

Celina Independent School District

Martin Elementary School

2024-2025 Campus Improvement Plan



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

Mission Statement

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

Motto

Paving the way for the future

Vision

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

Core Beliefs

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina is a small, but fast growing city approximately 40 miles north of Dallas. Martin Elementary, situated in the northernmost part of the town, opened in 2023 as the third elementary school. It sits directly beside the district's middle school and just two miles from the high school. The district is scheduled to open a new elementary school each year for the next three years.

Martin has 566 students (9/25/23): 80 in kinder, 80 in first, 96 in second, 97 in third, 100 in fourth, and 113 in fifth. Martin houses an Active Learning Classroom as well as a Specialized Behavioral Support Program. Of our 566 students, 16% are served in SPED and 6% are served in GT. 18% are considered At Risk, with 13.78% being on Free and Reduced Lunch.

Our demographics based on race are: 87.8% white, 15.19% hispanic, 8.13% black, 6.18% Asian, and 4.77% Native American.

Martin has 63 staff members: 27 classroom teachers, 3 specials teachers, 4 specials aides, 6 SPED teachers, 7 SPED aides, 5 instructional support staff, 2 administrators, 1 nurse, 1 counselor, 1 diagnostician, 3 part-time speech teachers, 3 office staff.

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Student Total	565	100%
Kindergarten Grade	82	14.51%
1st Grade	80	14.16%
2nd Grade	94	16.64%
3rd Grade	97	17.17%
4th Grade	99	17.52%
5th Grade	113	20.00%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Gender		
Female	276	48.85%
Male	289	51.15%
Ethnicity		
Hispanic-Latino	86	15.22%
Race		
American Indian - Alaskan Native	3	0.53%
Asian	20	3.54%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Black - African American	28	4.96%
Native Hawaiian - Pacific Islander	0	0.00%
White	395	69.91%
Two-or-More	33	5.84%
Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Dyslexia	51	9.03%
Gifted and Talented	35	6.19%
Regional Day School Program for the Deaf	0	0.00%
Section 504	33	5.84%
Special Education (SPED)	91	16.11%
Bilingual/ESL		
Emergent Bilingual (EB)	22	3.89%
Bilingual	0	0.00%
English as a Second Language (ESL)	21	3.72%

Demographics Strengths

Martin has a staff of 63 staff members that came from all three elementary campuses as well as various districts from around the state bringing unique perspectives and vast experiences. Much of our staff live in the community and understand the strong community connection. CISD staff that transferred to Martin did so by choice and with the understanding that opening a new school requires a commitment of extra time and work.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Martin has become the overflow campus for the district which will welcome new students frequently.

Root Cause: Celina is a fast growing city.

Problem Statement 2: Martin houses 3 self-contained SPED programs with limited staffing.

Root Cause: Because Celina is a fast growing district and other campuses are at capacity, Martin is housing most self-contained special education programs for the district.

School Processes & Programs

School Processes & Programs Summary

As a new campus, Martin 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. The administrative team has developed a year long calendar and is working on a 3 year plan for rolling out an effective Professional Learning Community structure.

School Processes & Programs Strengths

Though Martin is a new campus, we have a rich and diverse staff who bring experiences from all three Celina schools as well as experiences from a variety of districts from around the state.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a new campus, Martin needs to develop systems, procedures, and expectations.

Root Cause: Martin has merged students and staff from the three existing CISD schools, all of which had their own systems, procedures and expectations.

Problem Statement 2 (Prioritized): As a new campus, Martin will develop programs to meet the needs of all stakeholders.

Root Cause: As a new campus, Martin has no existing programs or data to show what programs are needed.

Perceptions

Perceptions Summary

As a new campus, Martin is developing and establishing the school culture. At Martin, we collaborate to ensure a safe, supportive, and rigorous learning environment that embraces, inspires, empowers, and equips leaders who strive to make a difference. With staff and community input, we will begin to develop school wide behavior expectations, engagement programs, and traditions.

Perceptions Strengths

There was a lot of excitement in Celina about opening a new school and many staff members desired to transfer to the school. Kids and parents were excited. In the spring before the opening, the staff and students met several times to start to get to know each other. Though staff knew it would be a lot of work, they were excited to come to Martin.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Martin is developing and establishing communication, engagement, traditions and learning standards to ensure a safe and civil collaborative environment with effective teaching in every classroom.

Root Cause: Martin is a new campus with staff and students from existing CISD campuses as well as from surrounding areas.

Problem Statement 2: Martin Elementary needs a mission and vision to drive our work.

Root Cause: As a new campus, Martin began without a mission and vision.

Priority Problem Statements

Problem Statement 1: Teachers are learning how to plan together using the district recommended platform utilizing effective PLC structures.

Root Cause 1: Teachers came from various schools across the district and area; new curriculum platform (TRS).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for a system of intervention.

Root Cause 2: A large number of students did not meet the approaching level on math STAAR. 19% of students did not meet the approaches level on 22-23 3rd grade math STAAR. 17% of students did not meet the approaches level on 22-23 4th grade math STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a new campus, Martin needs to develop systems, procedures, and expectations.

Root Cause 3: Martin has merged students and staff from the three existing CISD schools, all of which had their own systems, procedures and expectations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As a new campus, Martin will develop programs to meet the needs of all stakeholders.

Root Cause 4: As a new campus, Martin has no existing programs or data to show what programs are needed.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Martin is developing and establishing communication, engagement, traditions and learning standards to ensure a safe and civil collaborative environment with effective teaching in every classroom.

Root Cause 5: Martin is a new campus with staff and students from existing CISD campuses as well as from surrounding areas.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

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

Evaluation Data Sources: Student rosters from after school clubs and UIL competitions

Spelling Bee participant list

House Leader and Ambassador application counts

Music event attendance sheets

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Martin will develop, implement and improve programs to meet the needs of all stakeholders such as: Spelling Bee UIL events House Leaders School Ambassadors House Program with House Parties and Positive Behavior Reinforcement Music programs for each grade level Participation in STEAM class College and Career Week After school offerings such as drama, soccer, and robotics Reading Night Math Night Winter Wonderland Strategy's Expected Result/Impact: Students will have opportunities to try new things, challenge themselves, practice leadership skills and give them exposure to career choices. Staff Responsible for Monitoring: Leadership Team Committees Specials Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Some Progress	 Accomplished	 Accomplished



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

Evaluation Data Sources: College and Career Week activities
Student Feedback

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Martin will develop and host a college and career week with multiple opportunities for students to engage in activities that promote college and careers including the use of Xello. Strategy's Expected Result/Impact: Exposure to a variety of careers Staff Responsible for Monitoring: Counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 No Progress	 Accomplished	 Accomplished
 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 3: Martin will achieve an increase of 5% for the Meets Performance Standard on Math STAAR when compared to 2023-2024 results. (HB3 Math)

HB3 Goal

Evaluation Data Sources: STAAR Data
Map Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: 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>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Building Thinking Classrooms - 255--Title II - \$280</p>	 No Progress	 Some Progress	 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 4: Martin will achieve an increase of 5% for the Meets Performance Standard on Reading STAAR when compared to 2023-2024 results. (HB3 Literacy)

HB3 Goal

Evaluation Data Sources: STAAR Data
Map Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: We will learn and implement strategies to support student written responses to improve student learning and achievement including using rubrics and the ratings of responses to inform instruction across content areas. Strategy's Expected Result/Impact: Improved student written responses in all content areas. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Dec	Mar	June
		 No Progress	 Some Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

Evaluation Data Sources: Design Time Agendas
Martin Meet Up Agendas (PD)
Mentor Logs

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: A Design Time cycle will be utilized to assist teams in creating and analyzing formative assessments and in using assessment data to determine intervention/extension/grade level groups to meet student needs. Strategy's Expected Result/Impact: Increased teacher capacity to determine and respond student needs Increase student learning and achievement Staff Responsible for Monitoring: admin, IC, teacher teams ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will use walkthrough and evaluations to give teachers coaching feedback in order to improve teacher capacity and identify areas for individual, team, or campus professional development. Strategy's Expected Result/Impact: Increased teacher capacity Improved student learning and achievement Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Staff Retention Rates
Staff Feedback from EOY

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Martin will support new teachers through coaching, use of mentors, monthly just-in-time learning at the campus level, frequent walkthroughs, and utilization of the PLC collaborative structure. Strategy's Expected Result/Impact: New teachers will have the support they need to be successful. Teachers who are confident in their practices. Teachers will not feel overwhelmed as information is chunked as needed. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Some Progress	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

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

Evaluation Data Sources: Retention rate of teachers
Leadership Opportunities for teachers
Increased capacity of teachers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Martin will build a Guiding Coalition to assist in shared decision making and lead the work of our Professional Learning Community. As part of our work, we will learn strategies to lead teams, come to consensus, develop and maintain norms, address conflict, and make decisions. Strategy's Expected Result/Impact: Shared Leadership which leads to positive culture High Functioning Teams which will impact student achievement Staff Responsible for Monitoring: Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

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

Evaluation Data Sources: Number of students participating
Opportunities provided to make a community impact
House Leaders and Ambassador programs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Martin will inspire, equip and empower students to make a difference in the community by participating in events such as the food drive and collections that benefit various local organizations such as the fire department, library, and pet shelter. Strategy's Expected Result/Impact: Students who show care and compassion for their communities Staff Responsible for Monitoring: House Leaders Guiding Coalition	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Some Progress	 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
1	3	1	Building Thinking Classrooms		\$280.00
Sub-Total					\$280.00