Celina Independent School District

Bothwell Elementary School

2026-2027 Campus Improvement Plan

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

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 8
Perceptions 9
Priority Problem Statements 10
Goals 11
Goal 1: Love the Learner; Drive the Rigor 11
Goal 2: Responsible for One's Own Learning 16
Goal 3: Interdependent Self-managers 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina is a small, but fast growing city approximately 40 miles north of Dallas. Bothwell Elementary is situated in the Cambridge Crossing Community in the southwest part of the town. Bothwell opened in August 2024 as the fourth Celina ISD elementary school Bothwell opened with 466 students (9/2/24): 84 in kinder, 86 in first, 78 in second, 82 in third, 77 in fourth, and 59 in fifth. In Bothwell's second year as a campus, the campus had 647 students enrolled (9/29/26): 129 in kinder, 121 in first, 102 in second, 106 in third, 97 in fourth, and 100 in fifth. Now, in Bothwell's third year as a campus, the campus has 648 students (8/23/2026): 72 in Pre-K, 118 in Kinder, 127 in first, 116 in second, 117 in third and 98 in fourth.

Bothwell houses three centralized Special Education programs: Structure Learning Classroom, Functional Academics Classroom and Social Emotional Teaching Classroom. In addition, Bothwell has an Early Childhood Special Education Classroom. Of our 625 students, 114 are served in Special Education, 12 are served under Section 504 and 37 are served in GT. 256 are Emergent Bilinguals. Our demographics based on race are: 32.87 % white, 14.96 % black, 14.72% Hispanic, 45.52 % Asian, 3 % Native American and 3.39 % Multi-Race.

Bothwell has 85 staff members: 36 classroom teachers, 4 specials teachers, 2 specials paraprofessionals, 6 Special Education teachers, 7 Special Education paraprofessionals, 7 Pre-K paraprofessionals, 4 instructional support staff, 1 Emergent Bilingual Facilitator, 1 Emergent Bilingual paraprofessional, 2 administrators, 1 nurse, 1 counselor, 1 instructional coach, 1 diagnostician, 1 speech teacher, and 3 office staff members.

Demographics Strengths

Bothwell has a staff of 85 staff members that came from various districts from around the state bringing unique perspectives and vast experiences. Several of our staff members live in Celina and are eager to serve their community. Our first year, the staff at Bothwell understood that opening a new school required a commitment of extra time and work to reach success. In the second year, the Bothwell staff members committed to refining instructional practices to better support all students. Our focus for our third year, is to improve our instructional practices to increase the academic growth for all students. The staff has an eagerness to work together to create a school that best meets the needs of our student population.

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

Bothwell scaffolds in intervention time into class time for all grade levels, in addition to pull-out for Tier 3 with an interventionist for Kindergarten and First Grade.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our campus values strong family-school partnerships, new families are not consistently aware of opportunities to be engaged and may feel uncertain

about how to become involved.
Root Cause: The challenge stems from the rapid growth in our area, which has resulted in a steady influx of new families.

Problem Statement 2: Some emergent bilingual students at Bothwell enter our campus with gaps in foundational academic skills, language development, and familiarity with grade-level learning expectations due to interrupted or inconsistent prior schooling. These gaps can limit students' ability to independently access rigorous, grade-level instruction and demonstrate mastery of essential standards.
Root Cause: Students experiencing interrupted or inconsistent schooling have had limited access to continuous, standards-aligned instruction and opportunities to develop foundational academic and language skills. As a result, they may enter their current grade level with unfinished learning that impacts their ability to access and demonstrate mastery of grade-level content.

Student Learning

Student Learning Summary

At Bothwell, we are striving to create student-centered and student led learning opportunities. We use a variety of assessment tools to collect data. The staff uses the data to determine the instruction needed for students on an individual basis.

We provide intervention support through classroom teachers and a campus interventionist. Students who fail to meet passing standard (approaches) on state assessments or our TEKS checks are candidates are provided intervention during WIN time. We identify students needs by looking at data from STAAR, MAP, summative assessments and common formative assessments.

MTSS meetings are held to discuss student growth and to ensure all interventions are in place to maximize student growth. If students are already receiving interventions and are in the MTSS process, we meet to identify and assess student individual needs.

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

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

All classes hold a morning meeting each morning.

Student Learning Strengths

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

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

We use the Bothwell Blueprint to hold tight to high expectations for staff and students.

We have 1 to 1 technology that enhances differentiation and individualized practice.

We have increased student support with ESL inclusion.

We have Morning Meeting and Counselor Guidance Lessons to implement SEL curriculum and learning.

The majority of our teachers have attended or are currently enrolled in the Texas Reading Academy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although High-Quality Instructional Materials (HQIMs) are in place at Bothwell, variations remain in how consistently teachers implement the materials with

fidelity and use them to respond to the diverse learning needs of students. This can result in differences in the level of rigor, targeted support, extension, and enrichment students experience within Tier I instruction.
Root Cause: Teachers are still developing confidence and consistency in using High-Quality Instructional Materials (HQIMs) as a foundation for rigorous, standards-aligned instruction while making intentional instructional decisions based on student needs. Continued support is needed to help teachers effectively use HQIMs to address misconceptions and learning gaps, while also providing meaningful extension.

Problem Statement 2: Although Bothwell has established collaborative structures through PLCs and Design Teams, variations remain in how consistently teachers identify the true depth and rigor of grade-level standards and use that understanding to design instruction, learning targets, and assessments. As a result, students may experience different levels of cognitive demand and opportunities to demonstrate mastery.
Root Cause: Teachers need continued support and structured opportunities to develop a shared understanding of standards, rigor, academic language, and student misconceptions. Consistent calibration and collaborative planning are necessary to ensure teachers can move beyond identifying what students need to learn to intentionally designing instruction and assessment that reflects the depth of the standard.

School Processes & Programs

School Processes & Programs Summary

In our third year as a campus, Bothwell is in the process of refining systems, procedures, and expectations for all aspects of a school campus with input from the staff, students, and parents.

Our current focus areas are the following:

- Porch Visits (Teachers and staff members visited every students' house that was new-to-Bothwell, including students that did not get a porch visit the previous year, prior to the school year starting in August.)
- House System (House Meetings, Grade Level Buddies, House Points in Classrooms, Student House Ambassadors)
- PBIS Paws (Practice Respect, Act Responsible, and Work and Play Safely)
- Drills (Fire, Lock Down, Secure, Hold, Shelter), Code Orange for students that elope from their class
- Arrival and Dismissal Procedures (Buses Riders, Car Riders, Walkers, Bikers, and Daycare)
- Communication (Bothwell Buzz - Parent Newsletter, Bothwell Bulletin -Campus Newsletter, Communication Protocols, Social Media, Website)
- Live Announcements (Student Participation, Real Time Information)
- WIN Time (Intervention/Enrichment Activities, Flexible Grouping across grade levels)
- Bobcat Dads (Serving throughout the campus on Tuesdays, Wednesdays, Thursdays and Fridays)
- Design Time (Biweekly rotation for each grade level, Specials and Special Education)
- Bothwell Bash (Monthly Campus Celebrations of Academics, Character and Behavior)
- Family Engagement (Curriculum Night, Book Fair, Family Carnival, Glow Dance, STEAM Night, Talent Show)
- Student Engagement (Dot Day, Celebrate Celina, Turkey Trot, Egg Drop)
- PTA (PTA Events, Copies Moms, Room Parents, Service Projects for the Campus, Student Programs)
- Field Trips (Each grade will take one field trip during the school year.)
- Power Partner (Teachers have a partner to check in and encourage throughout the year.)
- Bothwell Blueprint (We have identified the foundational procedures and processes we want to implement in all classrooms.)

School Processes & Programs Strengths

Bothwell has a diverse staff who bring experiences from a variety of districts from around the state.

We have a diverse student population.

We have several methods to ensure we have strong communication. (Bothwell Bulletin, Bothwell Buzz, Meetings, Social Meida, Campus Group Me)

Perceptions

Perceptions Summary

In our third year as a campus, Bothwell is building on our safe and positive school culture. The staff is refining, campus procedures, behavior expectations, student and family engagement opportunities, as well as, campus traditions. Our community involvement is exceptional through programs such as PTA, Celina Education Foundation, and Helping Hands of Celina. These programs have been invaluable through providing school supplies for students and the classrooms. Their involvement helps both enhance student's education as well as boost staff morale knowing that the community is involved in student's and staff's lives.

Bothwell Elementary also has many opportunities for parent involvement throughout the year. Parents are encouraged to have lunch with their child, attend events such as Family Engagement Nights, Open House, Music Programs, Book Fair, Curriculum Night, Boosterthon, and Grandparents Lunch. PTA plays a vital role in school climate. They coordinate various activities such as fundraisers, luncheons, special programs, field trips.

Bothwell creates a positive learning environment through positive consequences, implementing programs such as Bobcat Bucks, House incentives, and additional classroom rewards. Also, students are provided with consistent lessons given by the school counselor to help create a culture of valuing and appreciating themselves and others. A committee titled Care Team has also been established to determine students who are at risk and to provide the necessary support for that child.

Academic instruction is differentiated by the teacher to help meet the individual needs of our students.

Perceptions Strengths

Bothwell started the year by making connections with students and parents at the Play-date on the Playground and Porch Visits.

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

Our PTA is helping make community connections for the campus.

We have an excellent SRO that is highly involved in our campus.

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

We serve a diverse population by being inclusive and supportive.

The building is well maintained and resources are available.

Our students run a Live Bothwell Broadcast each morning where students have the opportunity to lead announcements for the school where the Pledge of Allegiance to the American and Texas Flags, campus mission statement and other school news is reported for the day. This helps promote cohesiveness within our campus.

Priority Problem Statements

Goals

Goal 1: Love the Learner; Drive the Rigor

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Bothwell's PBIS Committee will plan and implement one house meeting each month (9 total), with at least 90% of students participating in each meeting and reporting a sense of belonging on the end-of-year surveys. **Strategy's Expected Result/Impact:** Create sense of community in the school. **Staff Responsible for Monitoring:** PBIS Committee and Admin **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: The PBIS Committee will ensure the school-wide behavior matrix is implemented consistently in all areas of the building, including classrooms, playground, and buses, as measured by monthly walkthroughs, behavior referrals, and staff feedback, to promote a positive and consistent school climate. **Strategy's Expected Result/Impact:** Demonstrate responsible, respectful and safe behaviors. **Staff Responsible for Monitoring:** PBIS Committee, Teachers, and Admin **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: The Family Engagement Committee will provide at least four family involvement opportunities (one per quarter), with at least 50% of families participating in at least one event, as measured by sign-in sheets and participation data, to foster a collaborative school community. **Strategy's Expected Result/Impact:** Connect the parents and community members to the campus. **Staff Responsible for Monitoring:** Family Engagement Committee **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: The Student Engagement Committee will implement at least three targeted initiatives to increase attendance on historically low-attendance days, resulting in a 5% improvement in attendance on those days compared to the previous year, as measured by daily attendance data. **Strategy's Expected Result/Impact:** Encourage students to come to school and think in creative ways **Staff Responsible for Monitoring:** Student Engagement Committee **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5: The Sunshine Committee will plan and implement at least one staff celebration or recognition activity each month, as measured by documented events and staff feedback, to build community and support staff members. **Strategy's Expected Result/Impact:** Create a positive school culture and morale. **Staff Responsible for Monitoring:** Sunshine Committee, Admin, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6: The Yearbook Committee will document and include all major school events and at least 90% of students in the yearbook, as measured by event coverage logs, photo submissions, and student representation checklists, to ensure the yearbook accurately captures school memories and celebrates the entire student body. **Strategy's Expected Result/Impact:** Create a positive school culture and morale. Capture school memories for the year. Tell the story of Bothwell Elementary. **Staff Responsible for Monitoring:** Yearbook Committee, Admin **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7: Bothwell Elementary will implement the district's coordinated school health program and campus practices that support the physical, social, emotional, and overall well-being and safety of students. This includes physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/ care assessment procedures, staff training, age-appropriate violence prevention and intervention practices, and family/ community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teacher, Counselor, Nurse, School Resource Officer	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner; Drive the Rigor

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Bothwell will establish and implement programs and activities based on student interest surveys, ensuring at least three new opportunities are created that reflect student preferences, as measured by survey results and participation records. **Strategy's Expected Result/Impact:** Create opportunities for students to try new things, challenge themselves, and practice new skills. **ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor

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

HB3 Goal

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Bothwell Elementary will implement a Career Week with all students participating as measured by attendance records and student engagement logs. **Strategy's Expected Result/Impact:** Educate students on a variety of career pathways. **Staff Responsible for Monitoring:** Admin, Counselor and Teachers **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Math from 63% to 73%, as measured by STAAR Math results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Math)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: By the end of the 2026-2027 school year, Bothwell Elementary teachers will participate in regular grade-level content collaboration sessions each grading period to sequence and actively engage with their grade-level TEKS, as measured by meeting agendas, lesson plans, and alignment evidence in classroom observations. (ESSA - TII) **Strategy's Expected Result/Impact:** Aligned instruction Deeper understanding of grade level TEKS Unpacking essential standards. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Instructional Coach Admin Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Content Collaborators - 255--Title II - $360				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: By the end of the 2026-2027 school year, Bothwell Elementary will increase staff proficiency in math instruction by training at least 10 educators in Building Thinking Classrooms strategies and supporting the campus-wide implementation of these practices, as measured by professional development attendance, classroom observations, and teacher implementation logs. (ESSA - TII, HB3 Math) **Strategy's Expected Result/Impact:** Positive Outcomes for Students: - Improved critical thinking and problem-solving skills in math. - Increased student engagement and participation in math lessons. - Greater confidence in tackling complex mathematical problems. - Enhanced collaboration among students in the classroom. Positive Outcomes for Staff: - Expanded capacity of staff trained in effective math instruction strategies. - Improved instructional practices leading to higher student achievement. - Strengthened professional confidence and competence in teaching math. - Fostered a collaborative community of educators focused on innovative teaching techniques. **Staff Responsible for Monitoring:** Teaching and Learning Math Specialist Campus Administrators Instructional Coach **Funding Sources:** Building Thinking Classrooms Training - 255--Title II - $200				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 2: By the end of the 2026-2027 school year, Bothwell Elementary will increase the percentage of 3rd-grade students scoring Meets Grade Level or above on STAAR Reading from 76% to 86%, as measured by STAAR Reading results, with progress monitored through formative assessments and grade-level data meetings. (HB3 Literacy)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: By the end of the 2026-2027 school year, Bothwell Elementary teachers will participate in regular grade-level content collaboration sessions each grading period to sequence and actively engage with their grade-level TEKS, as measured by meeting agendas, lesson plans, and alignment evidence in classroom observations. (ESSA - TII) **Strategy's Expected Result/Impact:** Aligned instruction Deeper understanding of grade level TEKS Unpacking essential standards. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Instructional Coach Admin Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Content Collaborators - 255--Title II - $360				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: By the end of the 2026-2027 school year, Bothwell Elementary will increase staff proficiency in explicitly teaching and reinforcing academic vocabulary in ELA by training educators in strategies for identifying, teaching, and applying high-value academic vocabulary within grade-level texts, as measured by professional development attendance, classroom observations, and teacher implementation evidence. **Strategy's Expected Result/Impact:** Positive Outcomes for Students: - Increased student engagement and understanding in the lessons. - Greater confidence in reading comprehension - Enhanced collaboration among students in the classroom. Positive Outcomes for Staff: - Expanded capacity of staff trained in effective vocabulary instruction strategies. - Improved instructional practices leading to higher student achievement. - Strengthened professional confidence and competence in teaching vocabulary. - Fostered a collaborative community of educators focused on innovative teaching techniques. **Staff Responsible for Monitoring:** ILT and Grade Level Teams				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 3: By the end of the 2026-2027 school year, Bothwell Elementary will implement a structured process for students to set academic goals and track their MAP assessment data each grading period, with 100% of students participating, as measured by goal-setting forms, student reflections, and progress-monitoring records.

Evaluation Data Sources: MAP Goal Setting
Data Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: By the end of the 2026-2027 school year, Bothwell Elementary will implement a campus-wide MAP Growth Board to make student academic growth visible and celebrate progress after each assessment window, with 100% of students participating in goal-setting, reflection, and campus-wide celebrations of growth, as measured by student goal-setting forms, MAP data, and campus celebration records. **Strategy's Expected Result/Impact:** Celebration of Student Growth **Staff Responsible for Monitoring:** ILT and Grade Level Teams				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Bothwell Elementary will support all new teachers through New Teacher Check-Ins, Campus Staff Meetings, Power Partners, Campus Mentors, Walkthroughs, and PLC participation, with 100% of new teachers engaging in these supports each semester, as measured by participation logs, coaching records, and mentor feedback. **Strategy's Expected Result/Impact:** Support teachers' needs and those of their students. Create a sense of self-confidence in teachers' craft. **Staff Responsible for Monitoring:** Admin Instructional Coach Campus Mentors **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Bothwell Elementary will highlight and celebrate all teachers and staff members by implementing at least one recognition or celebration activity each month, as measured by event logs, announcements, and staff feedback, to promote a positive and supportive school culture. **Strategy's Expected Result/Impact:** Ensure teachers feel celebrated and supported. Create opportunities for teachers to learn from their peer models. **Staff Responsible for Monitoring:** Admin and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Bothwell Elementary will design coaching protocols aligned with district goals and provide ongoing support for all instructional coaches, as measured by completion of training sessions, implementation checklists, and feedback from coached teachers, to ensure effective and consistent coaching practices across the campus. (BG5, ESSA - TII) **Strategy's Expected Result/Impact:** Instructional coaches enhance their expertise in coaching strategies, pedagogy, and leadership. Coaches provide more effective support to teachers. Increased student achievement as a result of improved instructional practices. Stronger overall instructional culture within the district **Staff Responsible for Monitoring:** Teaching and Learning Department **Funding Sources:** Coaching Training - 255--Title II - $595, TEKS Con - 255--Title II - $500				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Bothwell Elementary staff and students will participate in at least two service projects/food drives to support local organizations in Celina, with 100% of grade levels or departments contributing, as measured by participation logs, collection records, and feedback from community partners. **Strategy's Expected Result/Impact:** Create opportunities for students to serve their community and practice empathy for others' needs. **Staff Responsible for Monitoring:** House Committee **ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue