Celina Independent School District

Lykins Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 9

Priority Problem Statements 11
Comprehensive Needs Assessment Data Documentation 12
Goals 14
- Goal 1: Love the Learner; Drive the Rigor: 14
- Goal 2: Responsible for One's Own Learning 26
- Goal 3: Interdependent Self-managers 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lykins Elementary serves 667 students in Early Education through fourth grade during the 2026–27 school year. The campus serves a diverse student population, including 33.73% Hispanic students, 28.79% White students, 25.64% Asian students, 7.65% Black/African American students, and students representing additional racial and ethnic groups.
Lykins serves a significant number of students requiring specialized academic and language supports. Current Fall PEIMS data indicate that 40.93% of students are identified as Emergent Bilingual, 20.54% receive special education services, 5.25% receive dyslexia services, and 5.25% are identified as gifted and talented. Additionally, 48.43% of students are identified as at risk and 25.49% as economically disadvantaged.
Lykins operates as a Title I, Part A Schoolwide campus, with 100% of students participating in the schoolwide program. The campus's high percentage of Emergent Bilingual, at-risk, economically disadvantaged, and special education students reinforces the need for strong Tier 1 instruction, targeted intervention, language supports, differentiated instruction, and coordinated student-support systems.

Demographics Strengths

- Staff is diverse and brings varied strengths to the campus and directly addresses student needs: 15 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, 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, Student Ambassadors from 4th and 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 (Prioritized): Some emergent bilingual students enter our campus with interrupted or inconsistent prior schooling, resulting in gaps in foundational academic skills, language development, and familiarity with grade-level learning expectations. These gaps create challenges in accessing grade-level instruction and require targeted academic and language support to accelerate student growth.
Root Cause: Students experiencing interrupted or inconsistent schooling have had limited access to continuous, standards-aligned instruction and opportunities to develop foundational academic and language skills. As a result, they may enter their current grade level with unfinished learning that impacts their ability to access and demonstrate mastery of grade-level content.

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, KPM, AWARE, TELPAS, TEKS Checks, Curriculum Checks, accomodation trackers and TAPR. The staff uses the data to determine the instruction needed for students on an individual basis.

The 2024-2025 STAAR reports indicate the lowest performing for 3rd Grade Math for our White 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 an interventionists and small group in class support. 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 (bilingual) and RBD/MTA. MTSS meetings are held to discuss student growth and to ensure all interventions are in place to maximize student growth. We have implemented a new program called Summit K-12 for emergent bilingual students.

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 HQIM provided by the district, 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- based on MAP, Imagine Learning, LLI
3. Dedicated intervention blocks in all classrooms for increased in class intervention with classroom teachers
4. 1 to 1 technology that enhances differentiation and individualized practice
5. Common planning time for collaboration and (once a week) design teams.

6. All teachers are ESL certified, with a few new teachers working on certification
7. Increased student support with ESL/Bilingual inclusion
8. Morning Meeting and Counselor Guidance Lessons to implement SEL curriculum and learning.
9. Gomez and Gomez Professional Development and Peer Evaluation
10. GT trained
11. Texas Reading Academy for all teachers Kinder-3rd grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The hispanic student population did not meet the expected standard in Academic Achievement Status: Mathematics, Academic Growth Status: Mathematics,Student Success (Student Achievement Domain Score), contributing to Lykins Elementary's identification for Targeted Support and Improvement
Root Cause: Campus data indicate a need for more consistent Tier 1 instructional practices, targeted use of student-group data during PLC/design time, and timely adjustment of instruction and intervention based on progress-monitoring results.

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 Pilar Awards (Wear the C), Student of the Month, Specials Awards, PBIS (brag tags and DOJO points), Educator Spotlight, Libby Lou Line Award, Staff Shoutout, and Spirit Awards. 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. High Quality Instructional Material for 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) if needed, 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, Home Town Heros

Security Resource Officer

Professional Learning Communities (Design Time, Learning Walks)

Team of 7

Guiding Coalition

Positive Campus Culture

Diverse Learning Opportunities

Parent communication in multiple languages

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus currently lacks dedicated bilingual instructional coaching support, creating a gap in our ability to consistently build the instructional capacity of bilingual teachers and aides and strengthen high-quality bilingual instruction for students.
Root Cause: Our current instructional support structure does not provide sufficient dedicated bilingual expertise and job-embedded coaching to consistently develop the capacity of bilingual teachers and aides. As a result, staff have limited opportunities for ongoing modeling, feedback, collaborative planning, and coaching specific to effective bilingual instruction and language acquisition.

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- snack bags, The Mill Church- staff moral and student supplies, 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 Engagement Days, Open House, Music Programs, Book Fair, Curriculum Night, Parent Involvement Nights, Boosterthon, Grandparents Lunch. 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 Brag tags, Freaky Friday, PBIS rewards such as Giddy Up's, Book vending machine, and additional classroom rewards. 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, and Music 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.
- Involved SRO on Campus
- One to one IPad availability
- 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 mission statement 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, Guiding Coalition, House Committee
- 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

- Hometown Heros
- Support of Local Businesses
- House System
- Community involved fundraisers such as Boosterthon that also encourages implementing positive character traits
- Academic/Behavior Positive Reinforcements such as monthly Wear the C awards, Students of the Month, and Educator Spotlights
- 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.

Priority Problem Statements

Problem Statement 1: The hispanic student population did not meet the expected standard in Academic Achievement Status: Mathematics, Academic Growth Status: Mathematics,Student Success (Student Achievement Domain Score), contributing to Lykins Elementary's identification for Targeted Support and Improvement

Root Cause 1: Campus data indicate a need for more consistent Tier 1 instructional practices, targeted use of student-group data during PLC/design time, and timely adjustment of instruction and intervention based on progress-monitoring results.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus currently lacks dedicated bilingual instructional coaching support, creating a gap in our ability to consistently build the instructional capacity of bilingual teachers and aides and strengthen high-quality bilingual instruction for students.

Root Cause 2: Our current instructional support structure does not provide sufficient dedicated bilingual expertise and job-embedded coaching to consistently develop the capacity of bilingual teachers and aides. As a result, staff have limited opportunities for ongoing modeling, feedback, collaborative planning, and coaching specific to effective bilingual instruction and language acquisition.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Some emergent bilingual students enter our campus with interrupted or inconsistent prior schooling, resulting in gaps in foundational academic skills, language development, and familiarity with grade-level learning expectations. These gaps create challenges in accessing grade-level instruction and require targeted academic and language support to accelerate student growth.

Root Cause 3: Students experiencing interrupted or inconsistent schooling have had limited access to continuous, standards-aligned instruction and opportunities to develop foundational academic and language skills. As a result, they may enter their current grade level with unfinished learning that impacts their ability to access and demonstrate mastery of grade-level content.

Problem Statement 3 Areas: Demographics

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
- 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
- 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

Goals

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 1: Lykins Elementary School will expand opportunities for family and parent involvement of all stakeholders in 2026-2027. (BG1)

Evaluation Data Sources: # of Hometown Hero volunteers
# of volunteers (ie: Bobcat Council, field trips, copy parents, room parents, PTA spirit volunteers)
# of communicated volunteer opportunities (ie: held a Volunteer fair, field trips, boosterthon, book fair, picture day, Bobcat Council, Winter wonderland)
# of participants at family events (ie: Back to School Bash, Meet the teacher, Hometown Hero Kickoff, Parent Teacher Conference, Reading and Math Family Engagement evenigns, Perot Museum Night, Multi-Cultural Fair, STEAM fair)
#parent council

Strategy 1 Details	Reviews			
Strategy 1: Lykins will host a Literacy Night focusing reading comprehension strategies.	Formative			Summative
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:** Campus Admin Instructional Coach Classroom Teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** - 211-Title I - $1,500	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: 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:** Campus Administration Instructional Coach Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** - 211-Title I - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: 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.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor:

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

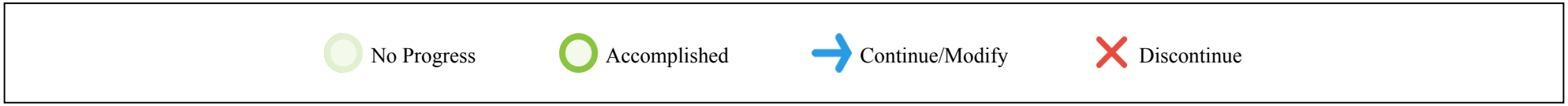
HB3 Goal

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Progress Monitoring and Response Campus Admin, IC, and grade level teams will review implementation and progress data at established check points and adjusts instructional supports, intervention intensity, staffing or resources when students are not on track to meet the performance objective. **Strategy's Expected Result/Impact:** Opportunity to adjust instruction in real time Increase strength of Tier 1 instruction Progress Monitor making informed decisions **Staff Responsible for Monitoring:** Campus Admin, IC, and grade level teams **Title I:** 2.51, 2.52, 2.53 **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Targeted Tier 1 and small group instruction Teachers will use formative assessment and progress monitoring data to provide targeted small group instruction and scaffolded tier 1 support for students in the identified group with instructional adjustments based on demonstrated need. **Strategy's Expected Result/Impact:** Current data on prioritized standards Common assessments across grade levels use of HQIM **Staff Responsible for Monitoring:** Campus Admin, IC, and grade level teams **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Teachers will participate in a bi-weekly design time focused on researched based practices and student achievement. (HB3 Math and Reading) **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 HQIM Implement and increase the use of student goal setting to increase understanding Use researched based practices and resources to drive instruction **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Intervention Teacher Grade Level Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 3: Celina ISD along with Lykins Elementary will develop new CTE pathways aligned with student needs and interests. (BG4) (HB3 CCMR)

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, UIL, Honor Choir, Drama Club

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Lykins Elementary students have the opportunity to attend classes such as STEAM, 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 63% by June 2028. (HB3 Literacy)

HB3 Goal

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Third-grade teachers will collaboratively develop and administer common formative assessments (CFAs) aligned to priority TEKS and STAAR-level rigor. During PLC/design time, teachers will analyze CFA results by standard and student, identify misconceptions and learning gaps, and use the data to plan targeted small-group instruction, intervention, and enrichment. Students who have not demonstrated mastery will receive reteaching using differentiated instructional strategies and will be reassessed to monitor progress toward mastery. **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 HQIM Implement and increase the use of student goal setting to increase understanding Use researched based practices and resources to drive instruction **Staff Responsible for Monitoring:** 3rd grade teachers IC Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Teachers will participate in a bi-weekly design time focused on researched based practices and student achievement. (HB3 Math and Reading) **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 HQIM Implement and increase the use of student goal setting to increase understanding Use researched based practices and resources to drive instruction **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Intervention Teacher Grade Level Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 5: Celina ISD along with Lykins Elementary will increase the percentage of students involved in co-curricular and extracurricular activities at all school levels. (BG2) (HB3 CCMR)

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Utilize 4th and 5th grade Student Ambassadors to expand students exemplifying leadership characteristics and responsibilities throughout the campus. (BG2) **Strategy's Expected Result/Impact:** Increase students participation and feedback from staff and parents **Staff Responsible for Monitoring:** Admin, counselor, sponsor teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: UIL academic competition is available for students grades 2-4 that exhibit qualities of interdependent self managers and love of learning . **Strategy's Expected Result/Impact:** Increase students participation, feedback form students, staff, and parents **Staff Responsible for Monitoring:** Classroom Teachers UIL Coach **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** - 199 -- CISD - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Grade level students that exemplify qualities of interdependent self managers and love of the arts and music by having opportunity to perform on stage. **Strategy's Expected Result/Impact:** Increase students participation, feedback form students, staff, and parents **Staff Responsible for Monitoring:** Music Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: Lykins will offer Scripps Spelling bee for all students grades 3-4 and a bilingual spelling bee for grades 3-5. These students exemplify qualities of interdependent self managers and love of learning. **Strategy's Expected Result/Impact:** Increase students participation, feedback form students, staff, and parents **Staff Responsible for Monitoring:** Admin Classroom Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor:

Performance Objective 6: 2nd-4th grade vertical team will collaboratively analyze the academic performance data for economically disadvantaged students. The team will identify achievement gaps by priority standard, determine targeted instructional strategies and interventions, and monitor student progress.

High Priority

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: We will identify students who are economically disadvantage and to know them by name and create relationships with them to make them feel seen at Lykins. A staff member will be assigned to each economically disadvantage student as a mentor. **Strategy's Expected Result/Impact:** Students will have a trusting relationship on campus with an adult. Students will feel seen and known by multiple staff members. **Staff Responsible for Monitoring:** Admin Instructional Coach Lykins staff Counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** - 211-Title I - $3,700				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: In our vertical team we will dig into our current data to be able to track our economically disadvantage students by essential standard for math. **Strategy's Expected Result/Impact:** Increase of mastery of math essential standards. Increase in student achievement Implement and increase the use of student goal setting to increase understanding Opportunity to adjust instruction in real time Increase strength of Tier 1 instruction Progress Monitor making informed decisions **Staff Responsible for Monitoring:** Admin IC 2nd-4th Grade level teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211-Title I				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: 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:** Teachers will have a sense of ownership in the success of the school. 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:** Principal Assistant Principal Counselor Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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 levels. Growth in academic skills **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Director of Elementary Curriculum Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Implement use of Instructional Leaders and the Guiding Coalition on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with design time process. **Strategy's Expected Result/Impact:** PLC Data, Professional Development, Sign-In Sheets, Certificates **Staff Responsible for Monitoring:** Campus Administration Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

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

Evaluation Data Sources: Classroom Teachers
Campus Counselor
Campus Administrators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Monthly Guidance Lessons: Each month, students participate in structured guidance lessons aligned with district-mandated social-emotional and personal growth standards to help them develop self-awareness. **Strategy's Expected Result/Impact:** Students develop self awareness and confidence. Students can identify positive character traits. Students can identify zones of regulation. **Staff Responsible for Monitoring:** Counselor Admin Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Bi-Weekly Huddle Lessons: Every two weeks, students engage in character development through interactive "huddle" sessions designed to reinforce core values. **Strategy's Expected Result/Impact:** Students develop self awareness and confidence. Students can identify positive character traits. Students can identify zones of regulation. **Staff Responsible for Monitoring:** Counselor Admin Teachers and Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Daily Morning Routine: Each day begins with a intentional "soft start," allowing students to collaborate and practice interpersonal skills. This transitions into a daily Morning Meeting, where teachers conduct student check-ins, facilitate peer greetings, and lead activities that promote character building and social development. **Strategy's Expected Result/Impact:** Students develop self awareness and confidence. Students can identify positive character traits. Students can identify zones of regulation. **Staff Responsible for Monitoring:** Counselor Admin Teachers and Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 2: Lykins Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

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

Evaluation Data Sources:
Fitness assessment data, student academic performance data, attendance data, percentage of students identified as educationally disadvantaged, student participation in moderate-to-vigorous physical activity, school climate/behavior and safety data, violence-prevention data, and applicable SHAC recommendations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Coordinated School Health & Safe, Supportive Schools Lykins Elementary will implement the district's coordinated school health program and campus practices that support the physical, social, emotional, and overall well-being and safety of students. This includes health education, physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/care assessment procedures, staff training, age-appropriate violence prevention and intervention practices, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teacher, Counselor, Nurse Evaluation Data Sources: Fitness assessment data, student academic performance data, attendance data, percentage of students identified as educationally disadvantaged, student participation in moderate-to-vigorous physical activity, school climate/behavior and safety data, violence-prevention data, and applicable SHAC recommendations.	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Sustain the Lykins Elementary House System. (BG1, BG3) **Strategy's Expected Result/Impact:** Positive school culture Increase sense of belonging Promote community and school pride **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: UIL academic competition is available for students grades 2-4 that exhibit qualities of interdependent self managers and love of learning . **Strategy's Expected Result/Impact:** Increase students participation, feedback form students, staff, and parents **Staff Responsible for Monitoring:** UIL Coaches and Coordinator Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** - 199 -- CISD - $1,000				

No Progress Accomplished Continue/Modify Discontinue