

Celina Independent School District
Bothwell Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 21, 2024
Public Presentation Date: October 21, 2024

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Comprehensive Needs Assessment

Revised/Approved: November 1, 2024

Demographics

Demographics Summary

Celina is a small, but fast growing city approximately 40 miles north of Dallas. Bothwell Elementary is situated in the Cambridge Crossing Community in the southwest part of the town. Bothwell opened in August 2024 as the fourth Celina ISD elementary school. The district is scheduled to open a new school each year for the next three years. Bothwell opened with 466 students (9/2/24): 84 in kinder, 86 in first, 78 in second, 82 in third, 77 in fourth, and 59 in fifth. Bothwell houses three centralized Special Education programs: Communications Classroom, Structure Learning Classroom and Functional Academics Classroom. Of our 466 students, 79 are served in Special Education, 9 are served under Section 504 and 22 are served in GT. 85 are Emergent Bilinguals. Our demographics based on race are: 39.48 % white, 14.59 % Hispanic, 15.24 % black, 37.98 % Asian, 2.79 % Native American and 4.51 % Multi-Race.

Bothwell has 59 staff members: 26 classroom teachers, 3 specials teachers, 3 specials paraprofessionals, 6 Special Education teachers, 7 Special Education paraprofessionals, 5 instructional support staff, 2 administrators, 1 nurse, 1 counselor, 1 diagnostician, 1 speech teacher, and 3 office staff.

Demographics Strengths

Bothwell has a staff of 59 staff members that came from four campuses in Celina as well as various districts from around the state bringing unique perspectives and vast experiences. Several of our staff members live in Celina and are eager to serve their community. The staff at Bothwell understands that opening a new school requires a commitment of extra time and work to reach success, and they are eager to work together to create a school that best meets the needs of our student population.

The Bothwell staff is diverse and brings varied strengths to the campus and directly addresses student needs.

Bothwell scaffolds in intervention time into class time for all grade levels, in addition to pull-out for Tier 3 with an interventionist. All of the intervention time provides an increased opportunity for early detection of educational gaps, dyslexia and specific learning disabilities.

At Bothwell, we believe it is important to celebrate academic excellence and character excellence. We have the following awards: Bothwell Bright Star - Student of the Month, Wearing the C Awards, Specials Class Awards, UIL Academics, Bothwell House Ambassadors, House Awards and Educator's International.

Student Learning

Student Learning Summary

At Bothwell, we are striving to create student-centered and student led learning opportunities through interactive read aloud, class anchor charts, number talks, hands on activities, active engagement and authentic student work. We use a variety of assessment tools to collect data. The staff uses the data to determine the instruction needed for students on an individual basis.

We provide intervention support through classroom teachers and a campus interventionist. Students who fail to meet passing standard (approaches) on state assessments or our TEKS checks are candidates for accelerated instruction. We identify students needing accelerated instruction by looking at data from STAAR, MAP, and class assessments.

MTSS meetings are held to discuss student growth and to ensure all interventions are in place to maximize student growth. If students are already receiving interventions and are in the MTSS process, we meet to identify and assess student individual needs. Teachers meet following curriculum checks to discuss if intervention is working.

We have implemented Design Time at Bothwell to support Tier 1 instruction for all students. If all students receive high quality instruction, all students should increase in percentage of performing at the meets and masters levels. Teachers meet to discuss data and continually adjust instruction to help improve student performance.

Our master schedule reflects large blocks of time for core instruction. The master schedule was also designed to implement intervention by grade level teachers of all grades, as well as, create time for collaborative planning for each grade level.

All classes hold a morning meeting each morning and a class meeting on Friday.

Student Learning Strengths

We are holding tight to Design Time and Collaborative Planning for all grade level teams.

We are implementing What I Need Time to ensure all students receive the intervention and enrichment needed to reach their full potential.

School Processes & Programs

School Processes & Programs Summary

As a new campus, Bothwell is in the process of developing systems, procedures, and expectations for all aspects of a school campus with input from the staff, students, and parents.

Our current focus areas are the following:

- Porch Visits (Teachers and staff members visited every students house prior to the school year starting in August.)
- House System (House Meetings, Grade Level Buddies, House Points in Classrooms, Campus and Buses, Student House Ambassadors)
- PBIS Paws (Practice Respect, Act Responsible, and Work and Play Safely)
- Drills (Fire, LockDown, Secure, Hold, Shelter), Code Orange for students that elope from their class)
- Arrival and Dismissal Procedures (Buses Riders, Car Riders, Walkers, Bikers, and Daycare)
- Communication (Bothwell Buzz - Parent Newsletter, Bothwell Bulletin -Campus Newsletter, Communication Protocols, Social Media, Website)
- Live Announcements (Student Participation, Real Time Information)
- WIN Time (Intervention/Enrichment Activities, Flexible Grouping across grade levels)
- Bobcat Dads (Serving throughout the campus on Tuesdays, Wednesdays, Thursdays and Fridays)
- Design Time (Biweekly rotation for each grade level)
- Bothwell Bash (Monthly Campus Celebrations of Academics, Character and Behavior)
- Family Engagement (Curriculum Night, Book Fair, Family Picnic Night, Spring Events Announced Soon)
- Student Engagement (Innovator's Day, Dot Day, Homecoming Day, Turkey Trot, Spring Events Announced Soon)
- PTA (PTA Events, Copies Moms, Room Moms, Service Projects for the Campus, Teacher Grants, Student Programs)
- Field Trips (Each grade will take one field trip during the school year.
- Bloom Buddies (Teachers have a partner to check in and encourage throughout the year.)

School Processes & Programs Strengths

Bothwell is a new campus with a diverse staff who bring experiences from four Celina schools as well as experiences from a variety of districts from around the state.

We have a diverse student population.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a new campus, Bothwell needs to develop systems, procedures, and expectations.

Root Cause: We have students at Bothwell from different Celina schools, different Texas districts and different states and countries.

Perceptions

Perceptions Summary

As a new campus, Bothwell is working to establish a safe and positive school culture. The staff is collaborating to create campus procedures, behavior expectations, student and family engagement opportunities, as well as, new campus traditions. Parents are invited to attend a variety of events to help them feel welcome and part of the school community.

Perceptions Strengths

Bothwell started the year by making connections with students and parents at the Spring Bothwell Bash and Porch Visits.

Bothwell has strong relationships with the Cambridge Crossing HOA and the Green Meadows HOA.

Our PTA is helping make community connections for the campus.

Bothwell is using social media and campus. newsletters to connect with all stakeholders.

Priority Problem Statements

Goals

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

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

Evaluation Data Sources: Committee Notes and Activities

Survey Feedback

Sunshine Activities

Positive Behavior Reinforcements

House Parties

Student Engagement

Family Engagement

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We are adjusting our committee's based on this year's progress and staff feedback.

Strategy 1 Details	Reviews			
Strategy 1: Bothwell's House Committee will plan and implement monthly house meetings. Strategy's Expected Result/Impact: Create sense of community in the school. Staff Responsible for Monitoring: House Committee and Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: The Family Engagement Committee will foster a collaborative school community by providing opportunities for family involvement. Strategy's Expected Result/Impact: Connect the parents and community members to the campus. Staff Responsible for Monitoring: Family Engagement Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: The Student Engagement Committee will increase attendance rates on days that tend to have a higher percentage of absent students. Strategy's Expected Result/Impact: Encourage students to come to school and think in creative ways Staff Responsible for Monitoring: Student Engagement Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: The PBIS committee will embody the school-wide behavior matrix in all areas of the building including playground and buses. Strategy's Expected Result/Impact: Demonstrate responsible, respectful and safe behaviors. Staff Responsible for Monitoring: PBIS Committee, Teachers, and Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: The Sunshine Committee will create opportunities to build community by celebrating and supporting staff members. Strategy's Expected Result/Impact: Create a positive school culture and morale. Staff Responsible for Monitoring: Sunshine Committee, Admin, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

- Evaluation Data Sources:** Student Rosters in Activities
Number of Spelling Bee Participants
Number of UIL Participants
House Ambassador Applicants
Music Attendance Sheets
District Fine Arts ShowCase Participants

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Bothwell will establish and implement programs and activities to provide opportunities for various interests. Strategy's Expected Result/Impact: Create opportunities for students to try new things, challenge themselves, and practice new skills. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

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

- HB3 Goal**
- Evaluation Data Sources:** Surveys
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bothwell will implement a Career Week with guest speakers and hands on learning opportunities. Strategy's Expected Result/Impact: Educate students on a variety of career pathways. Staff Responsible for Monitoring: Admin, Counselor and Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Dec	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Continue/ Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 1: Bothwell 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)

Evaluation Data Sources: Number of Leadership Opportunities
Feedback from Campus Surveys
Staff Morale
Staff Retention

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bothwell will utilize a Design Time schedule to assist teams in creating and analyzing formative assessments and using the data to determine intervention and enrichment groups to meet student needs. Strategy's Expected Result/Impact: Increase teacher capacity to determine and respond to student needs. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Bothwell will establish processes as we create our own Professional Learning Community with Collaborative Planning, Design Times and Vertical Teams to answer the four PLC questions. Strategy's Expected Result/Impact: Increase teacher capacity. Improve student learning and achievement. Staff Responsible for Monitoring: Admin, Instructional Coach, Team Leaders	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Train and develop staff to develop and facilitate professional learning at the campus and district level. (ESSA - TII) Strategy's Expected Result/Impact: Increased capacity for in-house professional development, reducing the need for external training. Empowered staff who can lead and sustain ongoing professional learning initiatives. Consistent, high-quality professional development tailored to the specific needs of the campus and district. A culture of collaboration and continuous learning among staff. Enhanced leadership skills and opportunities for staff, fostering career growth and retention. More efficient and timely response to emerging instructional needs and challenges. Staff Responsible for Monitoring: Teaching and Learning Professional Learning Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: Tips and Tools - 255--Title II - \$791.88	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Engage teachers in content collaboration within their grade level to sequence and engage with their grade level TEKS. (ESSA - TII) Strategy's Expected Result/Impact: Aligned instruction Deeper understanding of grade level TEKS Staff Responsible for Monitoring: Director of Curriculum and Instruction TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: Content Collaborators - 255--Title II - \$360	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the math instructional skills of staff by training more educators in the use of Building Thinking Classrooms strategies and supporting the implementation of these practices across the campus. (ESSA - TII, HB3 Math)</p> <p>Strategy's Expected Result/Impact: Positive Outcomes for Students:</p> <ul style="list-style-type: none"> - Improved critical thinking and problem-solving skills in math. - Increased student engagement and participation in math lessons. - Greater confidence in tackling complex mathematical problems. - Enhanced collaboration among students in the classroom. <p>Positive Outcomes for Staff:</p> <ul style="list-style-type: none"> - Expanded capacity of staff trained in effective math instruction strategies. - Improved instructional practices leading to higher student achievement. - Strengthened professional confidence and competence in teaching math. - Fostered a collaborative community of educators focused on innovative teaching techniques. <p>Staff Responsible for Monitoring: Teaching and Learning Math Specialist Campus Administrators Instructional Coach</p> <p>Funding Sources: Building Thinking Classrooms Training - 255--Title II - \$200</p>	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 4: Bothwell Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BP5)

Evaluation Data Sources: Teacher Retention Rate

Campus Surveys

Student Success

Peer Learning Walk Reflections

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer staff the opportunity to participate in collaborative book studies to enhance their skills, promote professional growth, and foster a culture of continuous learning and collaboration. (ESSA - TII)</p> <p>Strategy's Expected Result/Impact: Enhanced staff knowledge and skills through shared learning experiences. Strengthened collaboration and communication among staff members. Increased engagement in professional development. Fostering a culture of continuous learning and improvement. Opportunities for staff to apply new ideas and strategies in their practice. Building a supportive professional community focused on growth and innovation.</p> <p>Staff Responsible for Monitoring: Campus Administration Teaching and Learning Professional Learning Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Learning Books - 255--Title II - \$300</p>	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Return Percentage
Survey Results from Teachers and Staff
Parent Surveys
T-Tess Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Bothwell will support new teachers through New Teacher Check-Ins, Campus Staff Meetings, Coaching Cycles, Bloom Buddies, Campus Mentors, Walkthroughs and the PLC structure. Strategy's Expected Result/Impact: Support teachers' needs and those of their students. Create a sense of self-confidence in teachers' craft. Staff Responsible for Monitoring: Admin and Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Bothwell will highlight and celebrate all teachers and staff members. Strategy's Expected Result/Impact: Ensure teachers feel celebrated and supported. Create opportunities for teachers to learn from their peer models. Staff Responsible for Monitoring: Admin and Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Design coaching protocols aligned with district goals, and provide comprehensive training and ongoing support for coaches to ensure effective implementation. (BG5, ESSA - TII) Strategy's Expected Result/Impact: Instructional coaches enhance their expertise in coaching strategies, pedagogy, and leadership. Coaches provide more effective support to teachers. Increased student achievement as a result of improved instructional practices. Stronger overall instructional culture within the district Staff Responsible for Monitoring: Teaching and Learning Department Funding Sources: Coaching Training - 255--Title II - \$595, TEKS Con - 255--Title II - \$500	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Number of Students Involved
Number of Service Projects Completed

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bothwell staff and students will make a difference in the community by participating in food drives and service projects that will benefit the various local organizations in Celina. Strategy's Expected Result/Impact: Create opportunities for students to serve their community and practice empathy for others' needs. Staff Responsible for Monitoring: House Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Campus Funding Summary

255--Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Tips and Tools		\$791.88
2	2	1	Content Collaborators		\$360.00
2	2	2	Building Thinking Classrooms Training		\$200.00
2	4	1	Professional Learning Books		\$300.00
3	1	3	TEKS Con		\$500.00
3	1	3	Coaching Training		\$595.00
Sub-Total					\$2,746.88