Celina Independent School District

Early Childhood School

2024-2025 Campus Improvement Plan

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 Early Childhood School serves all qualifying PreKindergarten and Early Childhood Special Education (ECSE) students in Celina ISD. In 2022-2023, students in Pre-Kindergarten, ECSE, and kindergarten were all served at Celina Primary School. In 2023-2024 all kindergarten students were moved to their home campuses with the opening of Martin Elementary School. Celina Primary School was renamed Celina Early Childhood School in 2023-204 and only serves preschool aged students.

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Student Total	**180**	**100%**
Early Education Grade	19	10.56%
Pre-Kindergarten Grade	161	89.44%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Gender		
Female	73	40.56%
Male	107	59.44%
Ethnicity		
Hispanic-Latino	38	21.11%
Race		
American Indian - Alaskan Native	10	5.56%
Asian	82	45.56%
Black - African American	23	12.78%
Native Hawaiian - Pacific Islander	0	0.00%
White	27	15.00%
Two-or-More	0	0.00%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Dyslexia	0	0.00%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	3	1.67%
Special Education (SPED)	38	21.11%
Bilingual/ESL		
Emergent Bilingual (EB)	119	66.11%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Bilingual	16	8.89%
English as a Second Language (ESL)	103	57.22%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
At-Risk	121	67.22%
Foster Care	1	0.56%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	6	3.33%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	39	21.67%
Free Meals	32	17.78%
Reduced-Price Meals	6	3.33%
Other Economic Disadvantage	1	0.56%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.56%
Shelter	0	0.00%
Doubled Up	1	0.56%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.56%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

- Free and Reduced Lunch Program
- Weekend Food Bag Program
- Highly Qualified Staff and High Staff Retention Rate

- Early Childhood Focused Building
- Early Childhood Special Education Program
- All day Prekindergarten Program
- ESL and Emergent Bilingual Programs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school.
Root Cause: Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.

Problem Statement 2: Staff needs ongoing training on how to best support students with English language acquisition.
Root Cause: There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers in our prekindergarten program.

Student Learning

Student Learning Summary

Student Performance

For the purpose of Accountability, Celina Primary is scored with O'Dell Elementary. 2019 Overall, O'Dell scored an A with a scaled score of 94. Describe the domain ratings: Student Achievement: O'Dell is rated overall A, with a scaled score of 92. School Progress: Score of A, scaled score of 90. Closing the Gaps: Score of an A, with a scaled score of 100. Because of COVID, the previous two years did not have an Accountability Rating and due to being a brand new school, O'Dell does not have rating information prior to 2019.

In 2021-81% of Hispanic (up 1%) performed at approaching grade level or above grade level. African American students 78% performed at approaching grade level or above grade level down from 97%. White population 88% down from 95% performed at approaching grade level or above grade level. Asian students. 77% down from 91%. Mulitracial 84% down from 100%. Economically disadvantaged 78% down from 88%.The American Indian population is not measurablE at this time.

Pre-k- English data according to CLI - rapid letter naming- 40% of students met the expectation at the beginning of the year and 70% at the middle of the year. On Rapid Vocabulary, 55% of students met the expectation at BOY to 70% MOY. The overall measure of math 75% met expectations at BOY to 85% MOY.

Spanish Pre-k Data according to CLI- Rapid Letter Naming- 45% met expectations to 95% at MOY. Rapid Vocabulary - BOY 50% met expectation to 40% MOY. Overall measure of Math 90% met expectations to 95% at MOY.

Kindergarten DIBELS- English BOY letter naming percentage grew from 52% to 53% but there was an increase of 13 students tested.

Spanish BOY Rapid Letter Naming 84% to 80% MOY
Grade 1-3 READING MAP Testing
Grade 1 Fall 2020-2021average score was 164- 2021-2022 average score 166
Grade 2 Fall 2020-2021average score was 180- Fall 2021-2022 average score 181
Grade 3 Fall 2020-2021average score was 197 (94 students)- Fall 2021-2022 194 (132 students)
Grade 1-3 MATH MAP Testing
Grade 1 Fall 2020-2021average score was 165 - Fall 2021-2022 average score170
Grade 2 Fall 2020-2021average score was181- Fall 2021-2022 average score 182

Grade 3 Fall 2020-2021average score was 190 (93 students) - Fall 2021-2022 average score 194 (132 students)

At Celina Primary School student achievement data is disaggregated by teachers individually in the classroom and as a grade level during PLC meetings. As a team, teachers look at multiple data points throughout the school year and discuss areas of strength/need and create future lessons using this information. Classroom teachers also use data from TPRI, DRA, and ESGI to create small individualized groups within their classroom and identify students needing MTSS (Multi-Tiered Systems of Support).

Student Assessments
ESGI is used as an assessment tool to assess and track literacy and math skills throughout the year. The teachers are able to track student progress, growth, and achievement throughout the year. It also allows teachers to track growth with individual students, whole classroom achievement, as well as, grade level achievement. ESGI provides teachers item analysis to identify areas of weakness and helps drive whole group, small group, and intervention instruction.

Developmental Reading Assessment (DRA) is given at least twice, once in the MOY and EOY. DRA measures a student's developmental reading ability.

The Measure of Academic Progress Growth (MAP) testing is administered at the MOY and EOY. MOY MAP testing took place in February and this year we will administer the EOY in May. MAP measures students' growth in math.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered at the BOY, MOY, and EOY. There is some overlap between what is assessed by the DIBELS and ESGI which allows teachers to compile multiple measures on the same skill.

Student Learning Strengths

- Multiple assessment measures
- Efficient MTSS Process
- Data and MTSS Meetings
- Sense of unity, pride, and teamwork
- Parental and Community support
- Instructional aides available to provide support in the classroom
- Comprehensive Social-Emotional Learning Program
- Very Experienced Bilingual School Counselor
- High Quality Consistent Guidance Lessons
- Morning Meeting
- Campus-wide Positive Behavior Incentives
- Added an Interventionist in 2020-2021
- Pre-Kindergarten Program for At-risk Students

- Bilingual Program
- Dedicated Early Childhood Campus

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically.
Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.

Problem Statement 2 (Prioritized): Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school.
Root Cause: Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.

Problem Statement 3 (Prioritized): Some parents need training on how to best support their child's academic and social-emotional development.
Root Cause: Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.

Problem Statement 4 (Prioritized): Kindergarten teachers need a common planning time.
Root Cause: The kindergarten team is very large and do not have a common meeting time within their school day schedule.

School Processes & Programs

School Processes & Programs Summary

Leadership is a shared responsibility amongst staff. Staff volunteer for some leadership roles while other roles are assigned. Leadership responsibilities are clearly defined.

Professional development is initiated at the state, district, and campus level. Specific professional development is planned to meet needs identified by our campus data and the work of the Campus Needs Assessment. Some professional development is mandated to address state initiatives such High Quality Pre-K under HB3.

Our at-risk population has access to early intervention programs such as prekindergarten, early childhood special education, and MTSS. Students identified with a special need receive services and support through our special education programs. Summer school is offered to all students participating in our bilingual and ESL program.

School Processes & Programs Strengths

- PreKindergarten (4 year-olds)
- Early Childhood Special Education (3-5 year-olds)
- Bilingual Education
- English as a Second Language
- Special Education
- Multi-tiered System of Support
- Watch D.O.G.S.(Dads of Great Students)
- 504
- Social Emotional Program
- Food Bag Program
- Summer School
- Blue Santa
- Mentor Program
- Comprehensive Social-Emotional Learning Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All Title I funds are being used to pay for staff salaries.

Root Cause: Celina ISD is a rapidly growing district and the state allocated budget has not caught up to meet the needs of the growth.

Perceptions

Perceptions Summary

Parent engagement highly encouraged at Celina Early Childhood School (CECS). The school and PTA work collaboratively to support school programs throughout the school year. CECS has a written Parent Engagement Policy and School-Parent Compact. Parents and families have many opportunities to participate and be involved in their child's education.

Perceptions Strengths

- Well-attended campus events
- Many volunteer opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class.
Root Cause: Some students come to school with a deficit in self-control and self-regulation skills.

Priority Problem Statements

Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class.
Root Cause 1: Some students come to school with a deficit in self-control and self-regulation skills.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Some parents need training on how to best support their child's academic and social-emotional development.
Root Cause 2: Not all parents have the knowledge or resources to support their child's academic and social-emotional development at home.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically.
Root Cause 3: Pre-kindergarten is not universal, not all students attend pre-kindergarten.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Some students are coming to school with lots of at-risk indicators that put them at risk of not graduating from high school.
Root Cause 4: Demographic data shows an increase in the number of students meeting the state criteria for being at-risk.
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: All Title I funds are being used to pay for staff salaries.
Root Cause 5: Celina ISD is a rapidly growing district and the state allocated budget has not caught up to meet the needs of the growth.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Kindergarten teachers need a common planning time.
Root Cause 6: The kindergarten team is very large and do not have a common meeting time within their school day schedule.
Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Effective Schools Framework data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

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

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

Evaluation Data Sources: - Facebook analytics
# of YouTube Views
# of Smore Views
# of parents in attendance at parent information meetings and trainings
google responses on forms and questionnaires

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide parents with ongoing parent training to support their child's social-emotional and academic development. **Strategy's Expected Result/Impact:** -empowered parents -increased parent involvement and support -increased student achievement **Staff Responsible for Monitoring:** Principal, Assitant Principal, and Counselor **Title I:** 2.4, 2.6, 4.1, 4.2	Some Progress	Considerable	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: Early Childhood School will provide a variety of opportunities for the involvement of all families. (BG1)

Evaluation Data Sources: # of school event offerings
in attendance at school events
of volunteers/mentors
# of Watch D.O.G.S.
PTA membership

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Plan and execute a minimum of three school-wide events by May 24, 2025. **Strategy's Expected Result/Impact:** -Increased attendance and involvement in school sponsored events -Community engagement and participation -Increase parent participation in monthly Coffee with the Counselor meetings -Reduced office referrals -Increased student achivement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, and Parental Involvement Committee Chair **ESF Levers:** Lever 3: Positive School Culture	Considerable	Considerable	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Provide diversity and equity training to all staff. **Strategy's Expected Result/Impact:** -greater awareness about the cultures we serve -increased participation of minority families in school events -increased student achievment **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Some Progress	Some Progress	Accomplished	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Plan and execute a minimum of two parent trainings by May 24, 2025. (ESSA - TI) **Strategy's Expected Result/Impact:** Math Engagement Night Reading Engagement Night **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Building Capacity - 211-Title I - $3,500	Considerable	Considerable	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: ECS will develop students fine and gross motor skills and expose students to STEAM. (BG4)

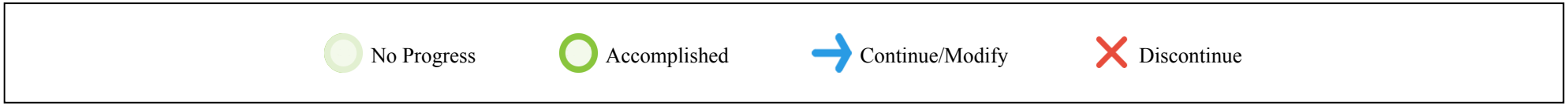
Evaluation Data Sources: Opportunities are created to align with CTE pathways.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Early Childhood School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success. 100% of students will participate in the district's character development program, social-emotional lessons, and soft skills learning activities. **Strategy's Expected Result/Impact:** # of guidance lessons facilitated by the counselor # of student discipline referrals # of students receiving awards # of students participating in SEL Lessons # of staff who participate in SEL training **Staff Responsible for Monitoring:** Counselor	Some Progress	Considerable	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: ECS will provide daily opportunities for students to develop fine and gross motor skills through the use of sensory space, movement/music space and library and design centers in the classrooms. **Strategy's Expected Result/Impact:** improved large and fine motor skills **Staff Responsible for Monitoring:** admin	Some Progress	Considerable	Accomplished	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Teachers will incorporate STEM activities into math and science lessons to support skills while strengthening language skills to foster imagination and develop their real-world skills.	Some Progress	Considerable	Considerable	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 4: ECS will offer a career day for students to engage in a variety of careers and life offerings. (HB3 CCMR)

HB3 Goal

Evaluation Data Sources: Career day schedule

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: maintain the amount of volunteers, but spread throughout the year - align with units on YAG.

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 5: By the end of the year student portfolios will contain beginning, middle, and end-of-year work samples for writing name, self-portrait, and data sheets (ESGI, CLI, CFA) as well as any other purposeful items to demonstrate one year's growth. (HB3Literacy)

HB3 Goal

Evaluation Data Sources: Adventure work samples
ESGI data
CLI data

Summative Evaluation: Met Objective

Next Year's Recommendation: Create a more specific outline for all teachers to follow to lark one year's growth.

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

HB3 Goal

Evaluation Data Sources: work samples
CLI data
ESGI data

Summative Evaluation: Met Objective

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

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

Evaluation Data Sources: -use of ESL strategies collected during walkthroughs
-# participation in training
-PreK BOY/EOY language testing data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: incorporate ESL team in the after school PD sessions for more specific strategies once per quarter.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: All Early Childhood School teachers will participate in ESL training. **Strategy's Expected Result/Impact:** -increased use of ESL strategies -PreK BOY/EOY language testing data **Staff Responsible for Monitoring:** Principal, Assistant Principal and District ESL **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 No Progress	 Some Progress	 Considerable	 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 2: Early Childhood School will attempt to maintain a 1:11 adult/student ratio in all PreKindergarten classrooms.

Evaluation Data Sources: Skyward Class rosters will show 11:1 or less in every classroom.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Allot Title I funds to pay for instructional assistants in prekindergarten classrooms. **Strategy's Expected Result/Impact:** -increased student achievement -increased student supervision and support **Staff Responsible for Monitoring:** Alvarez **Title I:** 2.6 **Funding Sources:** salary for instructional aide - 211-Title I	Considerable	Considerable	Accomplished	Accomplished

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

Evaluation Data Sources: Staff will deliver a minimum of two professional learning opportunities for their peers on self-selected topics.
Mentorship and content collaborators will represent early childhood.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide Early Childhood School teachers with at least two opportunities to participate in instructional rounds by May 23, 2025. **Strategy's Expected Result/Impact:** Peer observation schedule -Peer observation feedback forms -Administrator walkthrough data and classroom observations **Staff Responsible for Monitoring:** admin	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Staff will present at monthly professional development on campus to peers based on feedback. **Strategy's Expected Result/Impact:** Staff will sign up once per semester to present peer-to-peer Staff will gain knowledge of a variety of best practices from peers.	Some Progress	Considerable	Considerable	Accomplished

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

Evaluation Data Sources: Students and families will participate in family engagement opportunities.
Collaboration with Moore Middle School to provide reading engagements and events with Student Council groups.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Students will participate in the Movement /Music class and Sensory Room weekly. **Strategy's Expected Result/Impact:** increased large and small motor movement as a prerequisite for activities. **Staff Responsible for Monitoring:** admin	Some Progress	Considerable	Accomplished	Accomplished

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Teams will collaborate minimum once per week with a planning agenda based on CISD Teaching and Learning expectations.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Celina Early Childhood School will partner with Region X PreK consultants for lesson design and implementation. **Strategy's Expected Result/Impact:** -increased collective teacher efficacy -increased positive staff morale -increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Team Leaders **Title I:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress	Considerable	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Through various strategies, the retention rate of all staff will improve from year to year.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Teachers will gain their Special Education certification to become a blended classroom, serving SPED/ GenED in the same inclusive environment while adding an additional paraprofessional for support. **Strategy's Expected Result/Impact:** Students will be in the least restrictive environment inclusive classroom with peers. Teachers will add SPED to their SBEC certification. **Staff Responsible for Monitoring:** Campus Administration, Special Education Director, and Human Resource Department	No Progress	Some Progress	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: A PTA will be developed and promoted to create parent support for teachers. **Strategy's Expected Result/Impact:** The Parent volunteers will increase from the beginning to the end of the year. **Staff Responsible for Monitoring:** principal	Some Progress	Some Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Peer-led professional learning opportunities will delivered monthly for all staff based on the feedback. **Strategy's Expected Result/Impact:** increased performance on strategies in the classroom. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**	Some Progress	Considerable	Considerable	Accomplished

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: - food drive contributions in January
- sock drive for Settlers Ridge

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: The ECS team will identify ways to routinely attend and contribute to local organizations to communicate the work at ECS through their positive influence on the community. **Strategy's Expected Result/Impact:** participation in food drives for the community local performances for the community	No Progress	Some Progress	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Building Capacity		$3,500.00
2	2	1	salary for instructional aide		$0.00
				Sub-Total	$3,500.00