Celina Independent School District

Celina High 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

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Overall student achievement on EOCs decreased from 79% to 76%. Overall student achievement on AP tests increased from 68% passing to 76% passing.

Student Achievement Strengths

More students completing their CCMR indicators and are doing well in AP courses/tests.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not showing growth on their EOC tests, year over year.
Root Cause: We did not have a consistent Tier 2 program to address gaps in learning of our students.

Priority Problem Statements

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 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 5, 2026

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: EOC Student Achievement. By the end of the 2026-2027 school year, Celina High School will increase the percentage of students achieving the Master's Grade Level performance standard on each STAAR EOC assessment by a minimum of 5 percentage points from the 2025-2026 EOC baseline of 24% while maintaining or increasing Meets Grade Level performance at a 2025-2026 EOC baseline of 52%. Student achievement and growth will be monitored by student group, including students receiving special education services.

Evaluation Data Sources: STAAR EOC results; Meets/Masters performance; student-group performance; local/common assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Data Analysis & Instructional Response: Regularly analyze EOC, common assessment, and formative data by standard and student group. **Strategy's Expected Result/Impact:** Identify learning gaps and adjust instruction. **Staff Responsible for Monitoring:** Design Teams/PLCs, Campus Administration	0% No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Rigorous Tier I Instruction CHS will strengthen rigorous Tier I instruction aligned to priority standards through collaborative planning, instructional support, and monitoring. **Strategy's Expected Result/Impact:** Increase student performance through aligned instruction **Staff Responsible for Monitoring:** Design Teams/PLCs, Supporting campus administration	0% No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Students will receive targeted tutorials, small-group instruction, intervention, and extension based on identified needs. **Strategy's Expected Result/Impact:** Increase student performance in targeted areas **Staff Responsible for Monitoring:** Small group teachers, Administration, Team Leads	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 2: By the end of the 2026-2027 school year, Celina High School will increase academic achievement for economically disadvantaged students by reducing the percentage of students performing at Did Not Meet by at least 10 percentage points, increasing Meets Grade Level performance by at least 5 percentage points, and increasing Masters Grade Level performance by at least 3 percentage points on each applicable EOC assessment from the 2025-2026 baseline. In addition, Celina High School will meet or exceed the next interim performance targets of 44% in RLA and 43% in Mathematics, as applicable to the identified economically disadvantaged student population.

HB3 Goal

Evaluation Data Sources: STAAR EOC results disaggregated by student group; MAP/local assessment data as applicable; progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Targeted Student-Group Support CHS will disaggregate student-performance data to identify achievement gaps and provide targeted Tier I supports, intervention, progress monitoring, and instructional response for students and student groups not demonstrating expected progress. **Strategy's Expected Result/Impact:** Evaluation of student outcomes to adjust interventions and supports. **Staff Responsible for Monitoring:** Teachers, Administration	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 3: College, Career & Military Readiness - By June 2027, Celina High School will meet or exceed the annual CCMR target established in the Board-adopted HB3 CCMR plan by increasing the percentage of graduates who demonstrate College, Career, or Military Readiness through one or more qualifying indicators. (BG4) (HB3 CCMR)

HB3 Goal

Evaluation Data Sources: CCMR tracker; TSIA; SAT/ACT; AP; dual credit; CTE Programs of Study with industry-based certifications; Military Enlistment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CCMR Monitoring & Support: CHS will maintain a student-level CCMR tracking process to identify students who have not yet earned a CCMR indicator and provide targeted advising, intervention, and opportunities to demonstrate readiness.	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Postsecondary & CTE Opportunities- CHS will increase student access to and completion of college- and career-readiness opportunities, including AP, dual credit, TSIA preparation, CTE Programs of Study, industry-based certifications, and other qualifying CCMR measures. **Strategy's Expected Result/Impact:** Increase offerings meeting student interest and workforce needs **Staff Responsible for Monitoring:** CTE Team Lead, Counselor Team, District Admin Support Team, CCMR Committee	 No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Student Engagement & Connection - By May 2027, 100% of CHS students will be documented as participating in or connected to at least one on-campus activity, organization, program, team, leadership opportunity, or other structured student experience, with students encouraged to identify opportunities aligned to their interests, strengths, and goals.

Evaluation Data Sources: Student participation tracker; student-interest survey; student perception/belonging data; attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Student Engagement Tracking - CHS will maintain a student-engagement tracker to identify students who are not connected to an activity, organization, program, team, or leadership opportunity and provide targeted outreach. **Strategy's Expected Result/Impact:** Increase student engagement **Staff Responsible for Monitoring:** Student Engagement Committee to include teachers, counselors, student group advisors	0% No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Student Interest & Access - CHS will use student-interest data to expand or promote opportunities and intentionally connect students to experiences aligned with their interests, strengths, and goals. **Strategy's Expected Result/Impact:** Increase student engagement resulting in improved school culture **Staff Responsible for Monitoring:** Student Engagement Committee to include teachers, counselors, student group advisors	0% No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 1: Leadership, Service & Interdependence - By May 2027, Celina High School will expand opportunities for students to develop and demonstrate leadership, collaboration, service, and responsibility through authentic campus and community experiences.

HB3 Goal

Evaluation Data Sources: Family participation data, parent feedback/surveys, communication data, and event participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Establish a cross-curricular Student Leadership Group representing diverse academic programs, CTE, fine arts, athletics, student organizations, and student populations. The group will identify campus and community needs and develop student-led initiatives, including Culture Builders during lunch, that promote student connection, school spirit, service, belonging, and positive campus culture. These experiences will intentionally develop communication, collaboration, problem-solving, leadership, and responsibility skills aligned with HB 3/CCMR readiness. **Strategy's Expected Result/Impact:** The group will identify campus needs, plan and implement service and culture-building initiatives, and create opportunities for students to take ownership of the school environment. **Staff Responsible for Monitoring:** Campus Principal; Associate Principal/Assistant Principals; Student Leadership Sponsor(s); Counselors; CTE/Fine Arts/Athletics/Academic Program Sponsors; Student Leadership Group members; designated campus staff and community partners.	0% No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Family & Community Engagement: Celina High School will provide intentional opportunities for families to engage in student learning, postsecondary planning, campus activities, feedback, decision-making, and school-community partnerships through regular communication, family events, parent education opportunities, and other campus engagement structures. **Strategy's Expected Result/Impact:** Increased family engagement and stronger school-family-community partnerships that support student academic success, engagement, belonging, and postsecondary readiness. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Teachers, Communications/Family Engagement Staff as applicable	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 2: Safe & Supportive School Environment - Celina High School will maintain a safe and supportive learning environment that promotes positive relationships, student well-being, belonging, and readiness to learn.

HB3 Goal

Evaluation Data Sources: Discipline data; safety/incident data; Care Assessment data; student/staff perception data; attendance and referral data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Violence Prevention & Intervention - Celina High School will implement campus practices to prevent and respond to violence and promote a safe and supportive learning environment, including school safety protocols, positive behavior supports, threat/care assessment procedures, student support and referral systems, staff training, and prevention and intervention practices. **Strategy's Expected Result/Impact:** Students and staff will experience a safe and supportive learning environment with consistent systems for preventing, identifying, reporting, and responding to threats of violence and other safety concerns. **Staff Responsible for Monitoring:** Campus Administration, School Resource Officers, Counselors, Student Services	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue