Celina Independent School District

Lykins Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The mission of the District, as the primary educational entity, is to provide a safe, caring, structural learning environment where teachers educate and motivate students to become productive citizens of their community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina, TX is a small, rural city about 30 miles outside of the DFW metroplex: Lykins Elementary continues to grow approximately 5% each year, with potential escalated growth in upcoming years.

2021-2022 campus population consists of: 122 first grade, 105 second grade, 133 third grade, 131 fourth grade, and 143 fifth grade students for a total of 634 students on campus. Special populations include 14 ESL, 85 bilingual, 0 homeless/McKinney Vento, 104 free lunch, and 6 reduced.

91 students receive special education services. According to our records 30 out of 634 eligible students are receiving GT services. The national average for Gifted and Talented is 6-10% of the student population, indicating we are low average at 4.73%.

Based on the beginning of the year MAP testing, 57 students did not meet reading readiness indicators, 99 are LEP, and 0 are considered homeless for a total of 210 at-risk students.

Demographics Strengths

- Staff is diverse and brings varied strengths to the campus and directly addresses student needs: 10 bilingual staff, 7 males, specialized support staff (aides, interventionist, technology support).

- Scaffolding Tier 2 & Tier 3 intervention: intervention time built into class time for all grade levels, 4 interventionists (bilingual and ESL included) for Tier 3 focus and additional class times students are pulled by teachers for small group intervention support. All of this intervention time provides an increased opportunity for early detection of educational gaps, dyslexia and specific learning disabilities.

- Academic & Character Celebrations: Student of the Month, UIL Academics, Youth Leadership Team (YLT), Bobcat Heart, 9 week awards, Perfect Attendance, A & A/B honor roll certificates. Students are celebrated both for academic excellence and character excellence!!

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem 1: We are in need of an additional teacher aide and SLC Sped Aide there are no applicants for hire. **Root Cause:** There is a teacher shortage and a lack of substitute teachers to fill in when teachers are out due to illness or professional development.

Problem Statement 2: Problem 2: No playground equipment accessible for ALL students. **Root Cause:** Lack of Funding.

Problem Statement 3: Problem 3: The campus, in spite of the recent facility addition, is experiencing growing pains in the form of large class sizes (teacher:student ratio) and limited class rooms for additional growth. **Root Cause:** Influx on new students from move-ins.

Student Learning

Student Learning Summary

At the elementary campus we use a variety of assessment tools to collect data. Sources include; STAAR, MAP, DRA, LLI, AWARE, TELPAS, TEKS Checks, Curriculum Checks and TAPR. The staff uses the data to determine the instruction needed for students on an individual basis.

The 2021-2022 STAAR reports indicate the lowest performing for 4th Grade Math for Hispanics, and our students identified as Special Education in 4th grade Math. 5th grade ELL's are lowest in Math, Sped students are lowest in Reading.

TAPR data reveals that additional intervention is needed for our ELL and SpEd students to increase their academic progress. We are providing intervention support through 4 interventionists, including both bi-lingual and ESL interventionists and increasing intervention time with the teacher. Students who fail to meet passing standard (approaches) on state assessments or our TEKS checks are candidates for accelerated instruction. We identify students needing accelerated instruction looking at data from STAAR, MAP, 9 week assessments. Requirements are being addressed using Imagine Learning, LLI, and MTA. 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 in the MTSS process, we meet initially to identify and assess student individual needs. Teachers meet following curriculum checks to discuss if intervention is working. Annual 504/MTSS meetings are scheduled to update parents and/or to make any changes to students' MTSS plan. Additional MTSS meetings are scheduled on an as needed basis as students are identified as struggling and/or dismissed from the process.

The primary focus of implementing PLC's is to enhance Tier 1 instruction for all students. If all students receive higher quality instruction, all students should increase in percentage of performing at the meets and masters levels on STAAR. The current goal of PLC's is to build teacher capacity to ultimately reduce the number of students requiring Tier 3 intervention.

Resources available to ensure strategies are designed to improve student performance include TEKS Resource System,curriculum checks, TEKS checks, formative assessments, and summative assessments. Teachers meet to discuss results and continually update students' individual learning plan 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. Intervention blocks allow teachers to provide individual and small group support with Tier 2 instruction. Morning Meetings were added daily to all classes to enhance SEL learning and support.

Student Learning Strengths

1. Progress monitoring throughout the year and using data to drive intervention

2. Fluid intervention groups- MAP, Imagine Learning, MTA, LLI

3. Tier 3 intervention for all students with 4 interventionists

4. Dedicated intervention blocks in all classrooms for increased in class intervention with classroom teachers

5. 1 to 1 technology that enhances differentiation and individualized practice

6. Common planning time for collaboration and (once a week) PLCs.

7. All teachers are ESL certified, with a few new teachers working on certification

8. Increased student support with ESL/Bilingual inclusion

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

10. Gomez and Gomez Professional Development and Peer Evaluation

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Clearly stated job objectives and training for support staff.

Problem Statement 2: Low scores on formative and summative assessments, specifically STAAR, for our ELL and SpEd populations

Problem Statement 3: Lack of vertical planning **Root Cause:** Time in schedule.

Problem Statement 4: Teachers would like a school wide behavior plan for generalized behavior outcomes.

School Processes & Programs

School Processes & Programs Summary

Lykins Elementary has an inviting and friendly atmosphere that creates a welcoming and safe environment for students, faculty and parents. The staff makes it evident that their vision and mission of the school is to keep the learning environment structured and safe, as well as to motivate students to be successful in all they do by creating a positive atmosphere using programs such as Principal's Pride, Bobcat Hearts, Bobcat Store, and Watch Dog Dad, Youth Leadership Team, and FCA. The rapport the faculty creates with the parents and community is key to success. Based on the results of campus culture survey, both students and faculty report feeling safe, challenged, cared for and respected.

Assessments help determine which objectives need more attention, give information needed to drive small group instruction and demonstrate the mastery of objectives. Teachers can then differentiate instruction to meet the needs of individual students through both intervention and enrichment. Researched based curriculum equips students to achieve mastery of the Texas Essential Knowledge and Skills in each content area. Students are given multiple assessments including, Measurement of Academic Progress (MAP), Developmental Reading Assessment (DRA2), along with formative and summative assessments throughout the year to monitor student progress. This data determines the appropriate student intervention using the Three -Tiered Model of Support (RTI/MTSS). Response to Intervention data will indicate if additional support is needed.

To meet the needs of students, staff assignments are based on qualifications, years of experience, and individual strengths. In order to support the motion of continuous improvement, the master schedule is designed to allow weekly collaboration of grade level teams and specialists to disaggregate data and discuss benchmarks, curriculum adjustments, and student interventions. Throughout the year, teachers attend professional development days aligned to campus instructional needs. It is important that staff share the same values, pursue the same objectives, and are equipped with the necessary knowledge and skills to perform their job.

School Processes & Programs Strengths

Supportive Administration

Staff Collaboration

Parent/Teacher Collaboration

Supportive Organizations: PTA, CEF, Watch Dog Dads

Security Resource Officer

Professional Learning Communities

Positive Campus Culture

Diverse Learning Opportunities

Parent communication in multiple languages

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Clearly stated job objectives and training for support staff.

Perceptions

Perceptions Summary

Lykins has a warm and welcoming atmosphere that produces an inviting and secure environment for students, faculty and parents. Our community involvement is exceptional through programs such as PTA,Celina Education Foundation, Helping Hands of Celina, United Methodist Church and Grace Bridge. 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.

Lykins Elementary also has many opportunities for parent involvement throughout the year. Parents are encouraged to have lunch with their child, attend events such as Fun Day, Open House, Music Programs, Book Fair, Curriculum Night, Parent Involvement Nights, Boosterthon, etc. PTA plays a vital role in school climate. They coordinate various activities such as fundraisers, luncheons, special programs, field trips. They are also highly visible on campus and ready to assist in whatever capacity needed.

Lykins creates a positive learning environment through positive consequences, implementing programs such as Bobcat Bucks, Freaky Friday and numerous other positive incentives that can be experienced in the classroom. 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. Workshop model is in place in the classrooms. Programs such as LLI, G/T, STEAM, Art, YLT are in place to help meet the academic and individual needs of students.

Perceptions Strengths

- Welcoming environment- faculty is placed throughout the building in the morning, so students are personally greeted as they walk into the building.

- Officer on Campus

- One to one IPad availability

- Live Video Streaming Morning Announcements where students have the opportunity to lead announcements for the school where the Pledge of Allegiance to the American and Texas Flags, campus affirmations, and other school news is reported for the day. This helps promote cohesiveness within our campus.

- Parent/Teacher/Staff Communication- Lykins Links Page, Team Leader Meetings

- Morning Meeting- Opportunity for students to feel valued as members of their class.

- Built in conference day to provide an opportunity for parent/teacher communication

- Watch DOG Dads

- Support of Local Businesses

- Community involved fundraisers such as Boosterthon that also encourages implementing positive character traits

- Academic/Behavior Positive Reinforcements such as 9 weeks HEART Awards, Students of the Month, Perfect Attendance, Bobcat Store, and daily Bobcat HEART.

- Community representatives such as firemen, police officers, dentists, bankers who teach life-skill lessons.

- Career Week, Red Ribbon Week, College Awareness Day (held monthly) to foster a future of good members of society.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication from administrative level to campus levels needs to be consistent so all students in Celina are provided with the same opportunities.

Problem Statement 2: Training, resources, and expectations are communicated to the teachers and allowing time for them to complete prior to the start of the school year when implementing new programs.

Problem Statement 3: Begin offering competitive pay to maintain the current and hire exceptional staff.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data
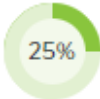
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Safe, Collaborative Culture

Performance Objective 1: Lykins Elementary School will expand opportunities for involvement of all stakeholders in 2022-2023.

Evaluation Data Sources: # of Watchdog volunteers
# of volunteers (ie: lunch room, copy parents, room parents)
# of communicated volunteer opportunities (ie: field trips, boosterthon, book fair, picture day)
# of participants at family events

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly communication between parents and staff about upcoming events and volunteer opportunities through a variety of ways including but not limited to website, Smore newsletter, weekly email, teacher emails, social media, phone calls, and face to face meetings.	**Formative**			**Summative**
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Open communication and partnership between school and home. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Improve low-performing schools	25%			
Strategy 2 Details	Reviews			
Strategy 2: Lykins Elementary will build and develop teachers and staff capacity to increase in leadership skills for various campus and district roles.	**Formative**			**Summative**
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Increase staff involvement in decision making process Increase staff in campus based committees Increase staff involvement on district level committees **Staff Responsible for Monitoring:** Campus Admin	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Safe, Collaborative Culture

Performance Objective 2: Lykins Elementary will effectively perform functions of a professional learning community.

Evaluation Data Sources: Professional Learning Opportunities
Meeting Agendas
Data Digs/ Talks
Collaborative Planning

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a bi-weekly professional learning community focused on researched based practices and student achievement.	**Formative**			**Summative**
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement Increase teacher knowledge of grade level standards Increase in grade level collaboration in weekly planning for subjects Researched based practices and resources being used to drive instruction **Staff Responsible for Monitoring:** Campus Administration Intervention Teacher Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	10%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Safe, Collaborative Culture

Performance Objective 3: Diversify opportunities for students to develop leadership skills.

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Strategy 1 Details	Reviews			
Strategy 1: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the student participation, feedback from students, staff and parents **Staff Responsible for Monitoring:** Campus Administrators Counselor Teacher Sponsors Classroom Teachers	15%			

Strategy 2 Details	Reviews			
Strategy 2: Promote and encourage the positive behavior to be exhibited by students. Layered Reward system. (Bobcat Heart Referral)	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teacher Lykins Staff	20%			

Strategy 3 Details	Reviews			
Strategy 3: Lykins Elementary staff will meet the emotional and behavioral needs of all students. 100% of grade level teachers will participate in leading their class through morning meetings and SEL lessons.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Guidance counselor facilitating guidance lessons Decrease the amount of office referrals Increase positive behavior supports Increase student knowledge of proper social skills increase staff participating in SEL training **Staff Responsible for Monitoring:** Campus Admin Counselor Classroom Teachers	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Effective Teaching in Every Classroom

Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for math instruction and increase student growth rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student passing rate and growth measure. Increase students moving from approaching to meets. Increase students moving from meets to mastery. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Intervention Teachers Special Education Teachers **Title I:** 2.4	**Sept** 0%	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide necessary professional development and expand the use of guided reading library and strategy groupings for small group instruction in reading, writing, and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Measure of growth by objective and reading levels. Growth in academic skills **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $10,000	**Sept** 0%	**Nov**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement use of Instructional Leaders on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, assist with PLC process, along with workshop model development.	Formative			Summative
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $6,000	15%			

Strategy 4 Details	Reviews			
Strategy 4: Based on data gleaned from the 2021-2022 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for math fourth grade to increase the number of student who meet and master growth measurement standards	Formative			Summative
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Purchase a math curriculum and engage in strategy group training for small group instruction, during professional development opportunities **Staff Responsible for Monitoring:** Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $10,000	5%			

Strategy 5 Details	**Reviews**			
Strategy 5: Align formative and summative assessments for better indication of student needs and mastery of content and standards.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement **Staff Responsible for Monitoring:** Classroom teachers Director of Elementary Curriculum Campus Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	10%			

Strategy 6 Details	**Reviews**			
Strategy 6: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	0%			

Strategy 7 Details	**Reviews**			
Strategy 7: Provide paraprofessional inclusion support staff professional development and trainings.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates **Staff Responsible for Monitoring:** Campus Administration Special Education Teacher Director of Elementary Curriculum	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Effective Teaching in Every Classroom

Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Sources:
% increase of participation in extracurricular activities
# increased of extra-curricular activities offered

Strategy 1 Details	Reviews			
Strategy 1: Expand extra curricular opportunities for students, such as UIL events (Creative Writing, Story Telling, Music Memory, Spelling, Art, Number Sense, Dictionary Skills, Maps Graphs & Charts, and Listen Skills)	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: % Increase in participation and student clubs **Staff Responsible for Monitoring:** Campus Administrators Sponsors Teachers PTA **Title I:** 2.5	0%			

Strategy 2 Details	Reviews			
Strategy 2: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: STEAM lab rotation or in master schedule for all students grades 1-5 **Staff Responsible for Monitoring:** Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Effective Teaching in Every Classroom

Performance Objective 3: Provide professional development opportunities and content supports to ensure student success.

Evaluation Data Sources: Increase in student growth index on STAAR
% of students receiving certifications

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on workshop model, mini-lesson, and small group instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase depth of knowledge on learning standards Decrease time off task Increase class predicability Increase student scores on state and district level testing **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum Classroom Teachers **Title I:** 2.5	**Sept** 15%	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teach, model and integrate soft skills into morning meetings and guidance lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule **Staff Responsible for Monitoring:** Librarian Classroom Teachers Campus Administrators **TEA Priorities:** Connect high school to career and college	**Sept** 20%	**Nov**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall and anchor charts and bilingual labels throughout the building.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments **Staff Responsible for Monitoring:** Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $3,000	10%			

Strategy 4 Details	Reviews			
Strategy 4: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up **Staff Responsible for Monitoring:** Campus Counselor District CTE Director **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college	5%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Effective Teaching in Every Classroom

Performance Objective 4: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:
% of class size ratio
% use of existing facilities
% increase in supplemental funding from non-traditional sources

Strategy 1 Details	Reviews			
Strategy 1: Consider additional instructional aid to provide support for at-risk students and our bilingual population.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Paraprofessional schedule, improve student academic scores on STAAR	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration **Funding Sources:** staffing - 211-Title I - $22,000	10%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Effective Teaching in Every Classroom

Performance Objective 5: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:
% of students and parents indicating satisfaction
# of supports provided based on counselor reports

Strategy 1 Details			Reviews			
Strategy 1: Provide annual training/instruction on campus crisis and emergency plans.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Schedule trainings/meetings, staff sign-in sheets from trainings, staff knowledge an implementation of Code of Conduct			**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration School Counselor			20%			

Strategy 2 Details			Reviews			
Strategy 2: Increase trained special education personnel for students academic needs and student safety.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources			**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration			10%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Guaranteed Viable Curriculum

Performance Objective 1: Instruction that is student driven meeting the academic needs of every learner.

Evaluation Data Sources: Common Formative Assessments
9 week Benchmarks
MAP testing (BOY, MOY, EOY)
State Assessment Data- STAAR

Strategy 1 Details		Reviews			
Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during bi-weekly team meetings.		**Formative**			**Summative**
		Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in Sheets, Increase in teacher participation/buy in, feedback, and student growth **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum **TEA Priorities:** Improve low-performing schools		0%			

Strategy 2 Details		Reviews			
Strategy 2: Identify student strength and weaknesses using Lead4ward Heat Map, vertical alignment TEKS resource, Map Scores, and common formative assessments.		**Formative**			**Summative**
		Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Intentional, specific instruction specific to student needs Progress monitoring of skills Teachers knowing their students by name and need **Staff Responsible for Monitoring:** Campus Administration Interventionist Classroom Teachers **Title I:** 2.6		5%			

Strategy 3 Details	Reviews			
Strategy 3: Support HB4545 by ensuring 4th and 5th grade students who did not approach in the 2021-2022 STAAR assessment last spring, receive intensive reading and math intervention. **Strategy's Expected Result/Impact:** 60% of students who failed the 2021- 2022 STAAR will at least score approaching on the 2022-2023 STAAR **Staff Responsible for Monitoring:** Teachers Interventionist Campus Administration	Formative			Summative
	Sept	Nov	Mar	June
	10%			

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Goal 3: Guaranteed Viable Curriculum

Performance Objective 2: To provide for the academic needs of all students in Celina ISD.

Evaluation Data Sources: Student growth index
State assessment results
MAP testing result (student progress monitoring)
Other student progress monitoring results

Strategy 1 Details				Reviews			
Strategy 1: Conduct PLC meetings to monitor strategies such as rigorous, student-focused, and differentiated lessons to promote continuous improvement in Special Education, Dyslexia, ELL, Gifted and Talented, and students served through 504 accommodations.				**Formative**			**Summative**
				Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide differentiated, targeted instruction for all students. **Staff Responsible for Monitoring:** Campus Administration IDLT Special Education Classroom Teachers				15%			
	0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Campus Funding Summary

			211-Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$10,000.00
2	1	3			$6,000.00
2	1	4			$10,000.00
2	3	3			$3,000.00
2	4	1	staffing		$22,000.00
				Sub-Total	$51,000.00