



Celina Independent School District

2026-2027 Targeted Support and Intervention

Local Intervention 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

Lykins Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 2: By June 2027, the percentage of Hispanic students meeting or exceeding the state target in Math will increase from 55% to 60%, as measured by STAAR and aligned local progress-monitoring measures. (HB3 Math)(TSI)

Strategy 1: Progress Monitoring and Response Campus Admin, IC, and grade level teams will review implementation and progress data at established check points and adjusts instructional supports, intervention intensity, staffing or resources when students are not on track to meet the performance objective.

Strategy 2: Targeted Tier 1 and small group instruction Teachers will use formative assessment and progress monitoring data to provide targeted small group instruction and scaffolded tier 1 support for students in the identified group with instructional adjustments based on demonstrated need.

Martin Elementary School

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 2: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Mathematics will increase to 46%, consistent with the Board-adopted HB3 annual target. The White student group will increase to at least 47% Meets Grade Level or Above, while mathematics achievement and growth for the identified White student group will be monitored across applicable grade levels and accountability indicators to demonstrate progress toward exiting Targeted Support and Improvement identification. (HB3 Math) (TSI)

Strategy 1: Student-Group Progress Monitoring & Response: Martin Elementary will regularly disaggregate STAAR, MAP, common assessment, and formative assessment data by student group, including the identified White student group, to monitor mathematics achievement and growth across applicable grade levels. During collaborative planning and data-review cycles, ~~teams~~ ^{teachers} will identify priority standards and learning gaps and adjust Tier 1 instruction, intervention, extension, and other student supports based on progress monitoring results.