

Celina Independent School District
Lykins Elementary
2020-2021 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 metroplex: Lykins Elementary continues to grow approximately 3.6% each year, with potential escalated growth in upcoming years.

2019-2020 campus population consist of: 107 first grade, 116 second grade, 105 third grade, 105 fourth grade, and 122 fifth grade students for a total of 555 students on campus. Special populations include 12 ESL, 81 bilingual, 4 homeless/McKinney Vento, 139 free lunch, and 15 reduced.

89 students receive special education services with 40 of those students receiving speech therapy as their primary disability. According to our records 34 out of 553 eligible students are receiving GT students. The national average for Gifted and Talented is 6-10% of student population, indicating we are low average at 6%.

Based on beginning of the year MAP testing, 90 students did not meet reading readiness indicators, 96 are LEP, 0 are serviced CPS, and 4 are considered homeless for a total of at-risk students.

Demographics Strengths

- Strategic plan in place for district
- Implementation of PLC (professional learning community) All means All.
- Early intervention and identification of students with disabilities
- Bilingual Program/ Title 1 Funds for resources

Problem Statements Identifying Demographics Needs

Problem Statement 1: The limited time to plan vertically and horizontally amongst all grade levels make it difficult to align, especially with predicted growth.

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 2017-2018 STAAR reports indicate the lowest performing subgroup is our English Language Learners across all subject groups, especially math.

TAPR data reveals that additional intervention is needed for our ELL students to increase their academic progress. We are providing intervention support through the continuation of inclusion by an ESL teacher. Students who fail to meet passing standard on state assessments or our TEKS checks are candidates for accelerated instruction. We identify students needing accelerated instruction through teacher input and an assortment of progress monitoring instruments. Requirements are being addressed using Freckle, Flex groups, Imagine Learning, LLI, ARI, AMI, HWT, MTA, and after school tutoring. 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 whether AMI/ARI groups are working. Annual 504/EIT meetings are schedule to update parents and/or to make any changes to students RTI plan. Additional MTSS meetings are scheduled on an as needed basis as students are identified as struggling and/or dismissed from the process.

The data reflects our campus is performing above state average in all content areas. The primary focus of implementing PLC's is for all student growth, specifically to see the increase in percentage of students performing at meets and masters on STAAR.

Resources available to ensure strategies are designed to improve student performance include TEKS Resource System, Freckle, 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.

Teachers feel the flexibility in the master schedule would benefit ELA and Reading instruction and alignment. With the recent change in TEKS, it would not be as difficult to plan for instruction and desegregate data during PLC's with teammates, if ELA and reading were scheduled during the same rotation.

Student Learning Strengths

- Progress monitoring throughout the year
- Guided Reading Groups- meet individual student needs
- Fluid intervention groups- AMI, ARI, Imagine Learning, Handwriting without Tears, MTA, LLI, Freckle
- Small group instruction in math with supplemental supplies in centers
- Tool or instrument for math progress monitoring
- Number Talks vertically between pre-k through 5th grade
- Empowering Writers (professional development provided for new staff)
- ESL/Bilingual inclusion
- Homework Hub
- After school tutoring
- Social/Emotional Learning Curriculum
- Gomez and Gomez Professional Development and Peer Evaluation
- Content and Language Support for Bilingual Students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not all campus communication is translated in home language.

Problem Statement 2: It is difficult to see improvement in students if behavior expectations/initiatives are not campus-wide, used to fidelity, for consistency and proficiency, and offer a form of bullying prevention to promote positive character.

Problem Statement 3: Improve engaging, targeted intervention for grades 1-5 to help lessen the gaps for all students. **Root Cause:** Diverse range of student ability and interest.

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 administration and faculty make 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 incentives such as Principal's Pride, Positive Referral Program, Math Hall of Fame, Word Wall Recognition, and Watch Dog Dads. The rapport the faculty creates with the parents and community is key to success. Based on the data gleaned off of the Lykins Elementary student campus culture survey, our students report feeling safe, challenged, cared for and respected. The information gathered on culture survey indicates faculty and students have mutual feelings about the school atmosphere.

Teachers and students may feel overwhelmed by the frequency of test, however, each test helps determine what objectives need more attention, gives information needed to drive small group instruction and demonstrates the mastery of objectives so teachers can accommodate objectives to meet the needs of individual students through both intervention and enrichment. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. Lykins Elementary School will utilize the three tiered model for RTI to determine appropriate student interventions. First - Fifth grade students are given the MAP testing at the beginning, middle and end of the year, as well as DRA2 in first and second grade. Third through fifth grade students are given TEKS checks and curriculum checks throughout the year to determine mastery and intervention needs. It is imperative that whole group and small group instruction is driven by the TEKS and consistency is maintained throughout the district by following the TEKS Resource System alignment. The use of hands-on activities when possible and a variety of resources are used for student engagement, critical thinking, and problem solving skills. The MTSS team consist of the principal, assistant principal, special education teacher, counselor, homeroom teacher and child's parent(s). MTSS is used to determine if additional assistance is needed to monitor success of intervention and student growth.

When looking at the needs of students, teacher/staff assignments are based on qualifications, years of experience and their individual strengths. To support the motion of continuous improvement the master schedule is designed to allow weekly collaboration among grade level teams and specialist to disaggregate data and discuss benchmarks, curriculum adjustments, and student interventions. During the summer, teachers attend professional development days that are aligned to our campus instructional needs. The staff retention rate at Lykins Elementary is very high. In the education business there is always room for growth. At present, our district is at a time of growth/change. To eventually sustain a process of change and maintain our strengths, a critical mass of people is needed that share the same values, pursue the same objectives, and equipt staff with the necessary knowledge and skills to perform their job. Through data we continue to address needs, strive for staff professionalism, and maintain a strong staff from year to year.

School Processes & Programs Strengths

Supportive Administration

School-Wide Theme

Teacher/Staff Collaboration

Data driven targeted professional development

Communication

Longevity within the campus

Highly qualified support staff

Professional staff are all ESL and GT certified

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all campus communication is translated in home language.

Problem Statement 2: It is difficult to see improvement in students if behavior expectations/initiatives are not campus-wide, used to fidelity, for consistency and proficiency, and offer a form of bullying prevention to promote positive character.

Problem Statement 3: Improve engaging, targeted intervention for grades 1-5 to help lessen the gaps for all students. **Root Cause:** Diverse range of student ability and interest.

Perceptions

Perceptions Summary

Based upon the campus culture survey, our students and staff feel safe, challenged, cared for and respected. Discipline referrals are minimal and rarely severe enough to involve campus administration. Most student behavior are managed within the classroom and appear to escalate during unstructured environments. Teachers and campus administrators created a flow chart of positive reinforcers and consequences for student behavior. Our parent surveys referenced bullying, which we are aware it will increase with the age of our students. The job description of our school counselors is essential. Counselors can focus on the social-emotional learning of our students verses testing and accountability. Each lesson our social-emotional curriculum focuses on specific character traits, such as self control, social skills role play, conflict resolution and positivity thinking. Behavior expectation of our students needs to reflect the same rigorous expectation we have established for our students academically.

The community of Celina is supportive and proud of all academic and athletic accomplishments. There are many organizations that help bridge school and community such as PTA, CARE and CATS. These organizations provide scholarships, purchase materials for the classrooms, and provide fundraising opportunities. School board, PTA officers, and other committee members serve as liaisons between the school district and community. Lykins Elementary School encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent Involvement Events, Fun Day, Open House, Music Programs, Book Fair, Award Assemblies, Watch Dog Dads, Camp Jolt, Garden of Oz and Curriculum Night. Parental participation continues to increase. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to access attendance through parent portal, and students who fall below the 90% attendance policy are placed on a Principal's Plan. Pull-out and inclusion programs such as Accelerated Reading Instruction, Accelerated Math Instruction, Handwriting without Tears, ESL, Gifted and Talented, Dyslexia, Resource and Leveled Literacy Intervention are implemented to help monitor and establish student growth. Students are monitored closely through the MTSS process with results indicating growth or further evaluation needed. With the anticipated future growth for our district, we recognize the potential need to help new families acclimate to our district.

Lykins Elementary will maintain the kind of climate where personal growth is expected, recognized and rewarded. Lykins Elementary is committed to providing flexible learning environments that promote collaboration among engaged learners and educators. Implementation of staff development, vertical and horizontal alignment across district, and positive feedback on performance will be provided through informational and formal evaluations. Teachers independently evaluate student progress and modify lessons as needed for mastery of TEKS. Committees such as the site-based decision making committee are formed to help teachers and staff voice opinions and ideas. The district has high and clear expectations for students, staff, and parents. A sense of pride and satisfaction in the school district is felt throughout the community. Professional learning needs are determined based on demonstrated and observed needs. With the growth of our special education population, additional staff is required with training of job expectations and responsibilities will need to be provided. Additional support staff in unstructured environments is essential for students safety.

Perceptions Strengths

Bobcat Pride

Parent/Teacher Conference Days

Leadership Academy- Peer helpers to assist with content and behavior problems

Volunteer Opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all campus communication is translated in home language.

Problem Statement 2: It is difficult to see improvement in students if behavior expectations/initiatives are not campus-wide, used to fidelity, for consistency and proficiency, and offer a form of bullying prevention to promote positive character.

Problem Statement 3: Limited opportunity and resources for STEAM activities.

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

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

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: Community

Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Sources:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events



| Strategy 1 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 1: Translate all campus communication in Spanish for bilingual population.</p> <p>Strategy's Expected Result/Impact: Increase in volunteer opportunities and participation</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Explore strategies/tools which support our families in their desire to be part of their child's education, such as curriculum meetings, parent involvement nights for free of charge, Watch Dog Dads, and other opportunities to become involved.</p> <p>Strategy's Expected Result/Impact: Parent's feedback from parental involvement survey, sign-in sheets from events, evaluation of activities to ensure a successful impact on learners.</p> <p>Staff Responsible for Monitoring: Campus Administration Specials Teachers Team Leads Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 3: Encourage weekly communication between parents and staff about upcoming events and volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Open communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> | Formative | | | Summative |
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Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Increase partnerships with local businesses to support our families and students.</p> <p>Strategy's Expected Result/Impact: Methodist Church Food Bank, Additional Churches, Perfect Attendance Recognition, School Supply Drive, Sign Gypsies, STEAM Resources, Celina PD</p> <p>Staff Responsible for Monitoring: Campus Administration PTA CRE School Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Involve community sponsors responsible for Garden of Oz for ongoing support and participation.</p> <p>Strategy's Expected Result/Impact: Increase volunteer opportunities and participation.</p> <p>Staff Responsible for Monitoring: Garden Committee Campus Administration Grade Level Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
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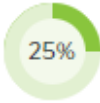
| Strategy 3 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 3: Counselor with promote and increase participation of Career Day, which will also provide opportunities for community involvement.</p> <p>Strategy's Expected Result/Impact: Increase parent participation, increase exploration of programs and careers, Read Across America</p> <p>Staff Responsible for Monitoring: School Counselor Campus Administration Teachers Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
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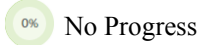
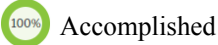
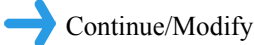
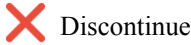
Goal 1: Community

Performance Objective 3: Lykins Elementary will build relationships between the district and community organizations.

Evaluation Data Sources:

- # of district personnel on city educational committees
- # of community organization volunteers at campuses

| Strategy 1 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: With renovation of our building, create an atmosphere in the front office for all to feel welcome when visiting the office at Lykins Elementary.</p> <p>Strategy's Expected Result/Impact: Climate Survey Appearance</p> <p>Staff Responsible for Monitoring: Office Staff Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Include diverse groups of parents, faculty, and community members in decision making through various committees, (CIP, SHAC, site-based committee, calendar)</p> <p>Strategy's Expected Result/Impact: Increase volunteer opportunities and engagement from variety of</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |

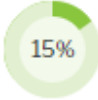
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| stakeholders. Staff Responsible for Monitoring: Campus Administration |  | | | |
|     | | | | |




Goal 2: Excellence




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: Utilize Empowering Writers in accordance with the district writing plan to ensure high expectations for student, aligning common assessments vertically throughout campus. Strategy's Expected Result/Impact: Staff development sign-in sheets, certificates from training, agenda from professional development events, lesson plans, campus walk-through data, increase in academic performance of students on local and state assessments Staff Responsible for Monitoring: Director of Elementary Curriculum, Campus Administration, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$2,000 | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 2: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.</p> <p>Strategy's Expected Result/Impact: Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  0% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide necessary professional development and expand the use of guided reading library and strategy grouping as an intervention among struggling students and enrichment for our Title 1 students.</p> <p>Strategy's Expected Result/Impact: Measure of growth by objective and reading levels (certificates and invoices)</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 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</p> <p>Funding Sources: - 211-Title I - \$10,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  20% | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Implement use of Instructional Coach on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with PLC process.</p> <p>Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$6,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  25% | | | |

| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: Based on data gleaned from the 2017-2018 and 2018-2019 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for reading at third, fourth and fifth grades to increase the number of student who are advanced or exceed growth measurement standard</p> <p>Strategy's Expected Result/Impact: Purchase reading intervention program and engage in guided reading training during professional development opportunities (Fountas and Pinnell, Rooted in Reading, LLI)</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$10,000</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Align formative and summative assessments for better indication of student needs and mastery of content and standards.</p> <p>Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement</p> <p>Staff Responsible for Monitoring: Classroom teachers Director of Elementary Curriculum Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Provide paraprofessional inclusion support staff professional development and trainings.</p> <p>Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Teacher Director of Elementary Curriculum</p> | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 8: Design intervention and acceleration opportunities within the school day with time built into the master schedule.</p> <p>Strategy's Expected Result/Impact: Align intervention strategies to measure growth, formative and summative assessment, and close student gaps</p> <p>Staff Responsible for Monitoring: Campus Administration</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  |  |  | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Provide professional development for math instruction and increase student passing rate and growth index measure.</p> <p>Strategy's Expected Result/Impact: Increase student passing rate and growth measure.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Intervention Teachers Special Education Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Implement Gomez and Gomez Peer Evaluations and adoption professional development to improve bilingual instruction.</p> <p>Strategy's Expected Result/Impact: Increase use of bilingual resources and improvement in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Goal 2: Excellence

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 | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: Implement and require dedicated, daily SEL time on the master schedule and SEL curriculum in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Professional development provided for staff, lessons provided, character trait recognition each month</p> <p>Staff Responsible for Monitoring: School counselor Campus Administration Classroom Teachers Campus Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Expand extra curricular opportunities for students, such as Chess Club, Spanish Club, Art Club, Lego Robotics, Cinco de Mayo Curriculum Night, Bilingual Spelling Bee</p> <p>Strategy's Expected Result/Impact: % Increase in participation and student clubs</p> <p>Staff Responsible for Monitoring: Campus Administrators Sponsors Teachers PTA</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide a campus-wide assembly with secondary student mentors or public speakers</p> <p>Strategy's Expected Result/Impact: Reduction in office or counselor referrals, decrease in bullying reports, list of events that occurred, roster of students</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities.</p> <p>Strategy's Expected Result/Impact: STEAM lab rotation or in master schedule for all students grades 1-5</p> <p>Staff Responsible for Monitoring: Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |


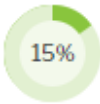





Goal 2: Excellence

Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 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 bilingual labels throughout the building.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |









| Strategy 2 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| Strategy 2: Provide professional development of the 4 C's; Collaboration, Communication, Critical Thinking and Creativity Strategy's Expected Result/Impact: Increase participation on climate and technology surveys, sign-in sheet Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills. Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up Staff Responsible for Monitoring: Campus Counselor District CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Teach, model and integrate soft skills into STEAM lessons. Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule Staff Responsible for Monitoring: Librarian Classroom Teachers Campus Administrators STEAM Teacher TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Excellence

Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

- # of systems and supports implemented
- % of students indicating preparedness








| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 1: Offer technology professional development to increase teacher and student instructional technology use with Apple tv's, and continue to expand instructional technology use for teachers and students.</p> <p>Strategy's Expected Result/Impact: Sign-In Data, Master Schedule, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Instructional Technologist Campus Administrators Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Explore the possibility of increasing student/device ratio, especially for 4th and 5th grade. (ipads or chromebooks)</p> <p>Strategy's Expected Result/Impact: More devices of campus for student use.</p> <p>Staff Responsible for Monitoring: Instructional Technologist Campus Administration Technology Department Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 211-Title I - \$15,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets, Increase in teacher participation/buy in, feedback, and student growth</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Create a master schedule that is conducive to a successful PLC implementation with grade level aligned intervention.</p> <p>Strategy's Expected Result/Impact: Scheduled time for horizontal planning of formative assessments, vertical alignment opportunities, common assessment, data dives and planning</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Identify student strength and weaknesses using Lead4ward Heat Map.</p> <p>Strategy's Expected Result/Impact: Intentional, specific instruction geared toward student strength and weaknesses.</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |






Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas







| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Implement ongoing training of instructional staff in project based lessons.</p> <p>Strategy's Expected Result/Impact: Student growth, teacher feedback, observation, professional development sign-in sheets</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Administration Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Professional Development - 211-Title I - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Increase the use of project based lessons through STEAM lab and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for students to collaborate and create using critical thinking strategies.</p> <p>Staff Responsible for Monitoring: STEAM Teacher Classroom Teacher Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Innovation

Performance Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Sources:


- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL







| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Implement a scholar intervention plan that includes all elements of intervention and enrichment. Strategy's Expected Result/Impact: Provide targeted instruction for all students. Staff Responsible for Monitoring: Interventionist Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.5 | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Track growth index on assessments in all content areas and on the following student groups: African American, Hispanic, and White Economically Disadvantaged. Strategy's Expected Result/Impact: Improve growth and student gap indexes. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Interventionist Schoolwide and Targeted Assistance Title I Elements: 2.6 | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: Leadership

Performance Objective 1: 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. 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 | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |







| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 2: Promote and encourage the positive behavior support system that will be used on campus to recognize positive behavior exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS, Bobcat Heart Referral, Huddle Up)</p> <p>Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teacher CES Staff</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Meet bi-weekly with committee to discuss and revise behavior expectation/initiatives that are implemented campus-wide, used to fidelity for consistency and proficiency, to promote positive behavior and minimize discipline and/or bullying opportunities</p> <p>Strategy's Expected Result/Impact: Discipline records, parent survey, student survey, teacher survey</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselor Parent Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Leadership

Performance Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Sources:






- % of district employees participating in the plan
- % increase of involvement in district's leadership academy

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Provide leadership opportunities for experienced, well-versed staff interested in pursuing a leadership position for the following (See you at C.U.): Instructional Coach, Administration or Curriculum Strategy's Expected Result/Impact: Staff feedback, sign-in sheets, observation Staff Responsible for Monitoring: Principal Lead Teachers Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide teachers opportunities to lead in different capacities and participate in the decision making process. Strategy's Expected Result/Impact: Committees led by teacher leaders Staff Responsible for Monitoring: Teachers Campus Administrators | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: Leadership

Performance Objective 3: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Sources: % of detailed plan implemented

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Create and utilize mentoring for new staff. Strategy's Expected Result/Impact: Agenda from meetings, teacher feedback, documentation of days they met Staff Responsible for Monitoring: Campus Administration Team Leads New Teachers | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Goal 5: Stewardship

Performance Objective 1: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Sources:

of top financial ratings and recognitions

% of financial resources spent on instruction and student activities

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Establish a committee to meet quarterly to be an advocate for instructional resources and expenditures, which will ensure transparency within the campus.</p> <p>Strategy's Expected Result/Impact: Agenda from meetings, fiscal responsibility and use of funds</p> <p>Staff Responsible for Monitoring: Campus Administration Secretary Campus Counselor Team Leads</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 5: Stewardship








Performance Objective 2: 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

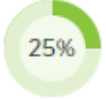






| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Consider additional instructional aid to provide support for at-risk students and our bilingual population.</p> <p>Strategy's Expected Result/Impact: Paraprofessional schedule, improve student academic scores on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: staffing - 211-Title I - \$22,000</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 5: Stewardship

Performance Objective 3: 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. Strategy's Expected Result/Impact: Schedule trainings/meetings, staff sign-in sheets from trainings, staff knowledge an implementation of Code of Conduct Staff Responsible for Monitoring: Campus Administration School Counselor | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase the number of security cameras in the unstructured environments of the campus. Strategy's Expected Result/Impact: Reduce discipline referrals from unstructured environments Staff Responsible for Monitoring: Security Campus Administration | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Increase trained special education personnel for students academic needs and student safety. Strategy's Expected Result/Impact: Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources Staff Responsible for Monitoring: Campus Administration | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 6: Academic Excellence

Performance Objective 1: 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
- Student AP test scores (% of student scoring >3)

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Provide differentiated, targeted instruction for all students.</p> <p>Staff Responsible for Monitoring: Campus Administration IDLT Special Education Classroom Teachers</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide optional Saturday school opportunities for bilingual students in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Increase in student academics and parent engagement.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Interventionist Bilingual Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
| | Sept | Nov | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

2020-2021 Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|------------------|--------------------------|
| Administrator | Starla Martin | Principal |
| Administrator | Sara Arrington | Assistant Principal |
| Administrator | Amanda Herron | Counselor |
| Classroom Teacher | Chelsea Ashworth | Teacher |
| Classroom Teacher | Michelle DeWilde | Teacher |
| Classroom Teacher | Raychel Hammons | Teacher |
| Classroom Teacher | Jenna Sheridan | Teacher |
| Classroom Teacher | Lindsey Robinson | Teacher |
| Business Representative | Holly Farrow | Business Representative |
| Community Representative | Jessye Lloyd | Community Representative |
| Non-classroom Professional | Deanna Peters | Music Teacher |
| Paraprofessional | Lynn DeArkos | Paraprofessional |
| Parent | Laura Mortenson | Parent |
| Parent | Jamie Grabbe | Parent |
| Paraprofessional | Julie Williams | Paraprofessional |
| Non-classroom Professional | Jodi Pasqua | Dyslexia Teacher |

Campus Funding Summary

| 211-Title I | | | | | |
|-----------------------------|-----------|----------|--------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | | | \$2,000.00 |
| 2 | 1 | 3 | | | \$10,000.00 |
| 2 | 1 | 4 | | | \$6,000.00 |
| 2 | 1 | 5 | | | \$10,000.00 |
| 2 | 2 | 3 | | | \$3,000.00 |
| 2 | 3 | 1 | | | \$3,000.00 |
| 2 | 4 | 2 | | | \$15,000.00 |
| 3 | 2 | 1 | Professional Development | | \$3,000.00 |
| 5 | 2 | 1 | staffing | | \$22,000.00 |
| Sub-Total | | | | | \$74,000.00 |
| Grand Total Budgeted | | | | | \$0.00 |
| Grand Total Spent | | | | | \$74,000.00 |
| +/- Difference | | | | | -\$74,000.00 |

Addendums