

Manor Independent School District



Lagos Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

Mission Statement

Our mission is to provide a safe, inclusive learning environment that values the diversity of our school community while empowering scholars to thrive socially and emotionally through collaborative teamwork with rigorous, high-quality instruction that is academically aligned.

Vision

Our learning community at Lagos will foster life-long learning skills by empowering our scholars to have a growth mindset to become critical thinkers, problem solvers, and global leaders for the 21st century.

Value Statement

Lagos Core Beliefs

We believe every student deserves an education.

We believe that the partnership between home and school leads to academic success.

We believe students should attend school daily.

We believe resources should support student achievement.

We believe in continual improvement and lifelong learning for students and staff.

We believe purposeful planning, data analysis, and goal setting increase student achievement.

We believe character education produces responsible and productive citizens.

Lagos Motto

LEARN. LEAD. LEVEL UP

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Comprehensive Needs Assessment

Demographics

Summary

Lagos Elementary serves a diverse population of 664 students in Early Education through 5th grade. The student population is 63.55% Hispanic/Latino, 25.15% Black/African American, 4.67% White, 2.86% Asian, 2.86% two or more races, 0.75% American Indian/Alaskan Native, and 0.15% Hawaiian/Pacific Islander. The campus is also relatively balanced by sex, with 50.45% female and 49.55% male students.

Lagos serves a student population with diverse academic, linguistic, and socioeconomic needs. 43.98% of students are identified as emergent bilingual, 73.80% are economically disadvantaged, and 78.92% are identified as at risk. Additionally, 14.01% receive special education services, 5.57% are identified as gifted and talented, 2.86% are identified with dyslexia, and 3.77% are identified as homeless. Lagos Elementary is a Title I, Part A schoolwide campus, with 100% of students participating through the schoolwide program.

The campus's demographic profile highlights the importance of providing equitable access to rigorous Tier 1 instruction while maintaining strong systems for differentiation, language development, intervention, special populations support, and family engagement.

The campus attendance rate for the 25-26 school year was 94% and the chronic absenteeism rate was 17%.

Strengths

Lagos Elementary serves a diverse student population of 664 scholars, creating a rich learning environment that reflects a variety of cultural, linguistic, and educational backgrounds. The campus serves 292 emergent bilingual students (43.98%), with bilingual and alternative language programs providing opportunities to support students' language development and academic achievement.

Lagos also demonstrates a commitment to providing inclusive supports for diverse learners, including students receiving special education services (14.01%), students identified as gifted and talented (5.57%), and students with dyslexia. As a Title I schoolwide campus, Lagos is positioned to strategically leverage resources and targeted supports to address the needs of its student population.

The diversity of the Lagos community, combined with established specialized programs and a strong commitment to serving all learners, provides a solid foundation for creating culturally responsive, inclusive, and differentiated learning experiences that promote academic and linguistic growth for every scholar.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ During the 2025-2026 school year, Lagos Elementary's average daily attendance rate was 94%, one percentage point below the campus goal of 95%, while 17% of scholars were chronically absent. These attendance patterns resulted in a significant number of scholars missing consistent access to daily instruction.	Campus staff have not consistently implemented the established tiered attendance monitoring and intervention system with sufficient timeliness and follow-through. Daily monitoring, early parent contact, attendance conferences, instructional-minutes-lost communication, attendance contracts, home visits, and progress monitoring have varied in implementation, limiting early intervention for students
2 Lagos serves a high-need student population, with 78.92% of scholars identified as at risk, 73.80% economically disadvantaged, and 43.98% emergent bilingual. Combined with a 17% chronic absenteeism rate, these factors increase the risk of students experiencing interrupted access to Tier 1 instruction and widening academic and linguistic learning gaps.	The campus has not consistently implemented a coordinated system for proactive family education and individualized attendance support. Families have not routinely received timely information about absences, tardies, instructional minutes missed, attendance requirements, and the connection between consistent attendance and academic achievement.

★ = Priority

Student Learning

Summary

2026 Spring STAAR Data

Reading	Approaches	Meets	Masters
Campus total	62	41	18

Math	Approaches	Meets	Masters
Campus total	56	33	15

Science	Approaches	Meets	Masters
5th Grade	48%	22%	11%

Overall TELPAS Composite Rating Levels						
	Kindergarten- 44	1st Grade - 47	2nd Grade - 40	3rd Grade - 48	4th Grade - 48	5th Grade - 47
Beginning	52%	49%	30%	15%	13%	21%
Intermediate	30%	32%	63%	44%	40%	17%
Advanced	2%	17%	8%	35%	38%	47%
Advanced High	16%	2%	0%	6%	10%	15%
TELPAS - Key Points & Growth						
	Average Composite Score	Highest Section	Lowest Section	Growth - Lower/Same Level	Growth - 1 Level Higher	Growth - 2 Levels Higher
Kindergarten	1.79	Listening	Reading/ Writing	n/a	n/a	n/a
1st Grade	1.71	Listening	Writing	70%	25%	5%
2nd Grade	1.8	Listening	Writing	65%	35%	0%
3rd Grade	2.35	Listening	Writing	58%	37%	5%
4th Grade	2.5	Speaking	Writing	44%	51%	4%
5th Grade	2.58	Reading	Writing	55%	43%	2%

Strengths

Lagos Elementary demonstrates several student learning strengths across STAAR and TELPAS data. Reading is the strongest STAAR content area, with 62% of students achieving Approaches Grade Level or above, 41% achieving Meets, and 18% achieving Masters, demonstrating a foundation of grade-level literacy achievement upon which the campus can build. In Math, 56% achieved Approaches, 33% Meets, and 15% Masters, while Science results show 48% Approaches, 22% Meets, and 11% Masters.

TELPAS data also demonstrates encouraging language development among emergent bilingual scholars, particularly in the upper elementary grades. The percentage of students performing at Advanced or Advanced High increases from 41% in 3rd grade to 48% in 4th grade and 62% in 5th grade. Additionally, 55% of 4th-grade students increased at least one TELPAS proficiency level, demonstrating the potential impact of effective language-support practices.

Collectively, the data indicates that Lagos has a foundation of academic and linguistic strengths to build upon. Reading performance and increased English language proficiency among upper-grade emergent bilingual scholars represent key areas of strength that can be leveraged as the campus strengthens Tier 1 instruction across Reading, Math, and Science.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ 2026 STAAR data shows that Lagos Elementary scholars are not consistently achieving grade-level proficiency across tested content areas. Only 41% of students achieved Meets Grade Level or above in Reading, 33% in Math, and 22% in Science, with Masters performance at 18%, 15%, and 11%, respectively.	Teachers and instructional leaders have not consistently implemented and monitored rigorous, standards-aligned Tier 1 instruction across classrooms. Walkthroughs, PLCs, student work analysis, and coaching systems have not been used with sufficient consistency to identify gaps in instructional rigor, provide actionable feedback, and ensure teachers adjust instruction.
2★ TELPAS data demonstrates insufficient annual language growth among Lagos Elementary emergent bilingual scholars. Seventy percent of Grade 1, 65% of Grade 2, 58% of Grade 3, and 55% of Grade 5 students remained at the same proficiency level or decreased, while Writing was identified as the lowest-performing language domain across grade levels.	Teachers have not consistently used TELPAS domain-level data to plan and differentiate language instruction, nor have linguistic accommodations, explicit academic vocabulary, structured student discourse, and purposeful listening, speaking, reading, and writing opportunities been consistently embedded and monitored within Tier 1 instruction.
3★ Campus budget and planning processes do not currently provide a consistent measure of the percentage of expenditures directly aligned to identified CIP priorities or evidence of the effectiveness and utilization of funded programs and resources. This limits the campus's ability to determine whether expenditures are producing their intended instructional and operational outcomes.	Campus leadership has not consistently implemented a scheduled budget-to-CIP review and program-effectiveness process that examines expenditures, utilization, implementation evidence, and outcome data before decisions are made to continue, modify, or discontinue campus investments.

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment Summary:

MISD uses the data management program called Eduphoria, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. Having this tool will be a tremendous support for Lagos. Lagos teachers will teach the state-aligned curriculum provided by the district. Teachers will meet regularly in common-planning meetings by grade level and subject area to study student data and plan to improve instruction. Administrators and our Instructional Coach will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet weekly to plan lessons and review data as needed. The Principal, AP, or Instructional Coach will meet with each grade level weekly in PLCs to monitor student progress and lesson planning. We hold ourselves to a very high standard at Lagos and work intensively to help our students experience success.

MISD utilizes a Math and Reading universal screeners to track students' progress every nine weeks. This year we will use IXL to monitor Math and Amira to monitor Reading. Lagos will review the data frequently to determine what type of flexible groups need to be modified to fit the needs of the students. Lagos has a strong MTSS program in which, each month, students are discussed, and their progress is tracked. The ultimate goal is to allow students to be successful by trying various teaching strategies to track and monitor how a student responds to the teaching strategy. If the student is unsuccessful, the teacher tries another intervention and continues to track until progress can be made.

School Culture and Climate Summary:

We are continuously searching for ways to improve our culture and climate. We solicit feedback from parents and students to ensure Lagos is a place where students and families feel connected. Our parent liaison focuses on how to engage parents on campus, facilitates parent trainings and offers support to families in need. We share a monthly parent newsletter, send parent communications and keep a social media presence to keep parents up to date with current events and news from campus. We aim to have Lagos become a more integral part of the community. We do this by offering many campus events, such as Coffee with the Principal, Literacy and Academic Night, STAAR parent nights, Book-fair events, Choir concerts and Open house. Our hope is that students and families will come to Lagos to engage in fun and educational activities. We welcome all new students personally and make special efforts to make the registration process easy and fun by connecting new families to our school. We work hard to include parents and staff in the decision-making process, including allowing parents to provide input to the compact and parent involvement policies. We also ensure annual communication with parents about our Title I status. Lagos will implement PBIS (positive behavior supports) campus-wide.

Staff Quality Recruitment and Retention Summary:

At Lagos Elementary, we strive to have all teachers and paraprofessionals 100% highly qualified, with some having a traditional certification and other having local certification, but in Title I compliance. Novice teachers are assigned mentor teachers, and specialists come in to offer coaching and assistance. When possible, staff are invited to participate in our interviewing processes. The administrative team also has "New staff" meetings during the year to help support novice teachers with their growth.

School Context and Organizational Summary:

To foster success, Lagos Elementary intends to support teachers and staff members during PLCs and after-school Professional Development in the following areas:

- Incorporate technology in many capacities to support the many modalities of learning for students.
- Incorporate IXL and Amira as intervention support programs for all students daily.

- Solid Tier I instruction in all content-specific areas.
- Focused grade-level planning meetings and teamwork across all grade levels
- School wide designated "Spartan Spark / Intervention" time during the course of the day.
- Intervention for Tier II and Tier III students utilizing classroom teachers and interventionists
- Continued implementation of PBIS (Positive Behavior Intervention Support) to support discipline on the campus.
- Continue with recognition ceremonies across all grade levels every nine weeks.
- Consistent weekly observation walkthroughs with feedback to "look for" instructional absolutes and best practices.
- Implementation of technology across all grade levels.
- Tutorials within the after-school program that supports at-risk students.
- MTSS campus learning to progress monitor students during the (RTI /MTSS) process.
- Parental Involvement in all capacities--encourage staff members to join PTA.
- Provide teachers with professional development throughout the school year to improve the quality of instruction for all scholars.

Strengths

Curriculum, Instruction, and Assessment Strengths:

- The campus is aligned to the district and state standards.
- Lagos teachers utilize pacing guides to strengthen the scope and sequence of the curriculum with vetted assessments.
- Teachers use Eduphoria for administering and tracking the data of students.
- Intervention and curriculum alignment is implemented early in the school year to focus on the needs of at-risk students.
- Teachers are engaged in vertical and horizontal planning to ensure students receive quality instruction.
- Progress monitoring is ongoing, and modifications are made to the student's needs.
- Curriculum and assessments are closely aligned to ensure what is tested is taught.
- Interventionists support students at Tier III through targeted intervention.
- Lagos teachers create standards-based assessments (CFA--common formative assessments) to progress measure.
- Students are assessed frequently for growth in literacy skills using our iStation program.

School Culture and Climate Strengths:

- Administrators, office staff, and staff members continue to focus on excellent customer service in all building areas.
- Lagos staff use the Verkada system to screen every visitor for criminal history and student safety.
- We have a strong focus on a reduction in discipline referrals for each school year.
- We take pride in improving facilities, which receive positive comments from parents and students.
- We view parents as partners in our school and encourage parents to participate as volunteers to support the classroom teachers.
- We are proud to have students actively participating in school-wide activities, including leadership opportunities here on campus and at the district level.
- We want to continue strong parental involvement throughout the school year.
- We always keep student safety at the forefront of everything we do at Lagos. Our campus assigned Manor ISD officer checks our campus each school day.
- Staff are very supportive of each other and help to establish a positive feeling on campus.

Staff Quality Recruitment and Retention Strengths:

- All staff members at Lagos Elementary are a part of a Professional Learning Community, a decision-making body that collaborates and defines barriers and solutions throughout the year. Teachers can also attend weekly professional development opportunities called PLCs (Professional Learning Communities) to build their instructional toolbox. A hard-working and talented staff has been hired for Lagos Elementary. The focus will be to develop teacher leaders into peer coaches to continue improving all teachers' instructional levels. Lagos Elementary School participates in the MISD job fair, where we can recruit new highly qualified staff members. Grade levels have been restructured to best utilize staff strengths and create an atmosphere of collaboration.

School Context and Organizational Strengths:

- Solid Mission, Vision, and Beliefs created by the staff align with the district goals.
- Parent Involvement Policy and parent compact supporting student achievement.
- Uninterrupted team planning days throughout the year - 225 minutes a week
- Input-driven system--Teacher feedback is important to revise the systems that are not working.

- The campus plan is written and monitored by the campus advisory team.
- The master schedule is conducive for Tier support for Tier II and Tier III and is very effective in maximizing instructional time.
- Student progress and performance are closely monitored
- Weekly PLCs are consistently taking place on campus, with grade levels actively helping to manage their PLC meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Despite established instructional structures-- including district-aligned curriculum, weekly PLCs, common formative assessments, universal screeners, and intervention systems--2026 STAAR results show that only 41% of scholars achieved Meets or above in Reading, 33% in Math, and 22% in Science, demonstrating that existing instructional systems are not yet producing consistent grade-level mastery.	Instructional leaders and teacher teams have not consistently used PLCs, common formative assessments, student work, walkthrough evidence, and progress-monitoring data as an integrated instructional cycle to identify learning gaps, determine specific instructional responses, and monitor whether those responses resulted in student mastery.
2★ Campus observation and student achievement data indicate inconsistent instructional rigor, student engagement, differentiation, and implementation of research-based practices across classrooms. This variability contributes to inconsistent student learning experiences and is reflected in 2026 STAAR Meets performance of 41% in Reading, 33% in Math, and 22% in Science.	Campus professional learning and coaching systems have not been sufficiently differentiated according to teacher need or consistently followed through from training to classroom implementation. Novice and developing teachers, in particular, have not consistently received cycles of modeling, observation, actionable feedback, practice, and follow-up.
3★ Campus needs assessments identify a gap in the consistent identification, documentation, prioritization, and resolution of facility and maintenance concerns at Lagos Elementary, limiting the campus's ability to systematically demonstrate that facility needs are being addressed in a timely manner and incorporated into long-range planning.	Campus leadership has not established a consistent facilities monitoring and communication cycle that includes scheduled inspections, stakeholder input, documented prioritization of needs, submission of maintenance concerns, assignment of responsibility, and tracking of requests through resolution.

★ = Priority

Perceptions

Summary

Perceptions Summary:

Lagos Elementary is recognized as a welcoming and collaborative school community with staff who demonstrate a strong commitment to student success. The 2026 Employee Opinion Survey reflects positive collegial relationships, with 95% of staff reporting that they like the work they do, 93% indicating they like the people they work with, 90% feeling good about what they accomplish, and 82% reporting they can depend on their coworkers. These results demonstrate a strong foundation of teamwork, professional commitment, and shared responsibility for scholars.

Families have multiple opportunities to connect with the campus through Title I programming, Coffee with the Principal, academic family nights, Open House, newsletters, social media, and other campus events. Community partnerships, including the Boys & Girls Club, further support scholars and families through after-school programming, extracurricular activities, and family engagement opportunities.

While these strengths provide a positive foundation, perception data identifies opportunities to strengthen communication, trust, staff recognition, instructional feedback, shared decision-making, and consistent implementation of campus expectations. Staff also identified concerns regarding behavioral support and resources for teachers serving special populations and emergent bilingual scholars. Feedback from bilingual staff indicates a need to strengthen the prioritization of emergent bilingual students' academic and linguistic needs and ensure Spanish-speaking families have equitable access to campus communication, resources, and engagement opportunities.

Family and community engagement also presents opportunities for growth. Although the campus provides multiple avenues for parent participation, PTA participation and collaboration have been limited, reducing its effectiveness as a partner in supporting campus initiatives, staff appreciation, and school culture.

Strengths

Perceptions Summary:

Lagos Elementary's primary perception strength is its welcoming school environment and dedicated staff who demonstrate strong professional commitment, teamwork, and a shared focus on student success. The 2026 Employee Opinion Survey shows that 95% of staff like the work they do, 93% like the people they work with, 90% feel good about what they accomplish, and 82% feel they can depend on their coworkers. These strong collegial relationships provide a foundation for continued improvement in campus culture and student achievement.

Lagos also provides families with multiple opportunities to connect with the school through Title I programming, Coffee with the Principal, academic family nights, Open House, regular campus communication, and community partnerships such as the Boys & Girls Club. Together, these existing staff relationships, family engagement opportunities, and community partnerships provide a strong foundation upon which Lagos can build greater trust, inclusivity, collaboration, and meaningful stakeholder engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ The 2026 Employee Opinion Survey identifies gaps in staff perceptions of instructional leadership and teacher involvement. Only 37% of teachers agreed they are involved in decisions about instructional issues, 51% reported receiving feedback that helps improve their teaching, and 37% agreed that teachers serving special populations receive adequate resources.	Campus leadership has not consistently maintained structured systems for teacher voice, differentiated instructional feedback, and follow-up support. Additionally, leadership has not routinely monitored teacher access to training, instructional supports, and resources for serving special populations or used staff feedback to determine whether those supports are meeting identified needs.
2 ★ The 2026 Employee Opinion Survey indicates low staff confidence in campus behavior systems. Only 40% of staff agreed that the principal provides leadership in setting and maintaining student behavioral standards, 44% agreed that the Student Code of Conduct is consistently and fairly enforced, and 39% reported receiving appropriate assistance with classroom disciplinary problems.	Campus leadership and staff have not consistently implemented and monitored common school wide behavior expectations, clearly defined classroom-managed versus administrator-managed behaviors, and consistent response protocols. Variability in adult implementation has resulted in inconsistent responses to student behavior and reduced staff confidence in campus disciplinary support.
3 ★ Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.	Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

2026 STAAR data shows that Lagos Elementary scholars are not consistently achieving grade-level proficiency across tested content areas. Only 41% of students achieved Meets Grade Level or above in Reading, 33% in Math, and 22% in Science, with Masters performance at 18%, 15%, and 11%, respectively.

Teachers and instructional leaders have not consistently implemented and monitored rigorous, standards-aligned Tier 1 instruction across classrooms. Walkthroughs, PLCs, student work analysis, and coaching systems have not been used with sufficient consistency to identify gaps in instructional rigor, provide actionable feedback, and ensure teachers adjust instruction.

2★

During the 2025-2026 school year, Lagos Elementary's average daily attendance rate was 94%, one percentage point below the campus goal of 95%, while 17% of scholars were chronically absent. These attendance patterns resulted in a significant number of scholars missing consistent access to daily instruction.

Campus staff have not consistently implemented the established tiered attendance monitoring and intervention system with sufficient timeliness and follow-through. Daily monitoring, early parent contact, attendance conferences, instructional-minutes-lost communication, attendance contracts, home visits, and progress monitoring have varied in implementation, limiting early intervention for students

3★

TELPAS data demonstrates insufficient annual language growth among Lagos Elementary emergent bilingual scholars. Seventy percent of Grade 1, 65% of Grade 2, 58% of Grade 3, and 55% of Grade 5 students remained at the same proficiency level or decreased, while Writing was identified as the lowest-performing language domain across grade levels.

Teachers have not consistently used TELPAS domain-level data to plan and differentiate language instruction, nor have linguistic accommodations, explicit academic vocabulary, structured student discourse, and purposeful listening, speaking, reading, and writing opportunities been consistently embedded and monitored within Tier 1 instruction.

4★

The 2026 Employee Opinion Survey identifies gaps in staff perceptions of instructional leadership and teacher involvement. Only 37% of teachers agreed they are involved in decisions about instructional issues, 51% reported receiving feedback that helps improve their teaching, and 37% agreed that teachers serving special populations receive adequate resources.

Campus leadership has not consistently maintained structured systems for teacher voice, differentiated instructional feedback, and follow-up support. Additionally, leadership has not routinely monitored teacher access to training, instructional supports, and resources for serving special populations or used staff feedback to determine whether those supports are meeting identified needs.

5★

The 2026 Employee Opinion Survey indicates low staff confidence in campus behavior systems. Only 40% of staff agreed that the principal provides leadership in setting and maintaining student behavioral standards, 44% agreed that the Student Code of Conduct is consistently and fairly enforced, and 39% reported receiving appropriate assistance with classroom disciplinary problems.

Campus leadership and staff have not consistently implemented and monitored common school wide behavior expectations, clearly defined classroom-managed versus administrator-managed behaviors, and consistent response protocols. Variability in adult implementation has resulted in inconsistent responses to student behavior and reduced staff confidence in campus disciplinary support.

6★

Despite established instructional structures--including district-aligned curriculum, weekly PLCs, common formative assessments, universal screeners, and intervention systems--2026 STAAR results show that only 41% of scholars achieved Meets or above in Reading, 33% in Math, and 22% in Science, demonstrating that existing instructional systems are not yet producing consistent grade-level mastery.

Instructional leaders and teacher teams have not consistently used PLCs, common formative assessments, student work, walkthrough evidence, and progress-monitoring data as an integrated instructional cycle to identify learning gaps, determine specific instructional responses, and monitor whether those responses resulted in student mastery.

7★

Campus observation and student achievement data indicate inconsistent instructional rigor, student engagement, differentiation, and implementation of research-based practices across classrooms. This variability contributes to inconsistent student learning experiences and is reflected in 2026 STAAR Meets performance of 41% in Reading, 33% in Math, and 22% in Science.

Campus professional learning and coaching systems have not been sufficiently differentiated according to teacher need or consistently followed through from training to classroom implementation. Novice and developing teachers, in particular, have not consistently received cycles of modeling, observation, actionable feedback, practice, and follow-up.

8★

Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.

Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

9★

Campus needs assessments identify a gap in the consistent identification, documentation, prioritization, and resolution of facility and maintenance concerns at Lagos Elementary, limiting the campus's ability to systematically demonstrate that facility needs are being addressed in a timely manner and incorporated into long-range planning.

Campus leadership has not established a consistent facilities monitoring and communication cycle that includes scheduled inspections, stakeholder input, documented prioritization of needs, submission of maintenance concerns, assignment of responsibility, and tracking of requests through resolution.

10★

Campus budget and planning processes do not currently provide a consistent measure of the percentage of expenditures directly aligned to identified CIP priorities or evidence of the effectiveness and utilization of funded programs and resources. This limits the campus's ability to determine whether expenditures are producing their intended instructional and operational outcomes.

Campus leadership has not consistently implemented a scheduled budget-to-CIP review and program-effectiveness process that examines expenditures, utilization, implementation evidence, and outcome data before decisions are made to continue, modify, or discontinue campus investments.



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/

- ☐ stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Staff surveys and/or other feedback

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

By 2032, 95% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1 High Priority

By Spring 2027, Lagos Elementary will increase student achievement in Reading as measured by STAAR. The campus will increase the percentage of students achieving Meets Grade Level or above from 41% to 50%.

Evaluation Data Source: Students will be monitored by STAAR Reading results, District common assessments, Eduphoria reports, Amira/IXL Reading reports, PLC meeting documentation, classroom walkthrough data.

Strategy 1

Lagos Elementary will strengthen Tier 1 Reading instruction through consistent implementation of district-adopted High-Quality Instructional Materials (HQIM). Teachers will use student work, formative assessments, and progress-monitoring data within PLCs to adjust whole-group and small-group instruction and ensure students consistently engage with rigorous, grade-level content.

Strategy's Expected Result/Impact: Increase the rigor, alignment, and consistency of Tier 1 Reading instruction across classrooms. As teachers use student data to make instructional decisions and provide targeted small-group support, more students will demonstrate measurable growth toward grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach through classroom walkthroughs, lesson plan reviews, T-TESS observations, and student work analysis.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

Coaching and actionable feedback will strengthen teacher instructional capacity and consistency of effective Reading practices. Teachers will more effectively identify learning gaps, respond to student data, and adjust instruction based on individual student needs, resulting in increased student growth, improved Tier 1 instruction, and higher levels of Reading proficiency across all student groups.

Strategy's Expected Result/Impact: Teachers will demonstrate improved instructional practices and increased responsiveness to student learning needs, resulting in more students meeting individual growth targets and achieving grade-level proficiency in Reading.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach through walkthroughs, coaching cycles, and student work reviews.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

OctoberJanuaryMarchJune

Strategy 3

Strengthen language development for emergent bilingual scholars by consistently embedding linguistic accommodations, explicit academic vocabulary, structured student discourse, and purposeful opportunities for listening, speaking, reading, and writing within Tier 1 instruction across content areas. Teachers will use TELPAS domain-level and formative assessment data to differentiate language supports and monitor individual student growth.

Strategy's Expected Result/Impact: Emergent bilingual scholars will demonstrate increased academic language proficiency and annual growth across TELPAS domains, with particular improvement in Writing. Students will have greater access to grade-level content, demonstrate increased academic discourse and written expression, and show improved performance on classroom, district, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

Formative Reviews

OctoberJanuaryMarchJune

Strategy 4

Lagos Elementary will strategically invest in one full-time Instructional Coach to provide job-embedded coaching, modeling, data analysis, PLC support, and actionable feedback to strengthen Tier 1 instruction and teacher capacity across content areas.

Strategy's Expected Result/Impact: Teachers will receive consistent, differentiated instructional support, resulting in stronger implementation of high-quality instructional practices, increased teacher effectiveness, and improved student growth and achievement.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	During the 2025-2026 school year, Lagos Elementary's average daily attendance rate was 94%, one percentage point below the campus goal of 95%, while 17% of scholars were chronically absent. These attendance patterns resulted in a significant number of scholars missing consistent access to daily instruction.	Campus staff have not consistently implemented the established tiered attendance monitoring and intervention system with sufficient timeliness and follow-through. Daily monitoring, early parent contact, attendance conferences, instructional-minutes-lost communication, attendance contracts, home visits, and progress monitoring have varied in implementation, limiting early intervention for students

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	2026 STAAR data shows that Lagos Elementary scholars are not consistently achieving grade-level proficiency across tested content areas. Only 41% of students achieved Meets Grade Level or above in Reading, 33% in Math, and 22% in Science, with Masters performance at 18%, 15%, and 11%, respectively.	Teachers and instructional leaders have not consistently implemented and monitored rigorous, standards-aligned Tier 1 instruction across classrooms. Walkthroughs, PLCs, student work analysis, and coaching systems have not been used with sufficient consistency to identify gaps in instructional rigor, provide actionable feedback, and ensure teachers adjust instruction.

2

TELPAS data demonstrates insufficient annual language growth among Lagos Elementary emergent bilingual scholars. Seventy percent of Grade 1, 65% of Grade 2, 58% of Grade 3, and 55% of Grade 5 students remained at the same proficiency level or decreased, while Writing was identified as the lowest-performing language domain across grade levels.

Teachers have not consistently used TELPAS domain-level data to plan and differentiate language instruction, nor have linguistic accommodations, explicit academic vocabulary, structured student discourse, and purposeful listening, speaking, reading, and writing opportunities been consistently embedded and monitored within Tier 1 instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite established instructional structures—including district-aligned curriculum, weekly PLCs, common formative assessments, universal screeners, and intervention systems—2026 STAAR results show that only 41% of scholars achieved Meets or above in Reading, 33% in Math, and 22% in Science, demonstrating that existing instructional systems are not yet producing consistent grade-level mastery.

Instructional leaders and teacher teams have not consistently used PLCs, common formative assessments, student work, walkthrough evidence, and progress-monitoring data as an integrated instructional cycle to identify learning gaps, determine specific instructional responses, and monitor whether those responses resulted in student mastery.

2

Campus observation and student achievement data indicate inconsistent instructional rigor, student engagement, differentiation, and implementation of research-based practices across classrooms. This variability contributes to inconsistent student learning experiences and is reflected in 2026 STAAR Meets performance of 41% in Reading, 33% in Math, and 22% in Science.

Campus professional learning and coaching systems have not been sufficiently differentiated according to teacher need or consistently followed through from training to classroom implementation. Novice and developing teachers, in particular, have not consistently received cycles of modeling, observation, actionable feedback, practice, and follow-up.

Performance Objective 2 High Priority

By Spring 2027, Lagos Elementary will increase student achievement in Math as measured by STAAR. The campus will increase the percentage of students achieving Meets Grade Level or above from 33% to 40%.

Evaluation Data Source: Students will be monitored by STAAR Reading results, District common assessments, Eduphoria reports, IXL reports, PLC meeting documentation, classroom walkthrough data.

Strategy 1

Implement high-quality Tier I mathematics instruction through consistent implementation of district-adopted High-Quality Instructional Materials (HQIM) aligned to the TEKS with an

emphasis on conceptual understanding, mathematical discourse, and problem-solving.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement, conceptual understanding, and mastery of grade-level standards, resulting in improved STAAR Mathematics performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach through walkthroughs, lesson plan reviews, T-TESS observations, and student work analysis.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Coaching and actionable feedback will strengthen teacher instructional capacity and consistency of effective Math practices. Teachers will more effectively identify learning gaps, respond to student data, and adjust instruction based on individual student needs, resulting in increased student growth, improved Tier 1 instruction, and higher levels of Math proficiency across all student groups.

Strategy's Expected Result/Impact: Teachers will demonstrate improved instructional practices and increased responsiveness to student learning needs, resulting in more students meeting individual growth targets and achieving grade-level proficiency in Math.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach through walkthroughs, coaching cycles, and student work reviews.

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

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Strategy 3

Strengthen mathematical language development and access to grade-level Math instruction for emergent bilingual scholars by consistently embedding linguistic accommodations, explicit academic vocabulary, structured mathematical discourse, visual representations, and opportunities for students to explain and justify their mathematical thinking. Teachers will use TELPAS domain-level data, formative assessments, and Math progress-monitoring data to differentiate language supports, address learning gaps, and monitor individual student growth toward grade-level mastery.

Strategy's Expected Result/Impact: Emergent bilingual scholars will demonstrate increased access to and understanding of grade-level Math content through strengthened academic vocabulary, mathematical discourse, and linguistic supports. Students will show increased ability to explain and justify mathematical thinking, solve grade-level problems, and demonstrate measurable growth on Math assessments, contributing to an increase in STAAR Math performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Lagos Elementary will strategically invest in one full-time Instructional Coach to provide job-embedded coaching, modeling, data analysis, PLC support, and actionable feedback to strengthen Tier 1 instruction and teacher capacity across content areas.

Strategy's Expected Result/Impact: Teachers will receive consistent, differentiated instructional support, resulting in stronger implementation of high-quality instructional practices, increased teacher effectiveness, and improved student growth and achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

2026 STAAR data shows that Lagos Elementary scholars are not consistently achieving grade-level proficiency across tested content areas. Only 41% of students achieved Meets Grade Level or above in Reading, 33% in Math, and 22% in Science, with Masters performance at 18%, 15%, and 11%, respectively.

Teachers and instructional leaders have not consistently implemented and monitored rigorous, standards-aligned Tier 1 instruction across classrooms. Walkthroughs, PLCs, student work analysis, and coaching systems have not been used with sufficient consistency to identify gaps in instructional rigor, provide actionable feedback, and ensure teachers adjust instruction.

2

TELPAS data demonstrates insufficient annual language growth among Lagos Elementary emergent bilingual scholars. Seventy percent of Grade 1, 65% of Grade 2, 58% of Grade 3, and 55% of Grade 5 students remained at the same proficiency level or decreased, while Writing was identified as the lowest-performing language domain across grade levels.

Teachers have not consistently used TELPAS domain-level data to plan and differentiate language instruction, nor have linguistic accommodations, explicit academic vocabulary, structured student discourse, and purposeful listening, speaking, reading, and writing opportunities been consistently embedded and monitored within Tier 1 instruction.

3

Campus budget and planning processes do not currently provide a consistent measure of the percentage of expenditures directly aligned to identified CIP priorities or evidence of the effectiveness and utilization of funded programs and resources. This limits the campus's ability to determine whether expenditures are producing their intended instructional and operational outcomes.

Campus leadership has not consistently implemented a scheduled budget-to-CIP review and program-effectiveness process that examines expenditures, utilization, implementation evidence, and outcome data before decisions are made to continue, modify, or discontinue campus investments.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite established instructional structures--including district-aligned curriculum, weekly PLCs, common formative assessments, universal screeners, and intervention systems--2026 STAAR results show that only 41% of scholars achieved Meets or above in Reading, 33% in Math, and 22% in Science, demonstrating that existing instructional systems are not yet producing consistent grade-level mastery.

Instructional leaders and teacher teams have not consistently used PLCs, common formative assessments, student work, walkthrough evidence, and progress-monitoring data as an integrated instructional cycle to identify learning gaps, determine specific instructional responses, and monitor whether those responses resulted in student mastery.

2

Campus observation and student achievement data indicate inconsistent instructional rigor, student engagement, differentiation, and implementation of research-based practices across classrooms. This variability contributes to inconsistent student learning experiences and is reflected in 2026 STAAR Meets performance of 41% in Reading, 33% in Math, and 22% in Science.

Campus professional learning and coaching systems have not been sufficiently differentiated according to teacher need or consistently followed through from training to classroom implementation. Novice and developing teachers, in particular, have not consistently received cycles of modeling, observation, actionable feedback, practice, and follow-up.

Goal 2

By May 2027, Lagos Elementary will retain and support high-quality staff by increasing the campus staff retention rate from 90% to 95%.

Performance Objective 1 High Priority

By May 2027, Lagos Elementary will increase teacher effectiveness and retention by strengthening instructional coaching, professional learning, collaborative leadership, and staff recognition, resulting in improved employee survey results and increased teacher retention.

Evaluation Data Source: T-TESS data, walkthrough trends, coaching documentation, student achievement data, staff climate surveys, committee documentation, teacher retention data

Strategy 1

Provide weekly instructional coaching cycles focused on Tier I instruction, academic monitoring, differentiation, and student engagement.

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices, resulting in increased student engagement and improved instructional delivery.

Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 2

Implement teacher-led professional learning aligned to campus instructional priorities and teacher needs.

Strategy's Expected Result/Impact: Teachers will increase instructional capacity and implement research-based instructional strategies with fidelity.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Leaders, Instructional Coach

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 3

Celebrate staff accomplishments monthly.

Strategy's Expected Result/Impact: Increased staff morale and recognition contribute to a positive campus culture.

Staff Responsible for Monitoring: Principal, Leadership Team

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 4

Conduct quarterly climate surveys and respond to staff feedback.

Strategy's Expected Result/Impact: Staff voice informs campus improvement efforts, increasing trust and engagement.

Staff Responsible for Monitoring: Principal, Leadership Team

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 2026 STAAR data shows that Lagos Elementary scholars are not consistently achieving grade-level proficiency across tested content areas. Only 41% of students achieved Meets Grade Level or above in Reading, 33% in Math, and 22% in Science, with Masters performance at 18%, 15%, and 11%, respectively.	Teachers and instructional leaders have not consistently implemented and monitored rigorous, standards-aligned Tier 1 instruction across classrooms. Walkthroughs, PLCs, student work analysis, and coaching systems have not been used with sufficient consistency to identify gaps in instructional rigor, provide actionable feedback, and ensure teachers adjust instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite established instructional structures--including district-aligned curriculum, weekly PLCs, common formative assessments, universal screeners, and intervention systems--2026 STAAR results show that only 41% of scholars achieved Meets or above in Reading, 33% in Math, and 22% in Science, demonstrating that existing instructional systems are not yet producing consistent grade-level mastery.	Instructional leaders and teacher teams have not consistently used PLCs, common formative assessments, student work, walkthrough evidence, and progress-monitoring data as an integrated instructional cycle to identify learning gaps, determine specific instructional responses, and monitor whether those responses resulted in student mastery.
2 Campus observation and student achievement data indicate inconsistent instructional rigor, student engagement, differentiation, and implementation of research-based practices across classrooms. This variability contributes to inconsistent student learning experiences and is reflected in 2026 STAAR Meets performance of 41% in Reading, 33% in Math, and 22% in Science.	Campus professional learning and coaching systems have not been sufficiently differentiated according to teacher need or consistently followed through from training to classroom implementation. Novice and developing teachers, in particular, have not consistently received cycles of modeling, observation, actionable feedback, practice, and follow-up.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

The 2026 Employee Opinion Survey identifies gaps in staff perceptions of instructional leadership and teacher involvement. Only 37% of teachers agreed they are involved in decisions about instructional issues, 51% reported receiving feedback that helps improve their teaching, and 37% agreed that teachers serving special populations receive adequate resources.

Campus leadership has not consistently maintained structured systems for teacher voice, differentiated instructional feedback, and follow-up support. Additionally, leadership has not routinely monitored teacher access to training, instructional supports, and resources for serving special populations or used staff feedback to determine whether those supports are meeting identified needs.

2

The 2026 Employee Opinion Survey indicates low staff confidence in campus behavior systems. Only 40% of staff agreed that the principal provides leadership in setting and maintaining student behavioral standards, 44% agreed that the Student Code of Conduct is consistently and fairly enforced, and 39% reported receiving appropriate assistance with classroom disciplinary problems.

Campus leadership and staff have not consistently implemented and monitored common school wide behavior expectations, clearly defined classroom-managed versus administrator-managed behaviors, and consistent response protocols. Variability in adult implementation has resulted in inconsistent responses to student behavior and reduced staff confidence in campus disciplinary support.

Goal 3

By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1 High Priority

By May 2027, Lagos Elementary will provide transparent, consistent, and timely communication to all members of the educational community by strengthening two-way, culturally and linguistically responsive communication with families.

Evaluation Data Source: Smore analytics, social media engagement, website analytics, communication logs

Strategy 1

Implement a comprehensive campus communication plan that includes weekly newsletters, social media updates, the campus website, and automated phone/text messaging in families' preferred languages.

Strategy's Expected Result/Impact: Families receive consistent, timely, and accessible information, resulting in increased awareness of campus events, academic expectations, and student success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Senior Administrative Assistant, Parent Liaison

Problem Statements: Perceptions 3

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Ensure teachers communicate with families regularly regarding academic progress, attendance, behavior, and celebrations through ClassDojo, phone calls, emails, and conferences.

Strategy's Expected Result/Impact: Strong home-school partnerships improve student achievement, attendance, and behavior while increasing parent trust and satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers

Problem Statements: Perceptions 3

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.	Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

Performance Objective 2 High Priority

By May 2027, Lagos Elementary will increase meaningful parent and family participation in campus events and engagement opportunities by expanding access to academic family nights, Coffee with the Principal, Title I events, PTA activities, parent trainings, and campus decision-making opportunities.

Evaluation Data Source: Event sign-in data, PTA participation, parent participation in campus committees, and family engagement survey results, with participation data

Strategy 1

Lagos Elementary will implement intentional, culturally responsive family engagement opportunities that connect families to student learning and the school community through academic family and student-centered events.

Strategy's Expected Result/Impact: Increased and more representative family participation in campus events will strengthen school-family relationships, parent understanding of academic expectations, and families' capacity to support student learning at home.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison

Problem Statements: Perceptions 3

Title I: 2.5.2, 2.5.3

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Strategy 2

Lagos Elementary will establish consistent opportunities for families to provide input and participate in campus decision-making, including PTA, campus advisory committees, parent surveys, Coffee with the Principal, focus groups, and Title I planning activities. Campus leadership will intentionally recruit participation that reflects the cultural and linguistic diversity of the Lagos community.

Strategy's Expected Result/Impact: Families will have increased opportunities to contribute to campus decisions, resulting in stronger parent-school partnerships, increased trust and sense of belonging, and greater family ownership of campus initiatives and student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison

Problem Statements: Perceptions 3

Title I: 2.5.3

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Strategy 3

Lagos Elementary will strategically invest in one full-time Parent Liaison to strengthen school-family partnerships by coordinating culturally and linguistically responsive family engagement opportunities, connecting families to campus and community resources, increasing participation in campus events, and supporting consistent two-way communication between families and the school.

Strategy's Expected Result/Impact: Families will have increased access to campus information, resources, and engagement opportunities, resulting in increased parent participation, stronger two-way communication, improved family-school relationships, and greater representation of families in the Lagos school community.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Perceptions 3

Title I: 2.5.3

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.

Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

Goal 4

Through 2032, the district will implement a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1 High Priority

By May 2027, Lagos Elementary will maintain a safe and secure learning environment by strengthening implementation and monitoring of campus safety procedures, ensuring compliance with district and state safety requirements, and increasing staff and student understanding of emergency and daily safety protocols.

Evaluation Data Source: Safety drill documentation, compliance reports, safety audit results, staff training records, walkthrough data, classroom environment checklists, campus appearance audits

Strategy 1

Implement and routinely monitor schoolwide safety systems and procedures, including visitor management, exterior and interior door checks, emergency drills, arrival and dismissal procedures, and staff supervision expectations.

Strategy's Expected Result/Impact: Consistent implementation of safety procedures will result in increased compliance with campus safety expectations, reduced safety concerns, and a secure environment that minimizes disruptions to teaching and learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Police Officer/Safety Team

Problem Statements: Perceptions 3

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Strategy 2

Campus leadership will strengthen staff capacity and shared accountability for safety through ongoing training, communication, practice, and feedback regarding emergency procedures, student supervision, visitor protocols, and identified campus safety needs.

Strategy's Expected Result/Impact: Staff will demonstrate increased knowledge and consistent implementation of safety expectations, resulting in faster response to safety concerns, increased accountability, and improved perceptions of campus safety among staff, students, and families.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Safety Team

Problem Statements: School Processes & Programs 3

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Campus needs assessments identify a gap in the consistent identification, documentation, prioritization, and resolution of facility and maintenance concerns at Lagos Elementary, limiting the campus's ability to systematically demonstrate that facility needs are being addressed in a timely manner and incorporated into long-range planning.

Campus leadership has not established a consistent facilities monitoring and communication cycle that includes scheduled inspections, stakeholder input, documented prioritization of needs, submission of maintenance concerns, assignment of responsibility, and tracking of requests through resolution.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.

Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

Performance Objective 2

By May 2027, Lagos Elementary will strengthen a welcoming, clean, inclusive, and family-friendly campus environment where students, staff, and families feel valued, connected, and respected.

Evaluation Data Source: Campus climate surveys, family and staff feedback, facility/cleanliness monitoring, and family engagement data.

Strategy 1

Establish consistent customer-service and relationship-building expectations for all staff interactions with students, families, visitors, and colleagues, including welcoming practices, timely assistance, culturally and linguistically responsive communication, and proactive support

for new families.

Strategy's Expected Result/Impact: Students and families will experience more consistent, positive interactions with campus staff, resulting in increased trust, stronger relationships, greater sense of belonging, and improved stakeholder perceptions of Lagos Elementary.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Perceptions 3

Title I: 2.5.3

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Strategy 2

Campus leadership and operations staff will implement consistent systems for monitoring campus cleanliness, organization, facility needs, signage, and common areas, while incorporating stakeholder feedback and student work to create an inviting environment that reflects Spartan pride and celebrates student success.

Strategy's Expected Result/Impact: The campus will maintain a cleaner, more organized, visually welcoming, and student-centered environment, resulting in increased stakeholder satisfaction, stronger school pride, and an environment that supports student learning and family engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian

Problem Statements: Perceptions 3

Title I: 2.5.3

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Campus perception data identifies gaps in meaningful engagement and connectedness among Lagos Elementary families, particularly Spanish-speaking families and families of emergent bilingual scholars. This is especially significant because 43.98% of Lagos scholars are identified as emergent bilingual, while campus feedback indicates Spanish-speaking families do not feel connected.

Campus family engagement systems have not consistently provided multilingual, culturally responsive, two-way communication and representative opportunities for family leadership and decision-making. Outreach, PTA structures, and engagement opportunities have not been systematically evaluated and adjusted based on participation data and feedback from underrepresented families.

Goal 5

The district will implement a 5 year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1 High Priority

By May 2027, Lagos Elementary will strengthen financial stewardship and operational efficiency by implementing transparent budgeting practices, maximizing the effective use of campus resources, monitoring expenditures aligned to campus priorities, and ensuring compliance with district financial procedures, resulting in efficient resource allocation that supports student achievement and organizational effectiveness.

Evaluation Data Source: Budget reports, expenditure summaries, CIP progress monitoring, district financial reports

Strategy 1

Develop and monitor the campus budget to align expenditures with Campus Improvement Plan priorities and student achievement goals.

Strategy's Expected Result/Impact: Financial resources are strategically allocated to maximize student outcomes and support district priorities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant

Problem Statements: School Processes & Programs 3

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Strategy 2

Campus leadership will routinely evaluate the use, effectiveness, and impact of resources and make adjustments to maximize available funding while reducing duplication and underutilization.

Strategy's Expected Result/Impact: Campus resources will be used more efficiently and strategically, resulting in reduced unnecessary or underutilized expenditures, increased alignment between spending and campus priorities, and greater investment in resources and programs that demonstrate a positive impact on student achievement and instructional effectiveness.

Staff Responsible for Monitoring: Principal and Administrative Assistant

Problem Statements: Student Learning 3

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Campus budget and planning processes do not currently provide a consistent measure of the percentage of expenditures directly aligned to identified CIP priorities or evidence of the effectiveness and utilization of funded programs and resources. This limits the campus's ability to determine whether expenditures are producing their intended instructional and operational outcomes.

Campus leadership has not consistently implemented a scheduled budget-to-CIP review and program-effectiveness process that examines expenditures, utilization, implementation evidence, and outcome data before decisions are made to continue, modify, or discontinue campus investments.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Campus needs assessments identify a gap in the consistent identification, documentation, prioritization, and resolution of facility and maintenance concerns at Lagos Elementary, limiting the campus's ability to systematically demonstrate that facility needs are being addressed in a timely manner and incorporated into long-range planning.

Campus leadership has not established a consistent facilities monitoring and communication cycle that includes scheduled inspections, stakeholder input, documented prioritization of needs, submission of maintenance concerns, assignment of responsibility, and tracking of requests through resolution.

Performance Objective 2 High Priority

By May 2027, Lagos Elementary will strengthen long-term financial sustainability by developing and maintaining a multi-year campus financial planning process that anticipates future operational needs, identifies potential cost efficiencies, and supports informed financial decision-making.

Evaluation Data Source: Campus budget reports and monthly expenditure reports, Title I and other federal program expenditure reports, Purchase orders and requisition records, Inventory and instructional resource utilization records

Strategy 1

Lagos Elementary will implement an annual multi-year needs forecasting process to anticipate

future operational, staffing, technology, equipment, and facility needs. Campus leadership will review historical spending patterns, current inventory, projected needs, and district priorities to inform future budget planning and reduce unexpected or reactive expenditures.

Strategy's Expected Result/Impact: The campus will improve its ability to anticipate future financial needs, prioritize upcoming expenses, and make proactive financial decisions, contributing to greater fiscal stability and alignment with the district's five-year financial plan.

Staff Responsible for Monitoring: Principal, Senior Admin Assistant

Problem Statements: Student Learning 3

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Strategy 2

Lagos Elementary will establish a systematic review of recurring expenses, contracts, supplies, equipment, and operational practices to identify opportunities for cost savings, eliminate duplication or unnecessary expenditures, and extend the useful life of existing campus resources.

Strategy's Expected Result/Impact: The campus will demonstrate increased operational efficiency and responsible stewardship of district funds by reducing avoidable costs, maximizing existing resources, and identifying sustainable practices that support long-term financial planning.

Staff Responsible for Monitoring: Principal, Senior Admin Assistant

Problem Statements: Student Learning 3

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Campus budget and planning processes do not currently provide a consistent measure of the percentage of expenditures directly aligned to identified CIP priorities or evidence of the effectiveness and utilization of funded programs and resources. This limits the campus's ability to determine whether expenditures are producing their intended instructional and operational outcomes.	Campus leadership has not consistently implemented a scheduled budget-to-CIP review and program-effectiveness process that examines expenditures, utilization, implementation evidence, and outcome data before decisions are made to continue, modify, or discontinue campus investments.

Performance Objective 3 High Priority

By Spring 2027, Lagos Elementary will improve student attendance by increasing the average daily attendance rate from 94% to at least 96% and decreasing the chronic absenteeism rate from 17% to 10% or below, through consistent attendance monitoring, early intervention, family engagement, and targeted support for students with attendance concerns.

Evaluation Data Source: Raawee reports, Skyward reports, attendance contacts

Strategy 1

Implement a weekly attendance review process in which the Attendance Committee analyzes student attendance, tardy, and chronic absenteeism data to identify students requiring early or intensified intervention. The team will monitor the effectiveness of interventions and adjust supports based on individual student attendance trends.

Strategy's Expected Result/Impact: Students with emerging attendance concerns will be identified and supported earlier, resulting in fewer students progressing to chronic absenteeism and contributing to an increase in average daily attendance from 94% to 96% and a decrease in chronic absenteeism from 17% to 10% or below.

Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar, Counselor, Social Worker, Parent Liaison, Re-engagement Specialist

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Utilize RaaWee attendance tools and reports to provide families with timely, individualized information regarding absences, tardies, attendance patterns, and instructional minutes lost. Campus staff will use phone calls, conferences, attendance notifications, and other communication methods to educate families about the relationship between consistent attendance, access to instruction, and student achievement.

Strategy's Expected Result/Impact: Families will demonstrate increased awareness of their child's attendance patterns and the academic impact of missed instructional time, resulting in earlier family response to attendance concerns, improved student attendance patterns, reduced chronic absenteeism, and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar, Counselor, Social Worker, Parent Liaison, Re-engagement Specialist

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Implement a consistent tiered attendance intervention system for students demonstrating persistent attendance concerns. Based on individual attendance data and identified barriers, interventions will include documented parent phone calls, parent conferences, attendance contracts, individualized attendance plans, home visits, and connections to campus or community resources, with student progress regularly reviewed by the Attendance Committee.

Strategy's Expected Result/Impact: Students with persistent attendance concerns will receive timely, individualized interventions, while families will have clearly defined expectations and support for improving attendance. Consistent implementation and monitoring of interventions will reduce repeat absences and contribute to achieving a 96% average daily attendance rate and chronic absenteeism rate of 10% or below by Spring 2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar, Counselor, Social Worker, Parent Liaison, Re-engagement Specialist

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	During the 2025-2026 school year, Lagos Elementary's average daily attendance rate was 94%, one percentage point below the campus goal of 95%, while 17% of scholars were chronically absent. These attendance patterns resulted in a significant number of scholars missing consistent access to daily instruction.	Campus staff have not consistently implemented the established tiered attendance monitoring and intervention system with sufficient timeliness and follow-through. Daily monitoring, early parent contact, attendance conferences, instructional-minutes-lost communication, attendance contracts, home visits, and progress monitoring have varied in implementation, limiting early intervention for students



Policies, Procedures, and Requirements

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Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026