

Celina Independent School District

Lykins Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Celina ISD, the destination district, is to provide a safe, caring, and collaborative learning environment for all students.

Motto

Paving the way for the future

Vision

Shaping the future by providing an educational model of innovation & excellence

Core Beliefs

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

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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 grew approximately 12% from 2022 to 2023.

School Population in 2022-2023 - 708 students, 2023-2024 (as of 11/3/23) 806.

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Student Total	806	100%
Kindergarten Grade	135	16.75%
1st Grade	160	19.85%
2nd Grade	149	18.49%
3rd Grade	142	17.62%
4th Grade	126	15.63%
5th Grade	94	11.66%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Gender		
Female	402	49.88%
Male	404	50.12%
Ethnicity		
Hispanic-Latino	212	26.30%
Race		
American Indian - Alaskan Native	7	0.87%
Asian	214	26.55%
Black - African American	67	8.31%
Native Hawaiian - Pacific Islander	2	0.25%
White	268	33.25%
Two-or-More	36	4.47%
Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Dyslexia	39	4.84%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Gifted and Talented	44	5.46%
Regional Day School Program for the Deaf	0	0.00%
Section 504	36	4.47%
Special Education (SPED)	117	14.52%
Bilingual/ESL		
Emergent Bilingual (EB)	230	28.54%
Bilingual	83	10.30%
English as a Second Language (ESL)	137	17.00%
Alternative Bilingual Language Program	10	1.24%

Demographics Strengths

- Staff is diverse and brings varied strengths to the campus and directly addresses student needs: 14 bilingual staff, 6 males, specialized support staff (aides, interventionist, technology support).
- Scaffolding Tier 2 & Tier 3 intervention: intervention time built into class time for all grade levels, 1 interventionist for Tier 3 focus and additional class times students are pulled by teachers for small group reading 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 to celebrate character development, UIL Academics, House Leaders for 4th and 5th grade, Student Ambassadors from 5th grade, Wear the C Awards, Monthly Specials Awards, Educator Spotlight Awards. 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 Special Education aide to support inclusion. We have not received approval to hire and additional support person and there are no applicants for hire.

Root Cause: There is a lack of funding for support staff.

Problem Statement 2: We are in need of a bilingual interventionist to support our Tier 2 and Tier 3 students who are in the bilingual program. Our bilingual interventionist position was changed to serve bilingual students with dyslexia.

Root Cause: There is a lack of communication and clarity from the department.

Problem Statement 3: We are in need of a bilingual instructional coach to support and build capacity of our bilingual teachers and aides.

Root Cause: There is no funding for this role.

Problem Statement 4: We are in need of a Special Education facilitator/coordinator to support the centralized program teachers. We have 9+ students in 3 different centralized classrooms. Our district sped department is growing rapidly and changing weekly with new students arriving.

Root Cause: There is no funding for this role.

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, ESGI, TX-KEA, 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 2023-2024 STAAR reports indicate the lowest performing for 3rd Grade Math for our Hispanic students, and our students identified as Economically Disadvantage 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

Lykins Elementary
Generated by Plan4Learning.com

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 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: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: Lykins Elementary School will expand opportunities for involvement of all stakeholders in 2024-2025. (BG1)

Evaluation Data Sources: # of Hometown Hero volunteers
of volunteers (ie: Bobcat Council, field trips, copy parents, room parents, Principal Advisory Committee)
of communicated volunteer opportunities (ie: held a Volunteer fair, field trips, boosterthon, book fair, picture day, Principal Advisory Committee)
of participants at family events (ie: Back to School Bash, Meet the teacher, Hometown Hero Kickoff, Parent Teacher Conference, Dinosaur George Family Engagement, Perot Museum Night, Holidays at Lykins, Multi-Cultural Fair, STEAM fair)

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue the outreach of the committee for involvement in the school

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>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.</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>TEA Priorities: Improve low-performing schools</p>	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

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. (BG5) 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 Increase staff capacity through learning walks. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the PLC guiding coalition progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a bi-weekly design time focused on researched based practices and student achievement. (HB3 Math and Reading)</p> <p>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 Increase teacher knowledge and usage of TCMPC Implement and increase the use of student goal setting to increase understanding Use researched based practices and resources to drive instruction</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Intervention Teacher Grade Level Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 3: Celina ISD along with Lykins Elementary will increase the percentage of students involved in co-curricular and extracurricular activities at all school levels. (BG2)

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus
increase the number of Student Ambassadors for 5th grade students
create and implement a Student House Council for 4th and 5th grade students

Summative Evaluation: Met Objective

Next Year's Recommendation: continue seeing ways for student leadership innovatively

Strategy 1 Details		Reviews			
Strategy 1: Utilize 5th grade Student Ambassadors and 4th and 5th grade House Leaders to expand students exemplifying leadership characteristics and responsibilities throughout the campus. (BG2) 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 ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Mar	June
		 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 4: Celina ISD along with Lykins Elementary will develop new CTE pathways aligned with student needs and interests. (BG4)

High Priority

Evaluation Data Sources: Create and implement a spring Career on Wheels. students will explore and learn about a variety of jobs that occur within the community. Students attend STEAM and Technology weekly for enrichment opportunities increase the participation of enrichment opportunities for after school- Garden Club, Robotics, Soccer shots

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue looking for CTE pathways for young learners to be inspired.

Strategy 1 Details		Reviews			
Strategy 1: Lykins Elementary students have the opportunity to attend classes such as STEAM, technology, library, art, music, and PE on a rotation basis. (HB 3 CCMR Goal) Strategy's Expected Result/Impact: Create students opportunity to learn real world experiences outside the classroom. Students make new world connections with hands on learning. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
		 Considerable	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities

Performance Objective 1: Lykins Elementary will create leadership opportunities for staff aimed at enhancing the leadership skills of teachers, staff, and administrators. (BG3)

Evaluation Data Sources: Increase the number of leadership opportunities on the campus
instructional team leaders, house committee leaders, PBIS committee leaders, mentor/mentee leaders, instructional leadership team

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue growing teacher leaders

Strategy 1 Details	Reviews			
Strategy 1: Lykins Elementary will provide more opportunities for teachers to be leaders on campus. (BG5) Strategy's Expected Result/Impact: Teachers will have a sense of ownership in the success of the school Staff Responsible for Monitoring: Principal Assistant Principal Counselor Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities

Performance Objective 2: Develop high quality educators dedicated to continuous improvement. (BG5)

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue growing and giving opportunities to staff members

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary professional development and enhance the use of student goal setting and strategy groupings for small group instruction in math. (HB3 Math Goal) Strategy's Expected Result/Impact: Measure of growth by objective and reading levels. Growth in academic skills Staff Responsible for Monitoring: Campus Administration Instructional Coach 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
Strategy 2: Implement use of Instructional Leaders on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, assist with design time process, along with workshop model development. Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates Staff Responsible for Monitoring: Campus Administration Instructional Coach 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	Formative			Summative
	Oct	Dec	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Offer essential professional development and expand the implementation of student goal setting and strategy groupings for small group instruction in reading and writing. (HB3 Literacy Goal)	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Lykins will host a Literacy Night focusing reading comprehension strategies. Strategy's Expected Result/Impact: Parents/ Families gain knowledge of the power of read alouds. Understand inside the text questions versus outside the text questions Staff Responsible for Monitoring: Admin Instructional Coach Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Books and bookmarks - 211-Title I - \$2,000	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 5 Details	Reviews			
Strategy 5: Lykins will host a math station games family night for families. Strategy's Expected Result/Impact: Math strategies for building fluency Simple ways to incorporate math into everyday life Increase problem solving skills Increase soft skills Staff Responsible for Monitoring: Admin Instructional Coach Teachers Funding Sources: Math manipulatives- dice, dominos, playing cards, pattern blocks, linking cubes - 255--Title II - \$2,000	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 No Progress	 No Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: Teach, model, and integrate soft skills into Morning Meetings and guidance lessons.

Evaluation Data Sources: Classroom Teachers
Campus Counselor
Campus Administrators

Summative Evaluation: Met Objective

Next Year's Recommendation: More purposeful behavior intervention teaching

Strategy 1 Details	Reviews			
Strategy 1: Lykins Elementary will contribute to Random Acts of Kindness. (GB1) Strategy's Expected Result/Impact: Create empathy and understanding for organization within the community	Formative			Summative
	Oct	Dec	Mar	June
	<div><div></div></div> No Progress	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Continue/Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 2: Promote and encourage the positive behavior to be exhibited by students. Layered Reward system.

Evaluation Data Sources: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus wide Bobcat Brag Tags used as our Positive Behavior Support system. Strategy's Expected Result/Impact: Increase in positive behavior Increased student engagement Decrease time off task	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 3: Lykins Elementary will create leadership opportunities for staff and students to develop a positive learning community and campus culture. (BG1, BG3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Design and implement the Lykins Elementary House System. (BG1, BG3) Strategy's Expected Result/Impact: Positive school culture Increase sense of belonging Promote community and school pride	Formative			Summative
	Oct	Dec	Mar	June
	 No Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Campus Funding Summary

255--Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Math manipulatives- dice, dominos, playing cards, pattern blocks, linking cubes		\$2,000.00
Sub-Total					\$2,000.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$6,000.00
2	2	4	Books and bookmarks		\$2,000.00
Sub-Total					\$8,000.00