the program. <b>Root Cause:</b> The pursuit of advanced academics, involvement in athletics, and participation in fine arts programs significantly impacts the ability of students to attain completor status in Career and Technical Education (CTE) programs.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> The AVID program has not met district program development and advancement goals. <b>Root Cause:</b> Secondary campuses have had inconsistent campus leadership over the past 3 years resulting in weak program roll-out and implementation.</p>

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

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

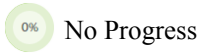
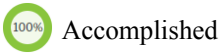
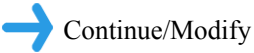
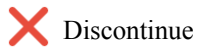
**Evaluation Data Sources:** Through the implementation of a variety of strategies, the retention rate of all staff will improve from year to year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design coaching protocols aligned with district goals, and provide comprehensive training and ongoing support for coaches to ensure effective implementation. (BG5) (DNAP) (SO6,9) <b>Strategy's Expected Result/Impact:</b> Enhanced teacher practice Improved student learning outcomes Increased alignment with district priorities Improved staff retention rates <b>Staff Responsible for Monitoring:</b> Teaching and Learning Department, Curriculum Director, Content Coordinators	Formative			Summative
	Oct	Dec	Mar	June
				
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**Priority 3:** Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide open communication channels, host regular meetings and workshops, and involve parents and the community in volunteering and decision-making processes to build strong partnerships supporting student outcomes.(E7) (SO1)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental and community engagement Family empowerment Improved student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration</p> <p><b>Funding Sources:</b> PFE - 211-Title I - \$6,500</p>	Formative			Summative
	Oct	Dec	Mar	June
	N/A			

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





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

**Evaluation Data Sources:** The percentage of students involved in co-curricular and extra-curricular activities will increase each semester to include local, state, and national organizations and competitions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student participation in co-curricular and extracurricular activities through recognition programs, showcase events, social media campaigns, and partnerships with local media. (BG2)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and skill development                      Academic performance improvement                      Positive campus culture and school pride                      Strengthened community ties</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Department, Campus Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a structured mentorship program pairing experienced leaders with learners to provide guidance and practical experience in leadership roles. (BP3) (SO6,9) (DNAP)</p> <p><b>Strategy's Expected Result/Impact:</b> Skills development through mentorship            Enhanced career advancement opportunities            Increased employee engagement and retention            Facilitated knowledge sharing            Strengthened leadership pipeline            Improved organizational performance</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration, Teaching and Learning Department</p>	Formative			Summative
	Oct	Dec	Mar	June
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**Priority 3:** Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

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


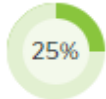
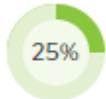
**Evaluation Data Sources:** # of opportunities  
# of students participating


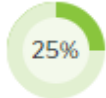




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with leadership opportunities, apprenticeships, mentorship, and life skills development. (BG4) (SO5) (SO11) (E10,12)</p> <p><b>Strategy's Expected Result/Impact:</b> Responsible self-managers Career readiness and network expansion Development of both hard and soft skills Preparation for long-term success</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, Campus Administrators, School Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
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**Priority 3: Interdependent Self-managers:** Aware of one's own self-worth and values the worth of every person.

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

**Evaluation Data Sources:** Student, family, and staff surveys  
Discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote practices that support open communication, diversity celebrations, student empowerment, inclusive practices, respectful behavior, supportive networks, professional development, and leadership modeling to cultivate a safe and valued campus culture. (BG5) (E11) (SO5,8)</p> <p><b>Strategy's Expected Result/Impact:</b> Safety and well-being prioritization Improved student, staff, and community relations Student empowerment and engagement Increased staff retention and job satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration, Student Services Department, Campus Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement restorative practices and leverage accelerated instruction to effectively mitigate loss of instructional time and keep students in school. (SO3) (E11)</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced loss of instructional time Increased student engagement and academic performance Improved school climate and relationships Decreased disciplinary issues Higher likelihood of student retention and graduation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Student Services Director, Campus Counselors</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement transition plans for students new to the district or transferring between schools to facilitate a seamless adjustment to their new school environment. (E8,10)</p> <p><b>Strategy's Expected Result/Impact:</b> Seamless integration for newcomers Minimized transition stress for students and families Strengthened social cohesion and sense of belonging</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselors</p> <p><b>Funding Sources:</b> Building Capacity - 211-Title I - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Integrate best practices for grief-informed and trauma-informed care across the school district to ensure holistic support and well-being for all students and staff. (SO) (E11)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved mental health outcomes            Increased resilience and empowerment            Reduced stigma around mental health            Enhanced trust and rapport between students and staff            Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Director, Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Create strategic plans that focus on key school safety initiatives and mandates. Disseminate safety and security information to the district and stakeholders through research and training, fostering safe, secure, and healthy learning environments. (TIV)</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers feel safe, allowing focus on students            Students feel secure, enhancing learning            Parents trust the District's commitment to safety            Community and partners prioritize student safety</p> <p><b>Staff Responsible for Monitoring:</b> District Police Chief, Director of Safe and Secure Schools, District and Campus Administration</p> <p><b>Funding Sources:</b> Training - Title IV - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
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