Celina Independent School District

District Improvement Plan

2026-2027

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 5
Demographics 5
Student Learning 7
District Processes & Programs 9
Perceptions 11
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 13
Priorities 15
Priority 1: Love the Learner; Drive the Rigor 15
Priority 2: Responsible for One's Own Learning 24
Priority 3: Interdependent Self-managers 30
State Compensatory 36
Budget for District Improvement Plan 36
Personnel 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 38
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 39
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
Title I Personnel 40
Title 1 Part A SW (2026-2027) 41
Assurances 42

Statutorily Required Assurances 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina ISD continues to experience rapid enrollment growth and increasing student diversity. Historical TEA data show enrollment increased from 3,387 students in 2021–22 to 5,324 students in 2024–25. During this period, the composition and needs of the student population continued to change, with 16.8% of students identified as economically disadvantaged, 17.2% as emergent bilingual, and 15.5% receiving special education services in 2024–25. These trends, coupled with continued enrollment growth, require the district to regularly evaluate staffing, specialized-program capacity, instructional supports, and district systems to ensure they remain responsive to student needs.

Current 2026–27 enrollment is 7,151 students. Current enrollment includes:

- **Economically Disadvantaged:** 14.90%
- **Emergent Bilingual:** 18.93%
- **Special Education:** 17.39%
- **Gifted & Talented:** 8.52%
- **Hispanic:** 18.3%
- **White:** 37.64%
- **African American:** 10.63%
- **Asian:** 26.94%
- **Two or More Races:** 4.85%

Continued enrollment growth and changing student demographics require the district to regularly evaluate staffing, program capacity, facilities, communication systems, and instructional supports to ensure district systems continue to meet the needs of all students.

Celina ISD has continued to expand staffing alongside enrollment growth. As the district has grown, the number of beginning and early-career teachers has increased and the district's need for specialized personnel has expanded. CISD continues to prioritize recruitment, onboarding, mentoring, professional learning, leadership development, and retention to maintain staffing capacity as enrollment and program needs increase.

Demographics Strengths

- Continued expansion of staffing and program capacity in response to enrollment growth.
- Broad access to Special Education, Bilingual/ESL, Gifted and Talented, CTE, and other specialized services.
- Strong systems for recruiting, onboarding, mentoring, and developing staff.
- Increasing participation in advanced academic and career-focused opportunities.
- A growing and increasingly diverse student population that informs district planning and program development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Rapid district growth and changing student needs require continued expansion of highly qualified staffing and program capacity to ensure consistent access to high-quality instruction and student supports across campuses.
Root Cause: Rapid enrollment growth, regional competition for educators, increasing demand for specialized personnel, and a limited candidate pipeline create ongoing challenges in recruiting and retaining sufficient highly qualified staff.

Student Learning

Student Learning Summary

Celina ISD continues to demonstrate strong overall academic achievement while identifying opportunities to improve student growth and ensure consistently strong outcomes across campuses, content areas, and student groups.

2026 accountability data indicate that Celina ISD continues to demonstrate strong overall student achievement, while academic growth and Closing the Gaps present opportunities for continued improvement. Achievement outcomes remain comparatively strong across the district, but mathematics growth and performance are less consistent, particularly for some student groups. Two campuses were identified for Targeted Support and Improvement (TSI), reinforcing the need for intentional monitoring of student-group achievement and growth and timely instructional response when gaps emerge.

Postsecondary readiness remains a district strength. Celina High School earned a 92/A in Student Achievement, with a 90 STAAR Performance score, 90 CCMR score, and 100 Graduation Rate score. Eighty-eight percent of graduates met CCMR criteria, and the four-year graduation rate was 98.1%.

Federal accountability results identified two Celina ISD campuses for Targeted Support and Improvement (TSI) based on the performance of identified student groups. These identifications reinforce the need for consistent district and campus systems to monitor student performance by student group, identify emerging gaps, strengthen Tier 1 instruction, and provide timely intervention and extension.

2026 TSI Identifications

Lykins Elementary

- **Identified Student Group:** Hispanic
- Three Indicators with Missed Targets
  - Academic Achievement Status: Mathematics
  - Academic Growth Status: Mathematics
  - Student Success (Student Achievement Domain Score)

Martin Elementary

- **Identified Student Group:** White
- Three Indicators with Missed Targets
  - Academic Achievement Status: Mathematics
  - Academic Growth Status: Mathematics
  - Student Success (Student Achievement Domain Score)

The district will continue to monitor all student groups, including groups not currently identified for TSI, to identify emerging performance patterns and provide support before gaps become persistent.

Celina ISD also provides multiple pathways toward college, career, and military readiness through CTE programs of study, industry-based certifications, dual credit, advanced academics, college-preparatory coursework, counseling, career exploration, and partnerships with higher education and local industry. Historical data demonstrate growth in CCMR attainment and industry-based certifications; however, the district continues to identify an opportunity to increase the percentage of students who complete full CTE programs of

study.

Student Learning Strengths

- Strong overall student achievement across multiple grade levels and content areas.
- Strong literacy performance and several areas of strong secondary EOC performance.
- Multiple sources of student-performance data, including STAAR, MAP Growth, common assessments, and classroom evidence.
- Established district and campus structures for intervention, accelerated instruction, enrichment, and progress monitoring.
- Districtwide implementation of high-quality instructional materials and collaborative planning structures.
- Broad access to advanced academics, CTE programs of study, dual credit, industry-based certifications, and postsecondary readiness opportunities.
- Strong systems for supporting students receiving specialized services and monitoring student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement and growth are not consistent across all subjects, campuses, student groups, and levels of prior achievement, as evidenced by district and campus performance data and the identification of two CISD campuses for Targeted Support and Improvement.
Root Cause: District and campus analysis indicates inconsistent implementation of systems for rigorous Tier 1 instruction, differentiation, student-group data analysis, and timely intervention and extension across classrooms and campuses.

Problem Statement 2 (Prioritized): A significant number of students participate in Career and Technical Education coursework without completing a full program of study.
Root Cause: Competing course demands associated with advanced academics, athletics, fine arts, and other student interests can limit students' ability to complete the sequence of courses required for a CTE program of study.

District Processes & Programs

District Processes & Programs Summary

Celina ISD has established districtwide systems to support high-quality instruction, student intervention and enrichment, professional learning, leadership development, student safety, staff collaboration, and continuous improvement. As the district continues to grow rapidly, a primary focus is ensuring these systems are implemented consistently and effectively across campuses.

Teaching & Learning: Celina ISD implements TEKS-aligned high-quality instructional materials and uses STAAR, MAP Growth, common assessments, formative assessments, and classroom evidence to inform instruction. Design Teams and PLCs provide structures for collaborative planning, data analysis, intervention, extension, and instructional improvement. Special Education, Dyslexia, Bilingual/ESL, Gifted and Talented, CTE, and other specialized programs provide additional supports and opportunities based on student need.

Student Support: District and campus systems provide academic, behavioral, social-emotional, and safety supports for students. These include MTSS and intervention structures, counseling services, PBIS, Care Assessment Teams, School Resource Officers, anonymous reporting systems, and campus safety procedures.

Professional Learning & Leadership: The district provides professional learning through districtwide training, job-embedded learning, instructional coaching, Design Teams and PLCs, mentoring, leadership development, and differentiated professional-growth opportunities. Teacher and staff input is incorporated through collaborative structures including Content Collaborators, Design Teams, PLCs, Bobcat Council, and curriculum and instructional committees.

Technology: Celina ISD provides 1:1 technology access for students in PreK–12 and uses technology to support instruction, assessment, communication, data analysis, and district operations. Continued growth creates a need for greater consistency in districtwide expectations for effective instructional and administrative technology integration.

School Improvement: The identification of two campuses for Targeted Support and Improvement (TSI) reinforces the need for differentiated district support and consistent systems for monitoring student-group performance. District departments will collaborate with identified campuses to analyze root causes, support evidence-based improvement strategies, monitor implementation and student outcomes, and adjust supports when progress is insufficient. TEA requires TSI campuses to implement board-approved Local Improvement Plans, making district support and monitoring an important component of the district's continuous-improvement system. Texas Education Agency

As Celina ISD adds students, campuses, staff, and programs, systems that previously relied heavily on informal communication and shared experience require increasingly clear expectations, common processes, monitoring, and differentiated support. The district's continued improvement work will focus not only on establishing strong programs, but also on evaluating the consistency and effectiveness of implementation across campuses.

District Processes & Programs Strengths

- Districtwide implementation of high-quality instructional materials and TEKS-aligned curriculum.
- Established Design Team and PLC structures supporting collaborative planning, data analysis, and instructional response.
- Multiple systems for intervention, enrichment, accelerated instruction, and student support.
- Comprehensive Special Education, Dyslexia, Bilingual/ESL, Gifted and Talented, CTE, counseling, and other specialized programs.
- Strong professional-learning, instructional-coaching, mentoring, and leadership-development structures.
- Comprehensive student-safety and behavioral-support systems, including PBIS, Care Assessment Teams, School Resource Officers, and anonymous reporting.
- Multiple structures for teacher and stakeholder participation in district decision-making.
- 1:1 student technology access and broad use of digital instructional and administrative systems.
- Strong district capacity to provide differentiated support to campuses based on identified needs.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Rapid district growth and expansion have increased the need for consistent implementation and monitoring of instructional, student-support, and continuous-improvement systems across campuses.
Root Cause: As CISD adds campuses, staff, programs, and students, varying levels of staff experience and campus capacity create differences in how district systems and expectations are understood, implemented, and monitored.

Problem Statement 2: The district does not yet have a consistent system for measuring and communicating performance across academic, student-experience, staff, operational, and community-priority indicators beyond the state accountability system.
Root Cause: District performance information is collected across multiple departments, campuses, surveys, and systems, but common measures and processes for aggregating, monitoring, and communicating these indicators have not yet been fully established.

Perceptions

Perceptions Summary

Celina ISD gathers stakeholder feedback through student, staff, parent, and community surveys; district and campus committees; advisory groups; community engagement opportunities; and other formal and informal feedback mechanisms. Available feedback reflects generally positive perceptions of school safety, relationships, student support, staff collaboration, and community connection.

Students generally report positive relationships with peers and trusted adults and feelings of safety and support at school. The district continues to expand opportunities for student belonging, leadership, extracurricular participation, and engagement to ensure students feel connected to their school experience.

Staff feedback and retention data indicate generally positive working environments, with professional learning, mentoring, instructional coaching, leadership opportunities, and collaborative structures supporting employee growth and development. As the district continues to add campuses and staff, maintaining a consistent employee experience and strong organizational culture remains important.

Families and community members engage with CISD through district and campus committees, parent organizations, community events, college and career programming, and partnerships with local businesses and higher education. The district recognizes that language, childcare, transportation, cultural differences, technology access, and rapid community growth may create barriers to participation for some families.

While CISD collects stakeholder feedback through multiple sources, the district does not yet have a consistent set of measures that allows stakeholder perceptions to be systematically analyzed, disaggregated, compared across campuses and groups, and monitored over time. As part of its continuous-improvement and Community Based Accountability System work, the district will continue developing more consistent methods for gathering and using stakeholder feedback to inform decisions.

Perceptions Strengths

- Students generally report feeling safe, supported, and connected to trusted adults.
- Strong community support and partnerships contribute to student and district opportunities.
- Families have multiple opportunities to engage with campuses and district initiatives.
- Students have expanding opportunities for extracurricular participation, leadership, career exploration, and belonging.
- Staff have access to mentoring, professional learning, coaching, collaborative structures, and leadership opportunities.
- The district actively seeks stakeholder input through surveys, committees, advisory groups, and community-engagement opportunities.
- Improving attendance and strong student engagement provide positive indicators of student connection to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholder feedback is collected through multiple sources, but current systems do not consistently provide a representative, measurable, and longitudinal picture of student, staff, family, and community experiences across the district.
Root Cause: Feedback is collected through multiple surveys, committees, events, and informal channels, but common measures and systematic processes for aggregating, disaggregating, comparing, and monitoring stakeholder perception data have not yet been fully established.

Priority Problem Statements

Problem Statement 1: Student achievement and growth are not consistent across all subjects, campuses, student groups, and levels of prior achievement, as evidenced by district and campus performance data and the identification of two CISD campuses for Targeted Support and Improvement.

Root Cause 1: District and campus analysis indicates inconsistent implementation of systems for rigorous Tier 1 instruction, differentiation, student-group data analysis, and timely intervention and extension across classrooms and campuses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Rapid district growth and changing student needs require continued expansion of highly qualified staffing and program capacity to ensure consistent access to high-quality instruction and student supports across campuses.

Root Cause 2: Rapid enrollment growth, regional competition for educators, increasing demand for specialized personnel, and a limited candidate pipeline create ongoing challenges in recruiting and retaining sufficient highly qualified staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A significant number of students participate in Career and Technical Education coursework without completing a full program of study.

Root Cause 3: Competing course demands associated with advanced academics, athletics, fine arts, and other student interests can limit students' ability to complete the sequence of courses required for a CTE program of study.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Stakeholder feedback is collected through multiple sources, but current systems do not consistently provide a representative, measurable, and longitudinal picture of student, staff, family, and community experiences across the district.

Root Cause 4: Feedback is collected through multiple surveys, committees, events, and informal channels, but common measures and systematic processes for aggregating, disaggregating, comparing, and monitoring stakeholder perception data have not yet been fully established.

Problem Statement 4 Areas: Perceptions

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities

Revised/Approved: September 30, 2026

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 1: CISD will increase student achievement and academic growth across all content areas and student groups through rigorous Tier 1 instruction, effective use of high-quality instructional materials, data-informed differentiation, and timely intervention and extension.(DNAP) (SO1,2,3,7) (SG,4) (E1)

Evaluation Data Sources: STAAR achievement and growth; MAP Growth; Closing the Gaps; student-group performance; local/common assessments; TSI campus progress; applicable HB3 targets.

TSI: Lykins Elementary's Hispanic student group and Martin Elementary's White student group will demonstrate progress in the mathematics achievement, mathematics growth, and Student Success indicators associated with their 2026 TSI identification.

CISD will establish annual performance targets for RLA achievement, mathematics achievement, RLA academic growth, and mathematics academic growth based on 2026 district performance, with progress monitored across all applicable student groups, including students receiving special education services. CISD will also meet or exceed the annual targets established in the Board-adopted HB3 early literacy, early mathematics, and CCMR goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will strengthen the capacity of general and special education staff to provide rigorous grade-level instruction, specially designed instruction, accommodations, and targeted supports using high-quality instructional resources. (DNAP) (SG1,2)(SO2,3,5,7)(E1) **Strategy's Expected Result/Impact:** Increased staff capacity; optimized use of high-quality resources; improved achievement and growth for students with disabilities. **Staff Responsible for Monitoring:** Special Education Director, Teaching and Learning Department **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CISD will strengthen implementation of rigorous Tier 1 instruction through effective use of district-provided high-quality instructional materials, lesson internalization, collaborative planning, and professional learning aligned to identified student needs. (DNAP) (SO3,4,5,7) (SG1,2)(E1) **Strategy's Expected Result/Impact:** Increased instructional consistency and rigor across campuses; improved student achievement and growth across student groups. **Staff Responsible for Monitoring:** Teaching and Learning Department **Problem Statements:** Student Learning 1 **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: CISD will strengthen Design Team/PLC processes to support consistent analysis of student-performance data and timely instructional response, including differentiation, intervention, and extension based on individual student need. (DNAP)(SG2)(SO1,3,5,7) (E1) **Strategy's Expected Result/Impact:** Students will receive timely instructional support or extension based on evidence of learning, resulting in increased academic growth across levels of prior achievement. **Staff Responsible for Monitoring:** Teaching & Learning **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: CISD will provide differentiated support to campuses and student groups demonstrating achievement or growth gaps, including campuses identified for TSI, through data analysis, instructional coaching, professional learning, intervention support, progress monitoring, and resource allocation aligned to identified needs. (DNAP) (SG2,4)(SO1,2,3,4,5,7)(E1) **Strategy's Expected Result/Impact:** Reduced achievement and growth gaps among student groups and improved outcomes on identified accountability indicators. **Staff Responsible for Monitoring:** Teaching & Learning, Special Programs **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5: CISD will provide identification, evidence-based instruction, intervention, progress monitoring, and treatment services for students with dyslexia in accordance with state requirements and the district's adopted dyslexia program. (DNAP)(SG2)(SO2,3,4,5,7)(E1) **Strategy's Expected Result/Impact:** Students identified with dyslexia will receive timely, appropriate instruction and intervention designed to improve reading achievement and academic growth. **Staff Responsible for Monitoring:** Dyslexia Coordinator, Teaching & Learning, Campus Administration **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 -- CISD				

No Progress Accomplished Continue/Modify Discontinue

Strategic Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement and growth are not consistent across all subjects, campuses, student groups, and levels of prior achievement, as evidenced by district and campus performance data and the identification of two CISD campuses for Targeted Support and Improvement. **Root Cause**: District and campus analysis indicates inconsistent implementation of systems for rigorous Tier 1 instruction, differentiation, student-group data analysis, and timely intervention and extension across classrooms and campuses.

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 2: CISD will strengthen and expand Career and Technical Education Programs of Study aligned with student interests, postsecondary opportunities, and workforce needs while increasing student completion of coherent programs of study and attainment of industry-based credentials. (DNAP) (BG4) (E10,12) (SO1,3,7)(SG3)

HB3 Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will collaborate with students, local businesses, workforce partners, and higher education institutions to review student-interest and workforce data and develop or refine CTE pathways aligned with student needs, interests, postsecondary opportunities, and workforce demands. (DNAP) (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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CISD will review CTE program-of-study participation, completion, course sequencing, scheduling, and advising data to identify and reduce barriers that prevent students from completing coherent programs of study. (DNAP) (BG4) (E10,12) (SO11) **Strategy's Expected Result/Impact:** Increased percentage of students completing CTE programs of study; improved alignment between student interests, course selection, and pathway completion; and reduced scheduling or advising barriers that prevent students from completing a coherent sequence of CTE coursework. **Staff Responsible for Monitoring:** CTE Director, Teaching and Learning Department, **Problem Statements:** Student Learning 2 **Funding Sources:** - 244--CTE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategic Objective 2 Problem Statements:

Student Learning

Problem Statement 2: A significant number of students participate in Career and Technical Education coursework without completing a full program of study. **Root Cause**: Competing course demands associated with advanced academics, athletics, fine arts, and other student interests can limit students' ability to complete the sequence of courses required for a CTE program of study.

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 3: CISD will strengthen community partnerships that expand authentic learning, career, leadership, service, and support opportunities for students. (BG1) (E7) (SO3,7)(SG3)

Evaluation Data Sources: Increased partnerships that provide students with authentic learning, career exploration, mentorship, service, leadership, and other community-connected opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will actively engage with community organizations, businesses, higher education institutions, and civic partners to develop partnerships that expand opportunities and resources for students. (BG1) (E7) (SO1) **Strategy's Expected Result/Impact:** Increased partnerships that provide students with authentic learning, career exploration, mentorship, service, leadership, and other community-connected opportunities. **Staff Responsible for Monitoring:** District Administration, Student Services Department, Teaching and Learning Department, Human Resources Department **Funding Sources:** - 199 -- CISD				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 4: CISD will increase student engagement in co-curricular and extracurricular opportunities to support belonging, attendance, academic growth, leadership, and postsecondary aspirations. (BG2) (SO2,7)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will establish a districtwide baseline for student participation in co-curricular and extracurricular activities and increase participation annually, with participation monitored by campus and student group. (BG2) (SO2) **Strategy's Expected Result/Impact:** Increased student participation and belonging; improved attendance and engagement; identification and reduction of participation gaps across campuses and student groups. **Staff Responsible for Monitoring:** Student Services, Campus Administrators **Funding Sources:** - 199 -- CISD, - Title IV				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 5: CISD will provide staff with ongoing and scaffolded professional-growth opportunities that build individual capacity and cultivate a culture of continuous improvement. (BG3,5) (SO5,7)(SG1)

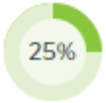
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Sustain and strengthen the professional growth framework by embedding it into district culture through regular review, staff feedback, and leadership modeling of continuous improvement. (BG3,5) (SO6,9) **Strategy's Expected 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Cultivate a culture of professional choice by offering varied, 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Love the Learner; Drive the Rigor

Strategic Objective 6: CISD will seek innovative hiring opportunities to enhance our hiring pool to include highly qualified applicants reflective of our community and students' needs. (BG5)(SO5,7)(SG1)

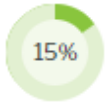
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Implementing targeted recruitment efforts, such as attending job fairs, utilizing online job platforms, and reaching out to professional organizations, to attract a pool of highly qualified candidates. (BG5) (SO6) **Strategy's 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	 Some Progress			

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)(SO6) **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Responsible for One's Own Learning

Strategic Objective 1: CISD will establish consistent systems for gathering, analyzing, responding to, and communicating stakeholder feedback to inform district decision-making and continuous improvement. (DNAP) (BG1) (E7) (SO7,9)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will establish consistent measures and processes for collecting, disaggregating, analyzing, and monitoring student, staff, family, and community feedback to identify trends and inform district continuous-improvement efforts. Findings will be communicated back to stakeholder groups and used to inform district improvement decisions. (DNAP) (BG1) (E7) (SO1) **Strategy's Expected Result/Impact:** More representative and actionable stakeholder feedback; improved ability to identify trends across stakeholder groups and campuses; increased use of stakeholder perception data in district decision-making. **Staff Responsible for Monitoring:** District Administration, Communications, Student Services, Teaching & Learning **Problem Statements:** Perceptions 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategic Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder feedback is collected through multiple sources, but current systems do not consistently provide a representative, measurable, and longitudinal picture of student, staff, family, and community experiences across the district. **Root Cause**: Feedback is collected through multiple surveys, committees, events, and informal channels, but common measures and systematic processes for aggregating, disaggregating, comparing, and monitoring stakeholder perception data have not yet been fully established.

Priority 2: Responsible for One's Own Learning

Strategic Objective 2: CISD will strengthen identification, programming, and instructional support to ensure gifted and advanced learners receive appropriately challenging learning experiences. (SO1,2,3,7)(SG2)

Evaluation Data Sources: GT identification data; GT student academic growth; participation in enrichment and advanced-learning opportunities; program implementation data; student/parent feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will enhance GT program communication, programming, and enrichment opportunities to ensure identified students have access to appropriately challenging learning experiences. (SO4,7) **Strategy's Expected Result/Impact:** Increased access to appropriately rigorous learning experiences, enrichment, and opportunities for advanced learners. **Staff Responsible for Monitoring:** District GT Specialist & UIL Coordinator, Teaching & Learning, Campus Administration				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Responsible for One's Own Learning

Strategic Objective 3: CISD will establish structured pathways for staff growth, advancement, and leadership development to strengthen employee capacity and the district's internal leadership pipeline. (DNAP)(BG3,5) (SO5,7)(SG1)

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will provide structured opportunities for staff to develop professional and leadership capacity and pursue advancement within the district through differentiated professional growth, leadership development, mentorship, and internal career pathways, including programs such as Illuminate, Para-to-Teacher/Grow Your Own, and other teacher leadership and advancement opportunities. **Strategy's Expected Result/Impact:** Increased staff capacity and self-efficacy; increased participation in leadership and career-advancement opportunities; stronger internal candidate pipelines for teaching and leadership positions; and increased retention of high-quality staff. **Staff Responsible for Monitoring:** Human Resources, Teaching & Learning, Professional Development Coordinator, District and Campus Administration **Problem Statements:** Demographics 1 **Funding Sources:** Professional Development - 255--Title II - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategic Objective 3 Problem Statements:

Demographics
Problem Statement 1: Rapid district growth and changing student needs require continued expansion of highly qualified staffing and program capacity to ensure consistent access to high-quality instruction and student supports across campuses. **Root Cause**: Rapid enrollment growth, regional competition for educators, increasing demand for specialized personnel, and a limited candidate pipeline create ongoing challenges in recruiting and retaining sufficient highly qualified staff.

Priority 2: Responsible for One's Own Learning

Strategic Objective 4: CISD will strengthen and expand AVID to increase student access to rigorous coursework, academic supports, and college-readiness opportunities. (BG4) (SO1,2,3,7)(SG3)

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will strengthen AVID implementation and strategically increase student participation through targeted recruitment, staff development, student support, and monitoring of participation and outcomes. (BG4) (SO11) **Strategy's Expected Result/Impact:** Increased student access to college-readiness supports and development of academic behaviors, organizational skills, self-advocacy, and postsecondary readiness. **Staff Responsible for Monitoring:** Student Services Coordinator, Secondary Campus Principals, Secondary Counselors				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Responsible for One's Own Learning

Strategic Objective 5: CISD will strengthen campus-based instructional coaching through consistent districtwide expectations, protocols, and professional learning aligned to district instructional priorities. (DNAP) (BG5) (SO3,5,7)(SG1,2)

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will implement consistent instructional coaching protocols aligned with district instructional priorities and provide ongoing training and support for coaches to strengthen Tier 1 instruction, teacher capacity, and implementation of district instructional systems. (DNAP) (BG5) (SO6,9) **Strategy's Expected Result/Impact:** Increased instructional coach effectiveness; greater consistency in implementation of district instructional expectations; increased teacher capacity; improved student achievement and growth. **Staff Responsible for Monitoring:** Teaching & Learning Department, Chief Academic Officer, Content Coordinators, Campus Administration **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CISD will integrate appropriate technology into instructional and administrative programs to support student learning, access to high-quality instructional resources, data-informed decision-making, communication, cybersecurity, and efficient district operations. **Strategy's Expected Result/Impact:** Consistent and effective use of technology to improve instructional access, student learning, communication, data use, and district operational efficiency. **Staff Responsible for Monitoring:** Technology Department, Teaching & Learning, District Administration				

No Progress Accomplished Continue/Modify Discontinue

Strategic Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Student achievement and growth are not consistent across all subjects, campuses, student groups, and levels of prior achievement, as evidenced by district and campus performance data and the identification of two CISD campuses for Targeted Support and Improvement. **Root Cause**: District and campus analysis indicates inconsistent implementation of systems for rigorous Tier 1 instruction, differentiation, student-group data analysis, and timely intervention and extension across classrooms and campuses.

Priority 3: Interdependent Self-managers

Strategic Objective 1: CISD will establish robust partnerships with families and the community that support student academic success, engagement, belonging, and social-emotional well-being. (BG1) (E7) (SO3,9)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will provide open communication channels, host regular meetings and workshops, and involve families and the community in volunteering and decision-making processes to build strong partnerships supporting student outcomes. (E7) (SO1) **Strategy's Expected Result/Impact:** Increased family and community engagement and stronger two-way communication will support improved student attendance, engagement, belonging, academic success, and access to district opportunities. **Staff Responsible for Monitoring:** District and Campus Administration, Communications, Student Services **Funding Sources:** PFE - 211-Title I - $6,500	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 3: Interdependent Self-managers

Strategic Objective 2: CISD will empower staff to develop and apply leadership and coaching skills while building organizational capacity and supporting the growth of other educators. (BG3) (SO5,7)(SG1)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will provide structured leadership-development opportunities that build the capacity of aspiring and experienced leaders through mentorship, coaching, authentic problem-solving, observation, reflection, and opportunities to lead and support the growth of others. **Strategy's Expected Result/Impact:** Increased leadership and coaching capacity among staff; stronger support for novice and developing educators; increased opportunities for employees to demonstrate leadership competencies; and a stronger internal leadership pipeline. **Staff Responsible for Monitoring:** Teaching & Learning, Professional Development Coordinator, Human Resources, District and Campus Administration				

No Progress Accomplished Continue/Modify Discontinue

Priority 3: Interdependent Self-managers

Strategic Objective 3: CISD will provide students with developmentally appropriate real-world, leadership, career, and life-skill experiences that prepare them for active engagement in society and success beyond the classroom. (BG4) (SO3,7)(SG3) (E10,12)

Evaluation Data Sources: # of opportunities
# of students participating

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CISD will provide developmentally appropriate opportunities for students to explore careers, develop leadership and life skills, engage with community partners, and participate in authentic learning experiences, with opportunities increasing in depth and complexity from elementary through graduation. **Strategy's Expected Result/Impact:** Students will develop greater awareness of their interests, strengths, and future opportunities; build leadership, communication, and workplace-readiness skills; and increasingly apply academic and interpersonal skills in authentic settings. **Staff Responsible for Monitoring:** Teaching & Learning, Student Services, CTE Director, Campus Administrators, School Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CISD will provide students, parents, teachers, and counselors appropriate information regarding higher-education admissions requirements, financial-aid opportunities, curriculum and course-selection decisions connected to postsecondary goals, and sources of college and financial-aid information through counseling services, Xello, Connect Your Path, district communications, college/career events, and higher-education partnerships. **Strategy's Expected Result/Impact:** Students and families will have timely information needed to make informed academic and postsecondary decisions and access college and financial-aid opportunities. **Staff Responsible for Monitoring:** Counseling Services, CTE Director, Teaching & Learning, Secondary Campus Administration				

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) (SO3,5,7,8)(SG1)

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

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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CISD will implement restorative practices, attendance supports, accelerated instruction, intervention, and other student-support strategies to reduce loss of instructional time, address barriers to student success, and keep students engaged in school through graduation. (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				

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				

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. (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				

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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6: CISD will implement districtwide practices to prevent and respond to violence, including school safety protocols, positive behavior supports, threat/care assessment procedures, anonymous reporting systems, student support services, staff training, and prevention and intervention practices. (E11) (TIV) **Strategy's Expected Result/Impact:** Students and staff will experience safe and supportive learning environments with consistent systems for preventing, identifying, reporting, and responding to threats of violence and other safety concerns. **Staff Responsible for Monitoring:** District Police Chief, Director of Safe and Secure Schools, Student Services, District and Campus Administration, Campus Counselors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7: CISD will implement evidence-based practices and procedures that support student safety and well-being, including suicide prevention, conflict resolution, positive behavior supports, student referral and intervention procedures, and applicable procedures for notifying a parent or guardian when a student is identified as being at risk of suicide. (E11) **Strategy's Expected Result/Impact:** Students will have access to consistent prevention, intervention, and support systems that promote safe decision-making, constructive conflict resolution, positive relationships, and timely response to student safety and mental health concerns. **Staff Responsible for Monitoring:** Student Services Director, District and Campus Administration, Campus Counselors				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8: CISD will implement a comprehensive school counseling program consistent with TEC SS33.005 to support students' academic, career, postsecondary, social, and emotional development. **Strategy's Expected Result/Impact:** Students will have access to developmentally appropriate counseling, academic planning, career and postsecondary guidance, and responsive services supporting student success. **Staff Responsible for Monitoring:** Student Services, Campus Counselors, Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,452,446.00
Total FTEs Funded by SCE: 15
Brief Description of SCE Services and/or Programs

Celina ISD uses State Compensatory Education funds to provide supplemental accelerated and intensive instructional services for students identified as at risk of dropping out of school. Based on the comprehensive needs assessment, SCE resources support intervention teachers and supplemental instructional materials designed to address identified academic gaps, provide accelerated instruction, and support students in meeting grade-level standards and state assessment expectations. The district will monitor student achievement, growth, intervention progress, attendance, and other applicable at-risk indicators to evaluate program effectiveness.

Personnel for District Improvement Plan

Name	Position	FTE
BURROW, IRIS ELENA	TCH - TEACHER	1
BUTLER, KELLY JEAN	TCH - TEACHER	1
COX, TAMARA YVONNE	TCH - TEACHER	1
COX, TARA L	TCH - TEACHER	1
DUKE, RAINA KENNEDY	TCH - TEACHER	1
GLAZE, JENNIFER JOANNE	TCH - TEACHER	1
HARDAGE, JANET L	TCH - TEACHER	1
HOUSEKNECHT, LAUREN BOOKER	TCH - TEACHER	1
HURTADO-JARAMILLO, VANESSA	PROF - PROFESSIONAL	1
INGE, LAUREN	TCH - TEACHER	1
KALB, AMY	TCH - TEACHER	1
LACY, HONEY D	TCH - TEACHER	1
LORENZ, DELISSA GARCIA	TCH - TEACHER	1
LORICK, JENNA	TCH - TEACHER	1
SHARROCK, BRITNEY L	TCH - TEACHER	1

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 common assessments, district benchmarks, STAAR data, and MAP Growth assessments. Professional Learning Communities regularly review data to identify students in need of additional support or enrichment and design targeted instructional responses. The district also utilizes a Multi-Tiered System of Supports (MTSS) to monitor student growth and provide timely intervention.

Descriptor 2: Teacher Quality

Celina ISD ensures equitable access to effective educators by monitoring staff certification, experience, assignment, recruitment, and retention data annually. The district reviews educator distribution across campuses and student groups to identify and address potential disparities in access to qualified and experienced educators. Recruitment, mentoring, professional learning, leadership development, and retention efforts are used to maintain a high-quality workforce as the district continues to grow.

Descriptor 3: School Improvement and Support Activities

Celina ISD provides differentiated support to campuses based on identified student needs and accountability data. For campuses identified for Targeted Support and Improvement (TSI), district and campus leaders analyze accountability and student-group data to identify root causes, establish measurable student-performance goals, select and implement evidence-based improvement strategies, and monitor implementation and student outcomes.

In 2026–27, Lykins Elementary and Martin Elementary are identified for TSI. District support includes Teaching & Learning, assessment and data analysis, instructional coaching, Special Programs, professional learning, intervention support, staffing and scheduling consultation, and allocation of resources aligned to identified campus needs. Each identified campus will implement a Board-approved Local Improvement Plan in accordance with applicable requirements, and district leadership will monitor implementation and student outcomes throughout the school year and adjust support as needed.

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 meets 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

CISD Title I campus, Lykins Elementary, serves 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 Decision-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 early childhood students across all five elementary campuses. Title I Schoolwide services are provided at the district's Title I elementary campus as applicable. Families receive orientation and ongoing training/support throughout the year to promote children'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 coordinated transition support from middle school through postsecondary planning through orientation programs, individualized academic and career planning, CTE pathway advising, college-readiness initiatives, dual-credit opportunities, and college and career exploration. Counselors and CTE staff support students in identifying postsecondary goals, selecting aligned coursework and programs of study, and accessing college, career, and military readiness opportunities. The district monitors CCMR outcomes and student participation in postsecondary readiness opportunities to inform and strengthen transition supports.

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. Students have access to coherent CTE programs of study, industry-based certification opportunities, career exploration, and coursework aligned with postsecondary and workforce pathways. The district uses student interest, program participation and completion data, and workforce needs to inform the development and refinement of CTE pathways. Partnerships with local employers, community organizations, and higher education institutions expand opportunities for students to connect academic learning with authentic career experiences and develop skills aligned with college, career, and military readiness.

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.

Title I Personnel

Name	Position	Program	FTE
Lori Henderson	Interventionist	Reading	1

Title 1 Part A SW (2026-2027)

Committee Role	Name	Position
District Representative	Elisabeth Pope	Federal Program Director
Campus Representative	Kristen Secrest	Assistant Principal
Campus Representative	Linley Hawkins	Principal

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