

Celina Independent School District

Bothwell Elementary School

2025-2026 Formative Reviews



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

The Learner Experience

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

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Goals

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Bothwell will refine and strengthen six existing committees by clarifying their purpose, setting measurable outcomes, and monitoring progress each semester, in order to foster a positive school culture and enhance the student and staff experience.

Evaluation Data Sources: Committee Notes and Activities
 Survey Feedback - Staff and Parents
 Sunshine Activities
 Positive Behavior Reinforcements
 House Meetings
 Student Engagement Events
 Family Engagement Events
 Teacher Engagement Activities
 Bothwell Bobcat Council Meeting Notes

Strategy 1 Details	Reviews			
Strategy 1: Bothwell's PBIS Committee will plan and implement one house meeting each month (9 total), with at least 90% of students participating in each meeting and reporting a sense of belonging on the end-of-year surveys. Strategy's Expected Result/Impact: Create sense of community in the school. Staff Responsible for Monitoring: PBIS 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 PBIS Committee will ensure the school-wide behavior matrix is implemented consistently in all areas of the building, including classrooms, playground, and buses, as measured by monthly walkthroughs, behavior referrals, and staff feedback, to promote a positive and consistent school climate. 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
	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: The Family Engagement Committee will provide at least four family involvement opportunities (one per quarter), with at least 50% of families participating in at least one event, as measured by sign-in sheets and participation data, to foster a collaborative school community. 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	 Accomplished	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: The Student Engagement Committee will implement at least three targeted initiatives to increase attendance on historically low-attendance days, resulting in a 5% improvement in attendance on those days compared to the previous year, as measured by daily attendance data. 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 5 Details	Reviews			
Strategy 5: The Teacher Engagement Committee will support all mentors and mentees through regular check-ins and guidance, and provide opportunities for teachers to learn from one another through at least one peer observation, learning walk, or collaborative learning opportunity each semester. Strategy's Expected Result/Impact: Increase teacher instructional strategies. Support new teachers. Create a positive school culture and morale. Staff Responsible for Monitoring: Teacher Engagement Committee, Admin, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Moderate Progress	 Considerable	 Moderate Progress	 Discontinue

Strategy 6 Details		Reviews			
Strategy 6: The Sunshine Committee will plan and implement at least one staff celebration or recognition activity each month, as measured by documented events and staff feedback, to build community and support 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
Strategy 7 Details		Reviews			
Strategy 7: The Yearbook Committee will document and include all major school events and at least 90% of students in the yearbook, as measured by event coverage logs, photo submissions, and student representation checklists, to ensure the yearbook accurately captures school memories and celebrates the entire student body. Strategy's Expected Result/Impact: Create a positive school culture and morale. Capture school memories for the year. Tell the story of Bothwell Elementary. Staff Responsible for Monitoring: Yearbook Committee, Admin ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Mar	June
		 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 2: Bothwell Elementary will plan and promote co-curricular and extracurricular activities, aiming to increase overall student participation in each activity by 10% compared to the previous year, as measured by participation records. (BG2)

Evaluation Data Sources: Student Rosters in Activities

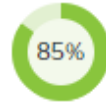
Number of Spelling Bee Participants

Number of UIL Participants

House Ambassador Applicants

Music Attendance Sheets

District Fine Arts Show Case Participants

Strategy 1 Details		Reviews			
Strategy 1: Bothwell will establish and implement programs and activities based on student interest surveys, ensuring at least three new opportunities are created that reflect student preferences, as measured by survey results and participation records. 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
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 3: Bothwell Elementary will provide students with at least two career exploration opportunities, including guest speakers, career fairs, or classroom activities, and track participation to ensure that all students engage in at least one experience. (BG4, HB3 CCMR)

HB3 Goal

Evaluation Data Sources: Surveys

Strategy 1 Details		Reviews			
Strategy 1: Bothwell Elementary will implement a Career Week, including at least five guest speakers with all students participating, as measured by attendance records and student engagement logs. 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
		 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Responsibility for Ones Own Learning

Performance Objective 1: Bothwell Elementary will establish and implement a variety of leadership opportunities for staff members, including Team Leaders, Committee Chairs, House Leaders, Mentors, and District Leaders, with at least 75% of eligible staff participating in one or more leadership roles, as measured by leadership rosters and participation records. (BG3)

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

Strategy 1 Details	Reviews			
Strategy 1: Bothwell Elementary will utilize the Design Time schedule to support teams in creating and analyzing formative assessments each grading period and using the data to establish targeted intervention and enrichment groups, as measured by assessment records, group placement documentation, and student progress monitoring. 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
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Bothwell Elementary will establish and implement processes for its Professional Learning Community, including Collaborative Planning, Design Times, and Vertical Teams, to address the four PLC questions each grading period, as measured by meeting agendas, team notes, and evidence of data-informed instructional decisions. Strategy's Expected Result/Impact: Increase teacher capacity. Improve student learning and achievement. Attend PLC at Work with the Guiding Coalition. Staff Responsible for Monitoring: Admin, Instructional Coach, Team Leaders	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
<p>Strategy 3: Bothwell Elementary will train and develop staff to design and facilitate at least two professional learning sessions at the campus or district level, as measured by session attendance records, facilitator feedback, and post-session evaluations. (ESSA - TII)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Professional Learning Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tips and Tools - 255--Title II - \$791.88</p>	Formative			Summative
	Oct	Dec	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Responsibility for Ones Own Learning

Performance Objective 2: By the end of the 2025-2026 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Math from 50% to 58%, as measured by STAAR Math results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Math)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2025-2026 school year, Bothwell Elementary teachers will participate in regular grade-level content collaboration sessions each grading period to sequence and actively engage with their grade-level TEKS, as measured by meeting agendas, lesson plans, and alignment evidence in classroom observations. (ESSA - TII)</p> <p>Strategy's Expected Result/Impact: Aligned instruction Deeper understanding of grade level TEKS Unpacking essential standards.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Instructional Coach Admin Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Content Collaborators - 255--Title II - \$360</p>	Formative			Summative
	Oct	Dec	Mar	June
	 40% Some Progress	 45% Some Progress	 70% Moderate Progress	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 2025-2026 school year, Bothwell Elementary will increase staff proficiency in math instruction by training at least 10 educators in Building Thinking Classrooms strategies and supporting the campus-wide implementation of these practices, as measured by professional development attendance, classroom observations, and teacher implementation logs. (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
	 5% Some Progress	 75% Considerable	 80% Considerable	 Continue/ Modify

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Responsibility for Ones Own Learning

Performance Objective 3: By the end of the 2025-2026 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Reading from 55% to 63%, as measured by STAAR Reading results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Literacy)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2025-2026 school year, Bothwell Elementary teachers will participate in regular grade-level content collaboration sessions each grading period to sequence and actively engage with their grade-level TEKS, as measured by meeting agendas, lesson plans, and alignment evidence in classroom observations. (ESSA - TII) Strategy's Expected Result/Impact: Aligned instruction Deeper understanding of grade level TEKS Unpacking essential standards. Staff Responsible for Monitoring: Director of Curriculum and Instruction Instructional Coach Admin Teachers 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
	 45% Some Progress	 55% Moderate Progress	 60% Moderate Progress	 Continue/Modify

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Responsibility for Ones Own Learning

Performance Objective 4: By the end of the 2025-2026 school year, Bothwell Elementary will implement a structured process for students to set academic goals and track their MAP assessment data each grading period, with 100% of students participating, as measured by goal-setting forms, student reflections, and progress-monitoring records.

Evaluation Data Sources: MAP Goal Setting
Data Tracking

Goal 2: Responsibility for Ones Own Learning

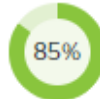
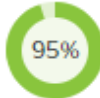
Performance Objective 5: By the end of the 2025-2026 school year, Bothwell Elementary administrators will design and implement a structured system of support for new teachers and staff members, including mentoring, professional learning opportunities, and regular check-ins, with the goal that at least 90% of new staff report feeling supported and confident in their roles on end-of-year surveys. (BP5)

Evaluation Data Sources: Teacher Retention Rate
Campus Surveys
Student Success
Peer Learning Walk Reflections

Goal 3: Interdependent Self-managers

Performance Objective 1: Bothwell Elementary will recruit, hire, and retain high-quality staff, maintaining 90% staff retention, as measured by hiring records, performance evaluations, and retention data, to positively impact student learning and achievement. (BG5)

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

Strategy 1 Details	Reviews			
Strategy 1: Bothwell Elementary will support all new teachers through New Teacher Check-Ins, Campus Staff Meetings, Glow Getters, Campus Mentors, Walkthroughs, and PLC participation, with 100% of new teachers engaging in these supports each semester, as measured by participation logs, coaching records, and mentor feedback. 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 Instructional Coach Campus Mentors 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 Elementary will highlight and celebrate all teachers and staff members by implementing at least one recognition or celebration activity each month, as measured by event logs, announcements, and staff feedback, to promote a positive and supportive school culture. 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	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Bothwell Elementary will design coaching protocols aligned with district goals and provide ongoing support for all instructional coaches, as measured by completion of training sessions, implementation checklists, and feedback from coached teachers, to ensure effective and consistent coaching practices across the campus. (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
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Interdependent Self-managers

Performance Objective 2: Bothwell Elementary will foster opportunities for students and staff to lead, serve, and connect with the Celina community through at least three community engagement events, as measured by event participation records, volunteer logs, and feedback from community partners. (BG1)

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

Strategy 1 Details	Reviews			
Strategy 1: Bothwell Elementary staff and students will participate in at least two food drives or service projects to support local organizations in Celina, with 100% of grade levels or departments contributing, as measured by participation logs, collection records, and feedback from community partners. 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
	<div><div></div></div> <div>90%</div> <div>Considerable</div>	<div><div></div></div> <div>95%</div> <div>Considerable</div>	<div><div></div></div> <div>95%</div> <div>Considerable</div>	<div><div></div></div> <div>Continue/ Modify</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				