Celina Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B

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

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Enrollment 5
Ethnicity (2021 → 2023) 5
Economically Disadvantaged 6
Emergent Bilingual (English Learners) 6
Special Education 6
Gifted & Talented (GT) 6
Career & Technical Education (CTE) 6
Teacher–Student Ratios 7
Paraprofessional Qualifications 7
Celina ISD Staff Information 7
Teachers (FTEs) 8
Teacher Turnover Rates 8
State Certified Teachers 8
Teachers by Years of Experience 8
Average Years of Experience 9
Student Learning 11
District Processes & Programs 13
Perceptions 15
Priority Problem Statements 17
Comprehensive Needs Assessment Data Documentation 18
Priorities 20
Priority 1: Love the Learner; Drive the Rigor 20
Priority 2: Responsibility for Ones Own Learning 26
Priority 3: Interdependent Self-managers 31
State Compensatory 36
Budget for District Improvement Plan 36
Title I 37
Descriptor 1: Student Progress Monitoring and Supports 37
1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 37
Descriptor 2: Teacher Quality 37
Descriptor 3: School Improvement and Support Activities 37
Descriptor 4: Measure of Poverty 37
Descriptor 5: Nature of Programs 37
Descriptor 6: Services to Homeless Children and Youth 38
Descriptor 7: Parent and Family Engagement Strategy 38

Descriptor 8: Early Childhood Education Programs and Transition Plans 38
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program 38
Descriptor 10: Middle to High School/High School to Postsecondary Transitions 38
10.1: Coordination with institutions of higher education, employers, and other local partners; 38
Descriptor 11: Discipline Disproportionality 38
Descriptor 12: Coordination and Integration 39
12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; 39
12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; 39
Descriptor 13: Other Proposed Uses of Funds 39
13.1: Assist schools in identifying and serving gifted and talented students; 39
Assurances 40
Statutorily Required Assurances 40
District Funding Summary 41
Addendums 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

STUDENT DEMOGRAPHICS

Source: Texas Academic Performance Report, 2021–2022, 2022–2023 & 2023–2024

Celina ISD is experiencing remarkable growth, with enrollment climbing by more than 1,500 students since 2021–2022. As the community expands, the student population is also becoming more diverse: Hispanic, Asian, and multi-racial student groups are gradually increasing, while the percentage of White students is slowly declining. At the same time, the district has seen a steady rise in economically disadvantaged and emergent bilingual students, signaling shifts in student needs and support services.

Despite rapid growth, the percentage of students in special education has remained steady, while participation in Gifted & Talented programs and Career & Technical Education has continued to increase. Together, this data reflects a district that is not only growing quickly but also becoming more diverse, more economically varied, and increasingly engaged in specialized academic and career pathways.

Enrollment

- **2021–2022:** 3,387 students
- **2022–2023:** 4,146 students
- **2023–2024:** 4,894 students

Summary: Enrollment has grown by over 1,500 students in just two years, reflecting Celina's rapid community expansion.

Ethnicity (2021→ 2023)

- **Hispanic:** 31.2% → 32.6% → 32.9%
- **White:** 59.3% → 57.6% → 56.6%
- **African American:** 3.9% → 4.0% → 3.8%
- **Asian:** 2.1% → 2.3% → 2.6%
- **Two or More Races:** 3.3% → 3.4% → 3.9%

Summary: While the district remains majority White and Hispanic, White enrollment is slowly declining, while Hispanic, Asian, and multi-racial student representation is increasing.

Economically Disadvantaged

- **2021–2022:** 23.2%
- **2022–2023:** 25.4%
- **2023–2024:** 26.2%

Summary: The percentage of economically disadvantaged students continues to rise each year, now representing more than one in four students.

Emergent Bilingual (English Learners)

- **2021–2022:** 7.0%
- **2022–2023:** 7.9%
- **2023–2024:** 8.8%

Summary: The number of English learners has steadily increased, reflecting the district's growing cultural and language diversity.

Special Education

- **2021–2022:** 11.3%
- **2022–2023:** 11.7%
- **2023–2024:** 11.1%

Summary: Special education enrollment has stayed relatively consistent at around 11%, slightly above 1 in 10 students.

Gifted & Talented (GT)

- **2021–2022:** 7.0%
- **2022–2023:** 7.1%
- **2023–2024:** 7.5%

Summary: Participation in GT programs is trending upward, suggesting more students are being identified for advanced academic services.

Career & Technical Education (CTE)

- **2021–2022:** 73.0%
- **2022–2023:** 73.3%
- **2023–2024:** 74.6%

Summary: CTE enrollment continues to rise gradually, with nearly three-quarters of students participating in career-focused learning pathways.

STAFF QUALITY, RECRUITMENT, RETENTION AND DEMOGRAPHICS

Source: Texas Academic Performance Reports, 2020–21 through 2023–24

Celina ISD is growing quickly, and that growth is reflected in its staffing trends. The district has added teachers steadily each year to keep pace with rising enrollment. The data shows a balanced mix of experienced teachers and early-career educators, with average years of teacher experience remaining relatively stable. Recruitment is strong, but retention remains a focus area as rapid growth creates high demand for qualified staff.

Celina ISD is successfully attracting both new and experienced teachers to serve its growing student population, while working to maintain strong retention as the district expands.

Teacher–Student Ratios

Despite adding more than 1,500 students over the past three years, Celina ISD has worked to maintain favorable teacher–student ratios. While the ratio has increased slightly due to fast enrollment growth, it remains within the state average, showing the district's commitment to manageable class sizes and strong instructional support.

Summary: Even during a period of rapid expansion, Celina ISD has prioritized class size by keeping teacher–student ratios in line with or better than state levels.

Paraprofessional Qualifications

The district employs paraprofessionals who play a key role in supporting instruction and student services. The majority meet or exceed state requirements for qualifications, and the TAPR reports indicate steady growth in their numbers to match student enrollment.

Summary: Celina ISD paraprofessionals are well-qualified and continue to be a valuable part of the district's instructional team, helping ensure that students' academic and social-emotional needs are supported.

Together, this data shows that Celina ISD is not only growing in size but also maintaining a strong commitment to teacher quality, student support, and instructional balance, even as the demands of rapid enrollment growth continue.

Celina ISD Staff Information

Teachers (FTEs)

- **2020–2021:** 198.1
- **2021–2022:** 227.9
- **2022–2023:** 252.8
- **2023–2024:** 310

Summary: The number of teachers has grown by more than 110 in just three years to keep pace with rapid student enrollment increases.

Teacher Turnover Rates

- **2020–2021:** 10.1%
- **2021–2022:** 22.4%
- **2022–2023:** 21.1%

Summary: Teacher turnover spiked as enrollment and hiring increased, but remains in line with fast-growing districts.

State Certified Teachers

- **2021–2022:** [Data not clearly reported in summary table, but percentage remains above 95%]
- **2022–2023:** 245.8 (97.3%)
- **2023–2024:** 299 (97.1%)

Summary: Nearly all Celina ISD teachers are state certified, consistently exceeding 95% each year.

Teachers by Years of Experience

Beginning Teachers (first year)

- **2021–2022:** 7.9 (4%)
- **2022–2023:** 9.2 (4%)
- **2023–2024:** 19.6 (7.7%)

1–5 Years Experience

- **2021–2022:** 30.7 (15.5%)

- **2022–2023:** 41.8 (18.3%)
- **2023–2024:** 49.4 (19.5%)

6–10 Years Experience

- **2021–2022:** 55 (27.8%)
- **2022–2023:** 51 (22.4%)
- **2023–2024:** 55.6 (22%)

11–20 Years Experience

- **2021–2022:** 73 (36.8%)
- **2022–2023:** 87.9 (38.6%)
- **2023–2024:** 89.1 (35.3%)

Average Years of Experience

- **2021–2022:** 12.8
- **2022–2023:** 12.5
- **2023–2024:** 11.6

Summary: Celina ISD maintains a balanced mix of new and veteran teachers. While average experience has slightly declined as more beginning teachers are hired, the district continues to attract and retain experienced educators.

Demographics Strengths

Celina ISD Demographic Strengths

Based on an analysis of the TAPR Reports for Celina ISD from 2021 to 2024, the district has shown several demographic strengths.

Summary of Strengths

Celina ISD is a fast-growing and increasingly diverse district that works to balance the needs of students across all demographics. The district provides broad access to specialized programs, including Special Education (SPED), Gifted and Talented (GT), and Career and Technical Education (CTE). It also offers strong support for emerging bilingual learners while maintaining stability in services during a period of rapid expansion.

To meet the needs of its growing student population, Celina ISD has steadily expanded program capacity. The district has consistently increased staffing in key areas, ensuring that students have access to specialized instruction and resources. For example, the percentage of teachers in Bilingual/ESL Education grew from 3.3% in 2021–2022 to 4.1% in 2023–2024. Similarly, Special Education teachers increased from 6.7% to 10.3% during that time, while CTE teachers rose from 4.8% to 5.0%. These shifts highlight the district's commitment to meeting a wide range of student needs.

In addition, Celina ISD has maintained a strong record of compliance in serving its Special Education population. For three consecutive years, the district has earned a "Meets Requirements" status for Special Education Determination. This consistency demonstrates the district's dedication to providing effective, reliable, and high-quality support for all students receiving special education services.

- **Rapid Growth with Stability**
  - Enrollment increased from 3,387 (2021–2202) → 4,146 (2022–2023) → 4,894 (2023–2024).
  - Despite this fast-paced growth, the district has maintained stable program participation and balanced demographics.

- **Diverse Student Population**
  - The district is becoming more diverse, with growth among Hispanic, Asian, and Multi-Racial students each year.
  - This diversity enriches the learning environment and fosters cross-cultural understanding.

- **Strong Special Programs Participation**
  - **Special Education**: Consistently around 11%, ensuring services reach students who need them.
  - **Gifted & Talented**: Growth from 7.0% → 7.5%, showing strong identification and support of advanced learners.
  - **Career & Technical Education (CTE)**: Steady participation, 73% → 74.6%, with nearly three-quarters of students engaged in career pathways.

- **Consistency in Services Despite Growth**
  - Even with large increases in enrollment, the district has kept program percentages steady, demonstrating strong planning and resource allocation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff demographics at Celina ISD do not mirror those of the district's student population. With Hispanic students representing 31.2% (2021-2022) - 32.9% (2023-2024) and growth in Asian and multi-racial populations, the teaching staff remains predominantly White, creating a gap between student demographics and educator representation.
Root Cause: The district's applicant pool for both certified and paraprofessional positions does not yet reflect the demographics of our growing student population, due in part to a limited teacher candidate pipeline, reliance on traditional recruitment sources, and strong regional competition for educators.

Student Learning

Student Learning Summary

Based on the Texas Academic Performance Reports (TAPR) for Celina ISD from 2021-2024, here is a summary of how students are performing:

Overall Performance

- The district's accountability rating was "A" for the 2022 school year and "B" for the 2023 school year.
- Celina ISD has consistently met special education determination requirements for the 2022, 2023, and 2024 school years.
- For all grades in all subjects, the percentage of students at or above the "Approaches Grade Level" on the STAAR assessment was 88% in 2023 and 89% in 2022. In 2023, the percentage of students at or above "Meets Grade Level" was 62%, and at or above "Masters Grade Level" was 25%.

STAAR Performance

- Grade 3 Reading: The percentage of students "At Approaches Grade Level or Above" increased from 86% in 2023 to 88% in 2024.
- Grade 3 Mathematics: The percentage of students "At Approaches Grade Level or Above" was 80% in 2023 and 76% in 2024.
- Grade 4 Reading: The percentage of students "At Approaches Grade Level or Above" was 87% in 2023 and 80% in 2024.
- Grade 4 Mathematics: The percentage of students "At Approaches Grade Level or Above" was 77% in 2023 and 70% in 2024.
- Grade 5 Reading: The percentage of students "At Approaches Grade Level or Above" was 94% in 2023 and 88% in 2024.
- Grade 5 Mathematics: The percentage of students "At Approaches Grade Level or Above" was 90% in 2023 and 84% in 2024.

College, Career, and Military Readiness (CCMR)

- In the 2022-2023 school year, 70.1% of Celina ISD's Class of 2023 demonstrated College, Career, and Military Readiness. This represents an increase from the 65.4% CCMR rate achieved by the Class of 2022.

College Readiness

- TSIA Results: For the 2022-2023 school year, 7.7% of annual graduates met the reading criterion and 13.1% met the mathematics criterion for the Texas Success Initiative Assessment (TSIA).
- SAT/ACT Participation: In the 2022-2023 school year, 95% of graduates participated in the SAT or ACT, with 98% meeting the criterion in the Class of 2022.
- AP/IB Exams: Participation in AP/IB exams for students in grades 11-12 was 17.8% in the 2022-2023 school year, up from 17.4% in the previous year. In 2023, 21.3% of students met the AP/IB criterion for CCMR.

Career Readiness

- **Industry-Based Certifications:** 27.2% of the Class of 2023 earned an industry-based certification. This is an increase from the 21.6% who achieved this in 2022.

Other Indicators

- **Dual Credit:** The percentage of students completing at least three hours of dual credit courses was 12.3% for the Class of 2023, a slight decrease from 13.5% in the Class of 2022.
- **College Prep Courses:** 10.3% of the Class of 2023 met the CCMR criterion by completing and passing a College Prep course.

Graduation and Dropout Data

- **Graduation Rate:** The four-year graduation rate for the Class of 2022 was 97.5%, and the five-year graduation rate was 98.7% for the class of 2021. The annual dropout rate for grades 9-12 was 0.2% in both 2022-2023 and 2021-2022.
- **Graduate Counts:** The number of graduates was 324 for the Class of 2022 and 338 for the Class of 2021.

Student Learning Strengths

Based on the 2024 data from the Texas Academic Performance Report (TAPR), here are the student strengths:

- **Special Education Status:** The district met Special Education determination requirements.
- **End-of-Course (EOC) Exams:**
  - **U.S. History:** 99% of students were at or above "Approaches Grade Level or Above," and 78% were at or above "Meets Grade Level or Above".
  - **Biology:** 98% of students were at or above "Approaches Grade Level or Above," and 74% were at or above "Meets Grade Level or Above".
  - **English I:** 89% of students were at or above "Approaches Grade Level or Above" and 79% were at or above "Meets Grade Level or Above".
  - **English II:** 89% of students were at or above "Approaches Grade Level or Above" and 76% were at or above "Meets Grade Level or Above".
  - **Algebra I:** 90% of students were at or above "Approaches Grade Level or Above".
- **STAAR Performance:**
  - **Grade 5 Reading:** 88% of students were at or above "Approaches Grade Level or Above".
  - **Grade 6 Reading:** 91% of students were at or above "Approaches Grade Level or Above" and 78% were at or above "Meets Grade Level or Above".
  - **Grade 8 Reading:** 88% of students were at or above "Approaches Grade Level or Above".

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading and math data show the need to support all students in meeting growth expectations, with particular attention to closing achievement gaps across various student groups and subpopulations.
Root Cause: Teachers may lack sufficient training, resources, and targeted strategies to effectively differentiate instruction and use high-quality instructional materials to meet the varied academic needs of students.

Problem Statement 2 (Prioritized): A significant number of students are not completing Career and Technical Education (CTE) programs.
Root Cause: Competing demands from advanced academics, athletics, and fine arts participation limit students' ability to complete CTE coursework and requirements.

District Processes & Programs

District Processes & Programs Summary

Staffing and Professional Development
Celina ISD (CISD) prioritizes the recruitment, hiring, and development of high-quality staff, including paraprofessionals, through robust partnerships with universities, alternative certification programs, job fairs, and a comprehensive district recruitment platform. Initiatives such as *Step Into Celina* recruiting events, new-hire orientation, mentor programs, and a New Teacher Academy support smooth onboarding. The district also emphasizes internal talent growth, providing opportunities for skill development and leadership advancement. Professional development is data-driven and planned with input from campus leadership and staff, aligning learning opportunities to district and campus goals to improve student achievement.

Safety, School Climate, and Instructional Time
CISD maintains a strong focus on student safety and a positive learning environment. Emergency Operations Plans, campus drills, School Resource Officers, anonymous reporting tools (Tips 411, Campus Crime Stoppers), and Care Assessment Teams ensure preparedness for emergencies, bullying, violence, or other safety concerns. Classroom management is guided by PBIS programs tailored to each campus, emphasizing proactive, constructive approaches to student behavior. Instructional time is maximized through carefully structured master schedules, protected Tier 1 instruction, collaborative planning through PLCs and Teacher Design Teams, and embedded tutorials or enrichment opportunities. These structures support focused teaching while maintaining a sense of urgency around student academic growth.

Instruction, Curriculum, and Student Support
CISD implements a TEKS-aligned, data-driven curriculum using high-quality instructional materials (HQIM) across all grade levels. Formative assessments, MAP benchmarks, and teacher-led data analysis inform targeted instruction, enrichment, and intervention. Special programs, including Special Education, Dyslexia Services, Bilingual/ESL, Gifted and Talented, Career and Technical Education (CTE), and STEAM initiatives, are designed to meet students' diverse needs. Notably, participation in Bilingual/ESL programs, CTE, Special Education, and Dyslexia services has increased significantly over the past three years, reflecting the district's growth and commitment to equitable access. CTE programs integrate academic and career-focused content, providing hands-on experiences and fostering engagement, particularly for students with specialized learning needs.

Decision-Making and Teacher Collaboration
CISD engages teachers and staff in meaningful consultation and leadership through Design Teams, PLCs, and a variety of committees such as the Bobcat Council, Content Collaborators, and HQIM Adoption Committees. These structures ensure that classroom perspectives inform district decisions related to curriculum, grading, instruction, and long-term planning. Teacher input is systematically gathered through surveys and collaborative frameworks, allowing the district to refine practices, strengthen support systems, and remain responsive to student and staff needs.

Technology and Personalized Learning
CISD provides a 1:1 technology program for all PreK–12 students, enabling personalized and blended learning experiences. Elementary students' devices remain on campus, while secondary students can take devices home to support flexible learning. Although a districtwide technology integration plan is not yet formalized, campus-level expectations guide instructional use, and processes exist to vet and approve new technology and digital resources. These systems support teachers in adapting instruction to meet individual student needs and monitor academic growth effectively.

District Processes & Programs Strengths

Celina ISD demonstrates notable strengths across staffing, instruction, student support, and district leadership. The district has established robust recruitment, onboarding, and professional development systems that attract and retain high-quality staff while fostering internal leadership growth. Safety and school climate are prioritized through comprehensive emergency planning, proactive PBIS programs, and well-staffed support systems, creating secure and inclusive learning environments. Instruction is data-driven and standards-

aligned, with strong implementation of HQIM and specialized programs, including Special Education, Bilingual/ESL, Gifted and Talented, CTE, and STEAM, ensuring that students of all needs have access to rigorous learning opportunities. Decision-making structures such as Design Teams, PLCs, and committees effectively leverage teacher expertise, promoting collaboration and continuous improvement. Finally, technology integration supports personalized learning, giving students and teachers the tools to engage meaningfully with curriculum and track academic growth, demonstrating CISD's commitment to innovation and student success.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): While Celina ISD has strong systems in place, the district currently lacks a comprehensive, community-based accountability system that captures a holistic view of district performance beyond traditional academic metrics.
Root Cause: Existing accountability measures primarily focus on academic outcomes and internal processes, limiting the ability to systematically incorporate community perspectives, non-academic indicators, extra-curricular programs, and other qualitative measures that provide a fuller understanding of student and district success.

Perceptions

Perceptions Summary

Student Engagement and Campus Climate
Students consistently describe Celina ISD campuses in a positive light, reporting strong connections with peers and trusted adults, a sense of respect, and feelings of safety and support. While teacher feedback is primarily informal, staff retention rates and anecdotal evidence indicate that educators view their campuses as collaborative and supportive environments. Student perceptions of belonging vary slightly across groups, prompting the district to expand clubs, enrichment opportunities, and academic pathways to ensure inclusivity. Engagement is closely linked to positive outcomes; higher involvement in school life correlates with lower discipline rates and stronger peer and teacher relationships. Attendance rates have steadily increased over the past three years, reaching 95.6% in 2024–25, supported by structured truancy prevention measures, tracking systems, and targeted interventions for students with excessive absences or tardies.

Staff Quality, Recruitment, and Retention
Celina ISD maintains a highly qualified staff. Nearly all teachers are state certified, with a mix of beginning and veteran educators to sustain institutional knowledge while integrating fresh perspectives. Retention rates remain strong at 84%, exceeding regional averages. Paraprofessionals are highly trained, with multiple certification levels and ongoing professional development to support student needs. New teachers receive comprehensive onboarding, mentoring, and continued professional learning, while differentiated professional development opportunities throughout the year ensure staff growth is aligned with individual goals and district priorities. Instructional coaches and MTSS structures provide targeted support for teachers addressing students performing below district or state standards.

Community and Parent Engagement
Celina ISD benefits from an engaged, supportive community and strong local partnerships. Families interact with the district through committees such as the, Bobcat Council, and the Community Based Accountability System committee. Barriers to parent participation include language, childcare, transportation, cultural differences, and technological access, which the district continues to address. Community members view Celina as a safe city, supported by low crime rates and active engagement. Major employers include Celina ISD, Brookshire's Groceries, the City of Celina, Collin College, and national retail chains, providing diverse employment options locally. The district collaborates closely with Collin College to offer dual credit courses, summer enrichment, and adult education opportunities through AEL, ensuring educational pathways for students and families alike.

Postsecondary Preparation and Career Readiness
Celina ISD actively supports students' postsecondary planning through programs like Xello, AVID, and Career and Technical Education (CTE). Students engage in individualized career exploration, interest inventories, and hands-on learning opportunities to develop skills for college, careers, and life after graduation. High CTE enrollment—over 90% of high school students participate—demonstrates strong student engagement, and these programs integrate academic content with practical career training. College, career, and military guidance is provided through one-on-one and small group counseling, Connect Your Path nights for families, and dual credit opportunities with local colleges, ensuring students are well-prepared for future success.

Perceptions Strengths

Overall, Celina ISD exhibits strong student engagement, high-quality staff, and robust community partnerships. Students feel supported and connected, teachers are well-prepared and continuously growing, and families are increasingly involved despite logistical and linguistic barriers. Attendance, participation in extracurricular and CTE programs, and student feedback indicate a thriving school culture, while partnerships with local businesses and higher education institutions provide students with meaningful postsecondary pathways. These strengths form a solid foundation for continuous improvement and a community-based accountability system that captures a comprehensive view of student and district success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Celina ISD collects feedback from students, staff, parents, and the community through surveys, committees, and informal channels, current systems do not consistently capture a comprehensive, representative, and ongoing view of stakeholder perspectives.
Root Cause: Current feedback systems primarily rely on qualitative data, limiting the district's ability to systematically measure trends, compare results over time, and make fully informed decisions that reflect the needs of all stakeholders.

Priority Problem Statements

Problem Statement 1: The staff demographics at Celina ISD do not mirror those of the district's student population. With Hispanic students representing 31.2% (2021-2022) - 32.9% (2023-2024) and growth in Asian and multi-racial populations, the teaching staff remains predominantly White, creating a gap between student demographics and educator representation.

Root Cause 1: The district's applicant pool for both certified and paraprofessional positions does not yet reflect the demographics of our growing student population, due in part to a limited teacher candidate pipeline, reliance on traditional recruitment sources, and strong regional competition for educators.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A significant number of students are not completing Career and Technical Education (CTE) programs.

Root Cause 2: Competing demands from advanced academics, athletics, and fine arts participation limit students' ability to complete CTE coursework and requirements.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While Celina ISD collects feedback from students, staff, parents, and the community through surveys, committees, and informal channels, current systems do not consistently capture a comprehensive, representative, and ongoing view of stakeholder perspectives.

Root Cause 3: Current feedback systems primarily rely on qualitative data, limiting the district's ability to systematically measure trends, compare results over time, and make fully informed decisions that reflect the needs of all stakeholders.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While Celina ISD has strong systems in place, the district currently lacks a comprehensive, community-based accountability system that captures a holistic view of district performance beyond traditional academic metrics.

Root Cause 4: Existing accountability measures primarily focus on academic outcomes and internal processes, limiting the ability to systematically incorporate community perspectives, non-academic indicators, extra-curricular programs, and other qualitative measures that provide a fuller understanding of student and district success.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Reading and math data show the need to support all students in meeting growth expectations, with particular attention to closing achievement gaps across various student groups and subpopulations.

Root Cause 5: Teachers may lack sufficient training, resources, and targeted strategies to effectively differentiate instruction and use high-quality instructional materials to meet the varied academic needs of students.

Problem Statement 5 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
- HB3 CCMR goals
- 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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

Priorities

Priority 1: Love the Learner; Drive the Rigor

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

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

 No Progress Accomplished Continue/Modify Discontinue

Priority 1: Love the Learner; Drive the Rigor

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

Strategic Measure: Significant progress made toward meeting Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Increase the percentage of students involved in co-curricular and extra-curricular activities at all school levels. (BG2) **Strategy's Expected Result/Impact:** Enhanced academic growth Improved student attendance Raise the likelihood of pursuing higher education Nurture a sense of belonging **Staff Responsible for Monitoring:** Student Services, Campus Administrators **Funding Sources:** - 199 -- CISD, - Title IV	20% Some Progress	40% Some Progress	70% Moderate Progress	Continue/ Modify

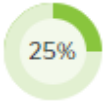
No Progress | Accomplished | Continue/Modify | Discontinue

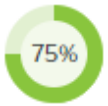
Priority 1: Love the Learner; Drive the Rigor

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Sustain and strengthen the professional growth framework by embedding it into district culture through regular review, staff feedback, and leadership modeling of continuous improvement. (BG3,5) (SO6,9) **Strategy's Expected Result/Impact:** Embedded culture of lifelong learning Consistent, high-quality professional growth opportunities Stronger connections between professional learning and student outcomes Long-term retention of high-performing staff **Staff Responsible for Monitoring:** Teaching and Learning Department, Professional Development Coordinator	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Cultivate a culture of professional choice by offering diverse, high-quality learning experiences that encourage staff to pursue growth aligned with their goals and district priorities. (BG3,5) (SO6,9) **Strategy's Expected Result/Impact:** Increased motivation and ownership of learning More relevant and impactful professional growth experiences Enhanced staff performance and retention **Staff Responsible for Monitoring:** Teaching and Learning Department, Professional Development Coordinator, Campus Administrators	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

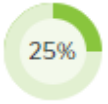
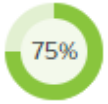
Priority 1: Love the Learner; Drive the Rigor

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

HB3 Priority

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will collaborate with students, local businesses, and higher education institutions to develop new CTE pathways tailored to student needs, interests, and workforce demands. (E10,12) (SO4,11) **Strategy's Expected Result/Impact:** New CTE pathways aligned with job market demands Higher student engagement and increase number of CTE completers Enhanced career readiness through closer education-industry ties **Staff Responsible for Monitoring:** CTE Director, Teaching and Learning Department, Campus Counselors **Funding Sources:** - 244--CTE	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 5: CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified applicants reflective of our community and students' needs. (BG5)
(SO6)

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue this goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Implementing targeted recruitment efforts, such as attending job fairs, utilizing online job platforms, and reaching out to professional organizations, to attract a pool of highly qualified candidates. (BG5) (SO6) **Strategy's Expected Result/Impact:** Increased number of applicants reflective of our community and students' needs Attract highly qualified applicants Benefit from a variety of perspectives and talents Improve organizational performance and success **Staff Responsible for Monitoring:** Human Resources Department	50% Moderate Progress	50% Moderate Progress	75% Considerable	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Work in collaboration with higher education institutions to create and implement an Associate Teacher Program. (BG3,5) **Strategy's Expected Result/Impact:** Grow our own staff to fill teaching positions **Staff Responsible for Monitoring:** Human Resource Department, Teaching and Learning Attract and increase staff retention	20% Some Progress	50% Moderate Progress	75% Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

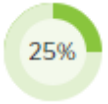
Priority 1: Love the Learner; Drive the Rigor

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Increase coaching opportunities for centralized classrooms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Increase special education staff's capacity in delivering specialized instruction using high-quality resources to meet the learning needs of their students. (DNAP) (E1) **Strategy's Expected Result/Impact:** Increased capacity of staff Optimized use of high-quality resources Improved outcomes for students with disabilities **Staff Responsible for Monitoring:** Special Education Director, Teaching and Learning Department	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Provide ongoing support and training to design instruction and assessment that effectively utilizes district-provided high-quality instructional materials and resources while maintaining the rigor of the standards. (DNAP) (SO2,4,7) (E1) **Strategy's Expected Result/Impact:** Increased teacher confidence in instructional design Optimized use of high-quality resources Improved student outcomes on district and state measures **Staff Responsible for Monitoring:** Teaching and Learning Department **Funding Sources:** Contracted Services - 255--Title II - $10,000, Supplies and Materials - 255--Title II - $2,500, Extra Duty Pay - 255--Title II - $17,000, Other Operating Cost - 255--Title II - $9,500	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

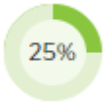
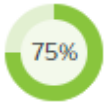
 No Progress Accomplished Continue/Modify Discontinue

Priority 2: Responsibility for Ones Own Learning

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Establish regular meetings and forums involving all stakeholders, including students, parents, teachers, administrators, and community members, to discuss and address the diverse needs of the student body. (BG1) (E7) (SO1) **Strategy's Expected Result/Impact:** Improved collaboration and communication Enhanced understanding of diverse challenges Better response to student needs Empowered stakeholders in decision-making **Staff Responsible for Monitoring:** District and Campus Administration	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

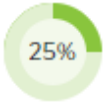
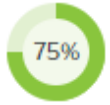
Priority 2: Responsibility for Ones Own Learning

Strategic Objective 2: Increase the identification of and support for Celina ISD gifted and talented students. (BG2) (SO2,7) (DNAP)

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Continue to enhance and grow GT program communication, offerings, and enrichment opportunities. **Strategy's Expected Result/Impact:** Increased participation in extracurricular activities Diverse exploration of talents Inclusive school culture Enhanced program integration **Staff Responsible for Monitoring:** District GT Specialist & UIL Coordinator, Student Services Director	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

Priority 2: Responsibility for Ones Own Learning

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

High Priority

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will establish a structured framework for developing and enhancing the capacity of all staff members. **Strategy's Expected Result/Impact:** Increased staff retention Grow Your Own Develop capacity and boost self-efficacy **Staff Responsible for Monitoring:** Teaching and Learning Department **Funding Sources:** Professional Development - 255--Title II - $5,000	25% Some Progress	50% Moderate Progress	75% Considerable	Accomplished

No Progress | Accomplished | Continue/Modify | Discontinue

Priority 2: Responsibility for Ones Own Learning

Strategic Objective 4: Expand the AVID program to maximize its benefits for student achievement in becoming College and Career Ready. (BG4) (DNAP) (E10) (SO3)

Evaluation Data Sources: CISD will study (2023-2024), plan (2024-2025) and implement (2025-2026) strategies to expand and strengthen the AVID program. This includes increasing student participation in rigorous coursework, providing targeted tutorial support, and developing a systematic process for recruiting students who meet the AVID profile. Implementation will be guided by available staffing, resources, and campus capacity.

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Develop a strategic plan outlining goals, objectives, and action steps for increasing student participation in the AVID program through targeted recruitment of staff and students. **Strategy's Expected Result/Impact:** Improved student academic performance Increases number of students taking advanced classes More students graduating CCMR **Staff Responsible for Monitoring:** AVID Program Coordinator, Secondary Campus Principals, Secondary Counselors	25% Some Progress	50% Moderate Progress	75% Considerable	Accomplished

No Progress | Accomplished | Continue/Modify | Discontinue

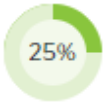
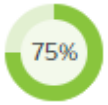
Priority 2: Responsibility for Ones Own Learning

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

Evaluation Data Sources: Analysis of various data collection tools, including teacher feedback, surveys, coaching logs, student achievement data and professional development participation, will contribute to increased student achievement on each CISD campus.

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Implement coaching protocols aligned with district goals and provide comprehensive training and ongoing support for coaches to ensure effective implementation. (BG5) (DNAP) (SO6,9) **Strategy's Expected Result/Impact:** Enhanced teacher practice Improved student learning outcomes Increased alignment with district priorities **Staff Responsible for Monitoring:** Teaching and Learning Department, Chief Academic Officer, Content Coordinators	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

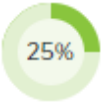
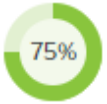
 No Progress Accomplished Continue/Modify Discontinue

Priority 3: Interdependent Self-managers

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

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

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

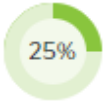
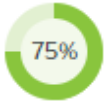
 No Progress Accomplished Continue/Modify Discontinue

Priority 3: Interdependent Self-managers

Strategic Objective 2: CISD will empower staff to cultivate leadership skills, fostering their growth and simultaneously building organizational capacity. (BG4) (SO6,9) (DNAP)

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Implement a structured mentorship program pairing experienced leaders with learners to provide guidance and practical experience in leadership roles. (BP3) (SO6,9) (DNAP) **Strategy's Expected Result/Impact:** Skills development through mentorship Enhanced career advancement opportunities Increased employee engagement and retention Facilitated knowledge sharing Strengthened leadership pipeline Improved organizational performance **Staff Responsible for Monitoring:** District and Campus Administration, Teaching and Learning Department	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

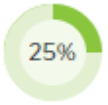
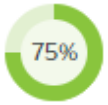
Priority 3: Interdependent Self-managers

Strategic Objective 3: Provide students with real life experiences and skill development to empower them for active engagement in society and success beyond the classroom. (BG4) (SO5)

Evaluation Data Sources: # of opportunities
# of students participating

Strategic Measure: Met Strategic Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide students with leadership opportunities, apprenticeships, mentorship, and life skills development. (BG4) (SO5) (SO11) (E10,12) **Strategy's Expected Result/Impact:** Responsible self-managers Career readiness and network expansion Development of both hard and soft skills Preparation for long-term success **Staff Responsible for Monitoring:** CTE Director, Campus Administrators, School Counselors	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

Priority 3: Interdependent Self-managers

Strategic Objective 4: Establish initiatives to cultivate a healthy district/campus culture where students and staff feel safe, supported, and valued. (BG5) (E11) (SO5,8)

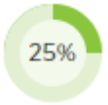
Evaluation Data Sources: Student, family, and staff surveys
Discipline data

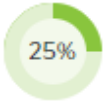
Strategic Measure: Met Strategic Objective

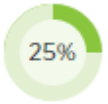
Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Promote practices that support open communication, community celebrations, student empowerment, inclusive practices, respectful behavior, supportive networks, professional development, and leadership modeling to cultivate a safe and valued campus culture. (BG5) (E11) (SO5,8) **Strategy's Expected Result/Impact:** Safety and well-being prioritization Improved student, staff, and community relations Student empowerment and engagement Increased staff retention and job satisfaction **Staff Responsible for Monitoring:** District and Campus Administration, Student Services Department, Campus Counselors	25% Some Progress	50% Moderate Progress	75% Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Implement restorative practices and leverage accelerated instruction to effectively mitigate loss of instructional time and keep students in school. (SO3) (E11) **Strategy's Expected Result/Impact:** Reduced loss of instructional time Increased student engagement and academic performance Improved school climate and relationships Decreased disciplinary issues Higher likelihood of student retention and graduation **Staff Responsible for Monitoring:** Campus Administration, Student Services Director, Campus Counselors	30% Some Progress	50% Moderate Progress	65% Moderate Progress	 Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Implement transition plans for students new to the district or transferring between schools to facilitate a seamless adjustment to their new school environment. (E8,10) **Strategy's Expected Result/Impact:** Seamless integration for newcomers Minimized transition stress for students and families Strengthened social cohesion and sense of belonging **Staff Responsible for Monitoring:** Campus Administration, Campus Counselors **Funding Sources:** Building Capacity - 211-Title I - $500	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: Integrate best practices for grief-informed and trauma-informed care across the school district to ensure holistic support and well-being for all students and staff. (SO) (E11) **Strategy's Expected Result/Impact:** Improved mental health outcomes Increased resilience and empowerment Reduced stigma around mental health Enhanced trust and rapport between students and staff Improved academic performance **Staff Responsible for Monitoring:** Student Services Director, Campus Counselors	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5: Create strategic plans that focus on key school safety initiatives and mandates. Disseminate safety and security information to the district and stakeholders through research and training, fostering safe, secure, and healthy learning environments. (TIV) **Strategy's Expected Result/Impact:** Teachers feel safe, allowing focus on students Students feel secure, enhancing learning Parents trust the District's commitment to safety Community and partners prioritize student safety **Staff Responsible for Monitoring:** District Police Chief, Director of Safe and Secure Schools, District and Campus Administration **Funding Sources:** Training - Title IV - $4,000	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $360,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus salaries for intervention teachers and supplies and materials to support closing academic gaps and to support meeting grade level standards on state testing.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Celina ISD monitors student progress on a continuous basis through the use of common assessments, district benchmarks, STAAR data, and MAP growth assessments. Professional Learning Communities (PLCs) meet regularly to review data, identify students in need of additional support or enrichment, and design targeted interventions. The district also utilizes a Multi-Tiered System of Supports (MTSS) to track student growth and ensure early intervention for struggling learners.

In 2024, 88% of students scored *Approaches Grade Level or Above* on STAAR assessments, 62% scored *Meets Grade Level or Above*, and the district maintained a 97.5% graduation rate with a 0.2% dropout rate.

Descriptor 2: Teacher Quality

Celina ISD ensures equitable access to effective educators by monitoring staff certifications, years of experience, and assignment data annually. The district maintains 97% of teachers as state certified and an average teacher experience level of 11.6 years. Data reviews confirm that there are no significant disparities in the distribution of effective or experienced teachers across campuses or student subgroups. The district's Equity Plan is reviewed annually to maintain compliance and address any emerging needs.

Descriptor 3: School Improvement and Support Activities

Celina ISD identifies at-risk students through multiple indicators, including assessment results, attendance, and behavioral data. Title I Schoolwide funds provide targeted academic support in reading and math. Professional development focuses on designing instruction aligned with high-quality instructional materials (HQIM) to accelerate learning for students performing below grade level.

Descriptor 4: Measure of Poverty

Celina ISD uses free and reduced lunch data to rank and identify campuses eligible to be served through Title I. Lykins Elementary School and Early Childhood School both meet Title I eligibility based on their student percentage of students qualifying for free or reduced lunch being higher than the district average.

Descriptor 5: Nature of Programs

Both Title I campuses, Lykins Elementary and Early Childhood School, serve students through a Schoolwide Program. Title I funds are used on these campuses to pay salaries for additional staff and to carry out required Title I Parent and Family Engagement activities.

Descriptor 6: Services to Homeless Children and Youth

School counselors identify and support homeless students during the enrollment process using the Student Residency Questionnaire. Families are contacted directly to ensure access to academic, transportation, and nutritional services. Celina ISD coordinates with local agencies to remove barriers and ensure full participation in all school activities.

Descriptor 7: Parent and Family Engagement Strategy

Celina ISD is committed to making parents full partners in the education of their children. Celina ISD has a written policy (BQ - Planning and Decisioin-Making Process) to ensure parent are included in the planning and decision making process at both the district and campus level. In addition, Title I campuses have a written Parent and Family Engagement (PFE) Policy created and reviewed annually with various stakeholders.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Celina ISD serves all early childhood students on one campus. Early Childhood School students are all served though our Title I Schoolwide Program. Parents of early childhood students participate in an orientation prior to school beginning and are provided training throughout the school year to support their child's social-emotional and academic development.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Celina ISD's Title I programs are schoolwide, not targeted.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Celina ISD provides transition support through orientation programs, CTE pathway advising, and college readiness initiatives. In 2023, 70.1% of graduates achieved College, Career, and Military Readiness (CCMR), up from 65.4% the previous year. Counselors and CTE staff coordinate student transition plans from middle school through postsecondary pathways.

Descriptor 11: Discipline Disproportionality

All Celina ISD campuses implement PBIS and restorative practices to minimize disciplinary removals. Counselors deliver Character Strong lessons focused on leadership and empathy. The district's emphasis on positive school culture has contributed to improved student relationships and reduced behavioral incidents.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Celina ISD integrates academic and Career & Technical Education (CTE) content to prepare students for success beyond high school. Nearly 75% of secondary students participate in CTE programs, reflecting steady growth from previous years. For the Class of 2024, participation in industry-aligned coursework and certification pathways continued to increase, building on the 27.2% of graduates in the Class of 2023 who earned an industry-based certification. Partnerships with local employers, community organizations, and higher education institutions continue to expand real-world learning opportunities that promote college, career, and military readiness for all students.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Celina ISD maintains partnerships with local colleges, universities, and industry partners to expand student access to dual credit, internships, and workforce experiences. Programs such as AVID, CTE pathways, and leadership initiatives connect students with postsecondary opportunities aligned to workforce demands.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Celina ISD maintains partnerships with local colleges, universities, and industry partners to expand student access to dual credit, internships, and workforce experiences. Programs such as AVID, CTE pathways, and leadership initiatives connect students with postsecondary opportunities aligned to workforce demands.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 -- CISD					
Priority	**Strategic Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
				Sub-Total	$0.00

255--Title II					
Priority	**Strategic Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Contracted Services		$10,000.00
1	6	2	Extra Duty Pay		$17,000.00
1	6	2	Supplies and Materials		$2,500.00
1	6	2	Other Operating Cost		$9,500.00
2	3	1	Professional Development		$5,000.00
				Sub-Total	$44,000.00

211-Title I					
Priority	**Strategic Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	PFE		$6,500.00
3	4	3	Building Capacity		$500.00
				Sub-Total	$7,000.00

244--CTE					
Priority	**Strategic Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
				Sub-Total	$0.00

Title IV					
Priority	**Strategic Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
3	4	5	Training		$4,000.00
				Sub-Total	$4,000.00

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Notice to Parents The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of the Report The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

	notice to parents and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
Access to Policy and Procedures	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Celina Independent School District Board Outcome Goals
Early Literacy, Early Math, and College, Career, and Military
December 2022

Early Childhood Literacy Board Outcome Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 73% by June 2024.

Yearly Target Goals

(2019 Baseline)	2021	2022	2023	2024
(60%)	62%(58%)	69% (70%)	71%	73%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	(48%)	(64%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	(56%)	50%(43%)	66%(64%)	-	-	-	(67%)	46%(32%)	48%(46%)	(58%)	40%(35%)	58%(61%)	73%(52%)
2022	58%(46%)	52%(59%)	68%(72%)	-	-	-	70%(77%)	48%(39%)	50%(46%)	60%(89%)	37%(35%)	63%(65%)	54%(70%)
2023	48%	61%	74%				79%	42%	48%	89%	39%	67%	72%
2024	50%	63%	76%				81%	45%	50%	89%	42%	70%	74%

*Parentheses indicates actual score

*Goals do not have parentheses

Early Childhood Targeted Professional Development Plan

Intervention teachers and campus and district administrators will complete the science of teaching Reading Academies by the end of the 20-21 school year. All K through 3rd grade teachers will complete the Science of Reading Academies by the end of the 2022-23 school year, including departmentalized math teachers. Continued Professional Development for language arts teachers will include STAAR 2.0 test redesign, small group literacy instruction, and the implementation of the new language arts resources.. Teachers will continue to work with the elementary instructional department on common assessments, scope and sequence review, and high quality instructional materials review. Requests for the addition of instructional coaches at all three elementaries will be included in the budgeting process for 23-24. Continue training in analyzing MAP and other assessments for student growth in all subgroups.

Celina ISD Literacy Goals & Actual Outcomes by Campus-Lykins

Early Childhood Literacy Board Outcome Goals Lykins Elementary

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 75% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(59%)	50%(50%)	55%(70%)	60%{72%}	65%{75%}

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	-	(57%)	(59%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	-	25%(28%)	35% (55%)	-	-	-	-	10%(10%)	50%(39%)	(43%)	29%(29%)	(52%)	(41%)
2022	(50%)	30%(74%)	45%(77%)	-	-	-	-	10%(50%)	41%(44%)	45%(86%)	30%(23%)	54%(69%)	42%(70%)
2023	52%	76%	79%					52%	46%	86%	30%	71%	72%
2024	54%	78%	81%					54%	48%	86%	32%	74%	74%

***Paretheses indicates actual score**

*Goals do not have parentheses

(-) student population at campus >10

+Celina Elementary 2018-2019 School Year

Celina ISD Literacy Goals & Actual Outcomes by Campus-O'Dell

Early Childhood Literacy Board Outcome Goals O'Dell Elementary

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 75% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(60%)	68%(56%)	70%(65%)	72%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	-	(31%)	(68%)	-	-	-	-	(42%)	(40%)	-	-	(61%)	(58%)
2021	(40%)	32%(63%)	70%(77%)	-	(33%)	-	(63%)	44%(50%)	42%(56%)	(80%)	(44%)	63%(74%)	60%(59%)
2022	42%(45%)	65%(58%)	78%(67%)	-	35%(90%)	-	65%(75%)	52%(32%)	58%(46%)	82%(82%)	48%(67%)	76%(75%)	61%(60%)
2023	47%	60%	69%		90%		77%	34%	48%	84%	69%	77%	63%
2024	49%	62%	71%		90%		79%	36%	50%	86%	70%	79%	65%

*Paretheses indicates actual score

*Goals do not have parentheses

(-) student population at campus >10

Celina ISD Math Goals & Actual Outcomes

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
57%	45%(44%)	50% (57%)	57%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	34%(32%)	67%(65%)	-	-	-	-	32%(30%)	(41%)	-	(22%)	(58%)	(54%)
2021	(33%)	36%(30%)	69%(50%)	-	(17%)	-	(56%)	34%(41%)	45%(25%)	(33%)	26%(19%)	(47%)	(38%)
2022	(42%)	38%(50%)	71%(59%)	-	-	-	(62%)	36%(39%)	47%(38%)	(67%)	28%(38%)	(56%)	(56%)
2023	45%	52%	62%				64%	41%	40%	69%	40%	58%	58%
2024	47%	55%	65%				66%	43%	42%	71%	42%	60%	60%

*Paretheses indicates actual score

*Goals do not have parentheses

(-) student population at one campus >10

Early Childhood Targeted Professional Development Plan

Professional Development for math teachers will include STAAR 2.0 test redesign, small group math instruction, number talks, instructional resource support, and math conferences (CAMT). Teachers will continue to work with the elementary instructional department on common assessments, scope and sequence review, and high quality instructional materials implementation. Requests for the addition of instructional coaches at all elementary campuses will be included in the budgeting process. New math materials were adopted and implemented.

Celina ISD Math Goals & Actual Outcomes by Campus - Lykins

Early Childhood Math Plan Lykins Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
64%	50%(36%)	55%(57%)	60%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2029 (Baseline)	-	(39%)	(75%)	-	-	-	-	(36%)	(41%)	-	(27%)	(65%)	(63%)
2021	-	20%(16%)	48%(43%)	-	-	-	-	30%(30%)	20%(14%)	(14%)	18%(13%)	(40%)	(23%)
2022	(60%)	22%(48%)	50%(62%)	-	-	-	(60%)	32%(42%)	22%(56%)	16%(86%)	20%(23%)	(59%)	(55%)
2023	62%	50%	64%				62%	44%	58%	86%	25%	60%	57%
2024	64%	52%	66%				64%	46%	60%	86%	27%	62%	59%

*Parentheses indicates actual score

*Goals do not have parentheses

+Celina Elementary 2018-2019 School Year

Celina ISD Math Goals & Actual Outcomes by Campus - O'Dell

Early Childhood Math Plan O'Dell Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(49%)	50%(31%)	55%(55%)	60%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont Enrolled	Non-Cont Enrolled
2019	-	(19%)	(55)%	-	-	-	-	(26%)	(40%)	-	-	(50%)	(46%)
2021	(40%)	48%(47%)	60%(62%)	-	(17%)	-	(50%)	50%(50%)	38%(39%)	(60%)	22%(29%)	52%(58%)	48%(47%)
2022	(38%)	50%(55%)	65%(57%)	-	-	-	52%(63%)	52%(38%)	42%(21%)	-	31%(54%)	54%(54%)	50%(57%)
2023	40%	57%	59%		23%		65%	54%	44%	64%	56%	56%	52%
2024	42%%	59%	61%		25%		67%	56%	46%	66%	58%	58%	54%

*parentheses indicates actual score

*Goals do not have parentheses

College, Career, Military Readiness Board Goals

CCMR Board Goals

The percentage of graduates that meet the criteria for CCMR will increase from 71% to 85% by August 2024.

Yearly Target Goals

2020 grads-COVID (2021 Acct)	2021 grads-(2022 Acct)	2022 grads (2023 Acct)	2023 grads (2024 Acct)	2024 grads (2025 Acct)
(71%)	(68%)	75%	80%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont Enrolled	Non-Cont Enrolled
2020 ('21 Grads)	(57%)	(59%)	(76%)	-	-	-	(50%)	(92%)	(47%)	-	-	-	-
2021 ('22 Grads)	62%	64%	71%				55%	92%	52%				
2022	67%	69%	76%	-	-	-	60%	92%	57%	-	-	-	-
2023	72%	74%	81%				65%	92%	62%				
2024	77%	79%	86%	-	-	-	70%	92%	67%	-	-	-	-

*Parentheses indicates actual score

*Goals do not have parentheses

CCMR Targeted Plan

*Keep current strategies and practices in place (Dual Credit Offerings, College Prep, AP criteria score). Continue to Offer College Prep Classes in addition to Texas College Bridge online courses. Continue to increase the number of certifications for students taking CTE courses. Continue staff training to ensure processes are in place. Increase the number of students that meet eligibility for special education to earn certifications through class scheduling and appropriate course offerings. Through the TCLAS funding, stipends are provided for teachers who are assisting students in receiving college ready status in Texas College Bridge. Teachers have received training and are integrating into English IV and Financial Math courses.

	CCMR in Accountability	CCMR in Outcomes Bonuses
College Ready	Meets Texas Success Initiative (TSI) Criteria or Earns dual course credits or Meets criteria on AP/IB exams or Earns an associate degree or Qualifies for OnRamps course credits	Meets TSI Criteria (college prep courses not applicable) **AND** Enrolls at a postsecondary educational institution immediately following high school or Earns an associate degree
Career Ready	Earns an Industry-based certification (IBC) or Graduates with completed IEP and workforce readiness or Graduates with an advanced degree plan and received special education services or Earns a level I or level II certificate	Meets TSI Criteria (college prep courses not applicable) **AND** Earns an IBC or Earns a level I or level II certificate
Military Ready	Enlists in the U.S. Armed Forces (Not Applicable—Temporarily Suspended)	Enlists in the U.S. Armed Forces (Not Applicable—Temporarily Suspended)

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199 11 6118 00 001 3 24 0 00	HS ECO SATURDAY SCHOOL	-8,000.00	0.00	937.50	-7,062.50
199 11 6118 00 001 3 24 0 01	HS SUMMER SCHOOL	-5,000.00	0.00	2,756.25	-2,243.75
199 11 6118 00 001 3 24 0 02	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199 11 6118 00 101 3 24 0 01	SUMMER SCHOOL	-10,000.00	0.00	860.00	-9,140.00
199 11 6118 01 041 3 24 0 00	SAT SCHOOL/DETEN	-2,000.00	0.00	212.50	-1,787.50
199 11 6118 01 041 3 24 0 01	JR HIGH SUMMER SCHOOL	-5,000.00	0.00	0.00	-5,000.00
199 11 6118 01 101 3 24 0 00	ES SUMMER SCHOOL	0.00	0.00	0.00	0.00
199 11 6119 00 001 3 24 0 00	PROFESSIONAL SALARIES	-115,705.00	0.00	37,202.07	-78,502.93
199 11 6119 00 001 3 24 0 01	HOMEBOUND TEACHER	-2,500.00	0.00	0.00	-2,500.00
199 11 6119 00 041 3 24 0 00	PROFESSIONAL SALARIES	-382,012.00	0.00	93,705.52	-288,306.48
199 11 6119 00 041 3 24 0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199 11 6119 00 101 3 24 0 00	PROFESSIONAL SALARIES	-28,585.00	0.00	57,589.44	29,004.44
199 11 6119 00 101 3 24 0 01	ELEM HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199 11 6119 00 103 3 24 0 00	INTERVENTION TEACHER	0.00	0.00	24,751.50	24,751.50
199 11 6119 00 103 3 24 0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199 11 6119 00 104 3 24 0 00	PROFESSIONAL SALARIES	-89,795.00	0.00	34,063.71	-55,731.29
199 11 6119 00 104 3 24 0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199 11 6129 00 001 3 24 0 00	SUPPORT SALARIES	-30,440.00	0.00	9,286.04	-21,153.96
199 11 6129 00 041 3 24 0 00	SUPPORT SALARIES	-63,696.00	0.00	20,051.16	-43,644.84
199 11 6129 00 101 3 24 0 00	SUPPORT SALARIES	-25,881.00	0.00	5,171.85	-20,709.15
199 11 6129 00 103 3 24 0 00	PARA PROFESSIONAL	-23,876.00	0.00	4,634.21	-19,241.79
199 11 6129 00 104 3 24 0 00	SUPPORT SALARIES	-56,916.00	0.00	14,673.72	-42,242.28
199 11 6141 00 001 3 24 0 00	SOCIAL SECURITY	-2,027.00	0.00	656.56	-1,370.44
199 11 6141 00 001 3 24 0 01	SOCIAL SECURITY	0.00	0.00	38.79	38.79
199 11 6141 00 001 3 24 0 02	MEDICARE	0.00	0.00	0.00	0.00
199 11 6141 00 041 3 24 0 00	SOCIAL SECURITY	-6,023.00	0.00	1,573.95	-4,449.05
199 11 6141 00 101 3 24 0 00	SOCIAL SECURITY	-753.00	0.00	843.01	90.01
199 11 6141 00 101 3 24 0 01	SOCIAL SECURITY	0.00	0.00	12.29	12.29
199 11 6141 00 101 3 24 0 02	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199 11 6141 00 103 3 24 0 00	SOCIAL SECURITY	-324.00	0.00	376.46	52.46
199 11 6141 00 104 3 24 0 00	SOCIAL SECURITY	-2,062.00	0.00	670.57	-1,391.43
199 11 6141 00 104 3 24 0 01	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199 11 6141 01 041 3 24 0 00	SOCIAL SECURITY	0.00	0.00	2.84	2.84
199 11 6141 01 041 3 24 0 01	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199 11 6141 01 101 3 24 0 00	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199 11 6142 00 001 3 24 0 00	GROUP HEALTH & LIFE INS	-12,258.00	0.00	3,355.77	-8,902.23
199 11 6142 00 041 3 24 0 00	GROUP HEALTH & LIFE INS	-27,394.00	0.00	5,271.03	-22,122.97
199 11 6142 00 101 3 24 0 00	GROUP HEALTH & LIFE INS	-6,937.00	0.00	3,854.16	-3,082.84
199 11 6142 00 103 3 24 0 00	GROUP HEALTH & LIFE INS	-5,004.00	0.00	1,791.96	-3,212.04
199 11 6142 00 104 3 24 0 00	GROUP HEALTH & LIFE INS	-8,195.00	0.00	3,582.49	-4,612.51
199 11 6143 00 001 3 24 0 00	WORKMENS COMPENSATION	-589.00	0.00	147.40	-441.60
199 11 6143 00 001 3 24 0 01	WORKMENS COMPENSATION	0.00	0.00	13.79	13.79
199 11 6143 00 001 3 24 0 02	WK COMP	0.00	0.00	0.00	0.00
199 11 6143 00 041 3 24 0 00	WORKMENS COMPENSATION	-1,922.00	0.00	340.37	-1,581.63
199 11 6143 00 101 3 24 0 00	WORKMENS COMPENSATION	-147.00	0.00	200.22	53.22
199 11 6143 00 101 3 24 0 01	WORKMENS COMPENSATION	0.00	0.00	2.75	2.75
199 11 6143 00 101 3 24 0 02	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199 11 6143 00 103 3 24 0 00	WORKMENS COMPENSATION	-4.00	0.00	87.24	83.24
199 11 6143 00 104 3 24 0 00	WORKMENS COMPENSATION	-458.00	0.00	117.67	-340.33
199 11 6143 00 104 3 24 0 01	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199 11 6143 01 041 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	1.06	1.06

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199 11 6143 01 041 3 24 0 01	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199 11 6143 01 101 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199 11 6144 00 001 3 24 0 00	TRS ON-BEHALF BENEFIT	-10,647.00	0.00	4,830.61	-5,816.39
199 11 6144 00 001 3 24 0 01	TRS ON-BEHALF BENEFIT	0.00	0.00	228.48	228.48
199 11 6144 00 001 3 24 0 02	TRS ON-BEHALF	0.00	0.00	0.00	0.00
199 11 6144 00 041 3 24 0 00	TRS ON-BEHALF BENEFIT	-29,787.00	0.00	8,119.81	-21,667.19
199 11 6144 00 101 3 24 0 00	TRS ON-BEHALF BENEFIT	-4,514.00	0.00	4,559.00	45.00
199 11 6144 00 101 3 24 0 01	TRS ON-BEHALF BENEFIT	0.00	0.00	67.37	67.37
199 11 6144 00 101 3 24 0 02	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199 11 6144 00 103 3 24 0 00	TRS ON-BEHALF BENEFIT	-2,209.00	0.00	2,823.65	614.65
199 11 6144 00 104 3 24 0 00	TRS ON-BEHALF	-12,458.00	0.00	4,780.54	-7,677.46
199 11 6144 00 104 3 24 0 01	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199 11 6144 01 041 3 24 0 00	TRS ON-BEHALF BENEFIT	0.00	0.00	19.65	19.65
199 11 6144 01 041 3 24 0 01	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199 11 6144 01 101 3 24 0 00	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199 11 6146 00 001 3 24 0 00	TEACHER RETIREMENT	-5,685.00	0.00	2,037.82	-3,647.18
199 11 6146 00 001 3 24 0 01	TEACHER RETIREMENT	0.00	0.00	75.82	75.82
199 11 6146 00 001 3 24 0 02	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199 11 6146 00 041 3 24 0 00	TEACHER RETIREMENT	-20,232.00	0.00	3,637.10	-16,594.90
199 11 6146 00 101 3 24 0 00	TEACHER RETIREMENT	-1,795.00	0.00	2,005.25	210.25
199 11 6146 00 101 3 24 0 01	TEACHER RETIREMENT	0.00	0.00	19.19	19.19
199 11 6146 00 101 3 24 0 02	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199 11 6146 00 103 3 24 0 00	TEACHER RETIREMENT	-609.00	0.00	1,072.64	463.64
199 11 6146 00 104 3 24 0 00	TEACHER RETIREMENT	-4,604.00	0.00	1,671.04	-2,932.96
199 11 6146 00 104 3 24 0 01	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199 11 6146 01 041 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	9.10	9.10
199 11 6146 01 041 3 24 0 01	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199 11 6146 01 101 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199 11 6149 00 001 3 24 0 00	OTHER EMPLOYEE BENEFITS	-225.00	0.00	52.27	-172.73
199 11 6149 00 041 3 24 0 00	OTHER EMPLOYEE BENEFITS	-591.00	0.00	126.80	-464.20
199 11 6149 00 101 3 24 0 00	OTHER EMPLOYEE BENEFITS	-106.00	0.00	57.46	-48.54
199 11 6149 00 103 3 24 0 00	OTHER EMPLOYEE BENEFITS	-77.00	0.00	47.31	-29.69
199 11 6149 00 104 3 24 0 00	OTHER EMPLOYEE BENEFITS	-302.00	0.00	66.96	-235.04
199 11 6219 00 001 3 24 0 00	CREDIT RECOVERY - ODYSSEY	0.00	0.00	0.00	0.00
199 11 6219 00 001 3 24 0 01	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199 11 6219 00 001 3 24 0 02	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199 11 6219 00 041 3 24 0 00	AVID	0.00	0.00	0.00	0.00
199 11 6399 00 041 3 24 0 00	JH TEST PREP	-1,500.00	0.00	0.00	-1,500.00
199 11 6399 00 103 3 24 0 00	COMPUTER ED SUPPLIES	-300.00	0.00	297.93	-2.07
199 11 6399 00 103 3 24 0 01	INTERVENTION SUPPLIES	-300.00	0.00	87.71	-212.29
199 11 6399 00 999 3 24 0 00	DAEP SUPPLIES	-2,000.00	0.00	695.93	-1,304.07
199 11 6399 01 104 3 24 0 00	DYSLEXIA SUPPLIES	0.00	0.00	0.00	0.00
199 11 6399 02 041 3 24 0 00	7TH GRADE STAAR WKBOOKS	0.00	0.00	0.00	0.00
199 11 6399 02 103 3 24 0 00	PRE-K GENERAL SUPPLIES RIDER 7	-1,050.00	0.00	111.48	-938.52
199 11 6399 06 041 3 24 0 00	6TH ARI	0.00	0.00	0.00	0.00
199 11 6399 14 101 3 24 0 00	DYSLEXIA ELEM SUPPLIES	0.00	0.00	0.00	0.00
199 11 6399 22 041 3 24 0 00	JH LEARNING CTR SUPPLIES	-500.00	0.00	24.99	-475.01
199 11 6499 00 041 3 24 0 00	IMAGINE LEARNING SEATS	-3,000.00	0.00	0.00	-3,000.00
199 11 6499 01 104 3 24 0 00	MATH IXL INTERVENTION	-1,000.00	0.00	0.00	-1,000.00
199 11 6499 02 104 3 24 0 00	READ LIVE INTERVENTION	-1,000.00	0.00	249.75	-750.25
199 13 6399 00 001 3 24 0 00	STAAR PREP MATERIALS	-2,500.00	0.00	2,199.00	-301.00
199 13 6399 00 041 3 24 0 00	STAAR PREP MATERIALS	-2,500.00	0.00	2,199.00	-301.00
199 13 6399 00 101 3 24 0 00	STAAR PREP MATERIALS	-2,500.00	0.00	0.00	-2,500.00
199 13 6399 00 103 3 24 0 00	PRIMARY SCH INTREVENTION MAT	-800.00	0.00	374.70	-425.30
199 13 6399 00 104 3 24 0 00	ODELL STAAR PREP MATERIALS	-2,600.00	0.00	0.00	-2,600.00

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199 23 6119 00 999 3 24 0 00	DAEP OFFICE/AIDE STAFF	0.00	0.00	0.00	0.00
199 93 6492 00 999 3 24 0 00	ANNA DAEP	0.00	0.00	0.00	0.00
199 95 6492 00 999 3 24 0 01	JJAEP	-16,000.00	0.00	0.00	-16,000.00
281 11 6118 00 041 3 24 0 01	4545 TUTORS	0.00	0.00	375.00	375.00
281 11 6141 00 041 3 24 0 01	SOCIAL SECURITY	0.00	0.00	5.13	5.13
281 11 6143 00 041 3 24 0 01	WORKMENS COMPENSATION	0.00	0.00	1.88	1.88
281 11 6146 00 041 3 24 0 01	TEACHER RETIREMENT	0.00	0.00	50.70	50.70
281 11 6399 00 999 3 24 0 00	BOARDWORKS CURR.	0.00	0.00	0.00	0.00
282 11 6118 00 001 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	11,085.00	11,085.00
282 11 6118 00 041 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	0.00	0.00
282 11 6118 00 101 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	20,752.50	20,752.50
282 11 6118 00 103 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	3,202.50	3,202.50
282 11 6118 RT 001 3 24 0 00	RETENTION STIPEND	0.00	0.00	507.36	507.36
282 11 6118 RT 041 3 24 0 00	RETENTION STIPEND	0.00	0.00	1,522.08	1,522.08
282 11 6118 RT 101 3 24 0 00	RETENTION STIPEND	0.00	0.00	2,029.44	2,029.44
282 11 6118 RT 103 3 24 0 00	RETENTION STIPEND	0.00	0.00	1,014.72	1,014.72
282 11 6118 RT 104 3 24 0 00	RETENTION STIPEND	0.00	0.00	1,522.08	1,522.08
282 11 6119 00 001 3 24 0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282 11 6119 00 041 3 24 0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282 11 6119 00 041 3 24 0 LL	PROFESSIONAL SALARIES	0.00	0.00	9,691.50	9,691.50
282 11 6119 00 101 3 24 0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282 11 6119 00 104 3 24 0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282 11 6121 00 101 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	2,050.00	2,050.00
282 11 6121 00 103 3 24 0 LL	SUMMER SCHOOL	0.00	0.00	8,560.00	8,560.00
282 11 6141 00 001 3 24 0 00	MEDICARE	0.00	0.00	0.00	0.00
282 11 6141 00 001 3 24 0 LL	MEDICARE	-856.00	0.00	154.27	-701.73
282 11 6141 00 041 3 24 0 00	MEDICARE	0.00	0.00	0.00	0.00
282 11 6141 00 041 3 24 0 LL	MEDICARE	-1,618.00	0.00	180.58	-1,437.42
282 11 6141 00 101 3 24 0 00	MEDICARE	0.00	0.00	0.00	0.00
282 11 6141 00 101 3 24 0 LL	MEDICARE	0.00	0.00	314.68	314.68
282 11 6141 00 103 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	168.19	168.19
282 11 6141 00 104 3 24 0 00	MEDICARE	0.00	0.00	0.00	0.00
282 11 6141 00 104 3 24 0 LL	MEDICARE	-1,744.00	0.00	0.00	-1,744.00
282 11 6141 RT 001 3 24 0 00	SOCIAL SECURITY	0.00	0.00	7.36	7.36
282 11 6141 RT 041 3 24 0 00	SOCIAL SECURITY	0.00	0.00	22.08	22.08
282 11 6141 RT 101 3 24 0 00	SOCIAL SECURITY	0.00	0.00	29.44	29.44
282 11 6141 RT 103 3 24 0 00	SOCIAL SECURITY	0.00	0.00	14.72	14.72
282 11 6141 RT 104 3 24 0 00	SOCIAL SECURITY	0.00	0.00	22.08	22.08
282 11 6142 00 001 3 24 0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 001 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 041 3 24 0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 041 3 24 0 LL	GROUP HEALTH & LIFE INS	-8,129.00	0.00	728.85	-7,400.15
282 11 6142 00 101 3 24 0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 101 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 104 3 24 0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282 11 6142 00 104 3 24 0 LL	GROUP HEALTH & LIFE INS	-10,008.00	0.00	0.00	-10,008.00
282 11 6143 00 001 3 24 0 00	WORKERS COMP	0.00	0.00	0.00	0.00
282 11 6143 00 001 3 24 0 LL	WORKERS COMP	-303.00	0.00	55.51	-247.49
282 11 6143 00 041 3 24 0 00	WORKERS COMP	0.00	0.00	0.00	0.00
282 11 6143 00 041 3 24 0 LL	WORKERS COMP	-594.00	0.00	70.60	-523.40
282 11 6143 00 101 3 24 0 00	WORKERS COMP	0.00	0.00	0.00	0.00

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
282 11 6143 00 101 3 24 0 LL	WORKERS COMP	0.00	0.00	104.21	104.21
282 11 6143 00 103 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	17.31	17.31
282 11 6143 00 104 3 24 0 00	WORKERS COMP	0.00	0.00	0.00	0.00
282 11 6143 00 104 3 24 0 LL	WORKERS COMP	-646.00	0.00	0.00	-646.00
282 11 6143 RT 001 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	2.54	2.54
282 11 6143 RT 041 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	7.62	7.62
282 11 6143 RT 101 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	10.16	10.16
282 11 6143 RT 103 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	2.62	2.62
282 11 6143 RT 104 3 24 0 00	WORKMENS COMPENSATION	0.00	0.00	7.62	7.62
282 11 6144 00 001 3 24 0 00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282 11 6144 00 001 3 24 0 LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282 11 6144 00 041 3 24 0 00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282 11 6144 00 041 3 24 0 LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282 11 6144 00 101 3 24 0 00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282 11 6144 00 104 3 24 0 00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282 11 6144 00 104 3 24 0 LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282 11 6146 00 001 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282 11 6146 00 001 3 24 0 LL	TEACHER RETIREMENT	-7,144.00	0.00	643.31	-6,500.69
282 11 6146 00 041 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282 11 6146 00 041 3 24 0 LL	TEACHER RETIREMENT	-15,165.00	0.00	1,290.47	-13,874.53
282 11 6146 00 101 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282 11 6146 00 101 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	2,578.21	2,578.21
282 11 6146 00 103 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	1,336.68	1,336.68
282 11 6146 00 104 3 24 0 00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282 11 6146 00 104 3 24 0 LL	TEACHER RETIREMENT	-15,220.00	0.00	-620.49	-15,840.49
282 11 6149 00 001 3 24 0 00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282 11 6149 00 001 3 24 0 LL	OTHER EMPLOYEE BENEFITS	-77.00	0.00	0.00	-77.00
282 11 6149 00 041 3 24 0 00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282 11 6149 00 041 3 24 0 LL	OTHER EMPLOYEE BENEFITS	-130.00	0.00	11.39	-118.61
282 11 6149 00 101 3 24 0 00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282 11 6149 00 101 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282 11 6149 00 104 3 24 0 00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282 11 6149 00 104 3 24 0 LL	OTHER EMPLOYEE BENEFITS	-155.00	0.00	0.00	-155.00
282 11 6299 00 999 3 24 0 LL	AVID TUTORS	0.00	0.00	2,800.00	2,800.00
282 11 6399 00 041 3 24 0 LL	EGLO	0.00	0.00	0.00	0.00
282 11 6399 00 101 3 24 0 LL	NWEA MAP INTEGRATION	0.00	0.00	0.00	0.00
282 11 6399 00 104 3 24 0 LL	MWEA MAP INTEGRATION	0.00	0.00	0.00	0.00
282 11 6399 00 999 3 24 0 00	ESSER III LEARNING LOSS	0.00	0.00	0.00	0.00
282 11 6399 00 999 3 24 0 LL	ESSER III LEARNING LOSS	0.00	0.00	0.00	0.00
282 11 6499 00 001 3 24 0 LL	AVID	0.00	0.00	8,699.00	8,699.00
282 11 6499 00 041 3 24 0 LL	AVID	0.00	0.00	8,699.00	8,699.00
283 11 6119 00 101 2 24 0 LL	salaries	-80,000.00	0.00	0.00	-80,000.00
283 11 6119 00 001 3 24 0 LL	INTERVENTION TEACHER	-80,000.00	0.00	26,223.19	-53,776.81
283 11 6119 00 041 3 24 0 LL	INTERVENTION TEACHER	-80,000.00	0.00	25,357.04	-54,642.96
283 11 6119 00 101 3 24 0 LL	salaries	0.00	0.00	34,126.15	34,126.15
283 11 6119 00 103 3 24 0 LL	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
283 11 6119 00 104 3 24 0 LL	INTERVENTION TEACHER	-80,000.00	0.00	16,378.56	-63,621.44
283 11 6119 01 041 3 24 0 LL	INTERVENTION TEACHER	0.00	0.00	6,154.01	6,154.01
283 11 6119 01 101 3 24 0 LL	INTERVENTION TEACHER	0.00	0.00	6,207.48	6,207.48
283 11 6119 01 104 3 24 0 LL	INTERVENTION TEACHER	0.00	0.00	5,886.63	5,886.63
283 11 6141 00 001 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	370.61	370.61
283 11 6141 00 041 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	348.83	348.83
283 11 6141 00 101 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	431.58	431.58
283 11 6141 00 104 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	392.74	392.74
283 11 6141 01 041 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	86.61	86.61

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
283 11 6141 01 101 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	69.46	69.46
283 11 6141 01 104 3 24 0 LL	SOCIAL SECURITY	0.00	0.00	77.04	77.04
283 11 6142 00 041 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,316.76	1,316.76
283 11 6142 00 101 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,918.20	1,918.20
283 11 6142 00 104 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,501.20	1,501.20
283 11 6142 01 101 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	500.40	500.40
283 11 6142 01 104 3 24 0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	468.88	468.88
283 11 6143 00 001 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	90.93	90.93
283 11 6143 00 041 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	87.93	87.93
283 11 6143 00 101 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	99.72	99.72
283 11 6143 00 104 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	94.02	94.02
283 11 6143 01 041 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	28.81	28.81
283 11 6143 01 101 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	29.06	29.06
283 11 6143 01 104 3 24 0 LL	WORKMENS COMPENSATION	0.00	0.00	27.56	27.56
283 11 6146 00 001 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	2,998.07	2,998.07
283 11 6146 00 041 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	3,085.27	3,085.27
283 11 6146 00 101 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	3,789.74	3,789.74
283 11 6146 00 104 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	1,645.09	1,645.09
283 11 6146 01 041 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	702.89	702.89
283 11 6146 01 101 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	690.91	690.91
283 11 6146 01 104 3 24 0 LL	TEACHER RETIREMENT	0.00	0.00	666.43	666.43
283 11 6149 00 001 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	24.51	24.51
283 11 6149 00 041 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	20.19	20.19
283 11 6149 00 101 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	29.67	29.67
283 11 6149 00 104 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	-10.93	-10.93
283 11 6149 01 041 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.27	7.27
283 11 6149 01 101 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.74	7.74
283 11 6149 01 104 3 24 0 LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.25	7.25
283 11 6299 00 041 3 24 0 00	AVID TUTORS	0.00	0.00	252.00	252.00
283 11 6399 00 001 3 24 0 LL	EDUPHORIA	-5,000.00	0.00	0.00	-5,000.00
283 11 6399 00 041 3 24 0 LL	EDUPHORIA/EDUCATION GALAXY	-10,000.00	0.00	0.00	-10,000.00
283 11 6399 00 101 3 24 0 LL	EDUPHORIA/EDUC GALAXY BRIDGES	-9,000.00	0.00	3,531.00	-5,469.00
283 11 6399 00 103 3 24 0 LL	EDUCATION GALAXY	-5,000.00	0.00	0.00	-5,000.00
283 11 6399 00 104 3 24 0 LL	EDUPHORIA/EDUC GALAXY/BRIDGES	-1,000.00	0.00	3,831.00	2,831.00
	Totals:	-1,470,683.00		610,663.61	-860,019.39