

**Manor Independent School District**

**Lagos Elementary**

**2025-2026 Campus Improvement Plan**



# Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

## **District Strategic Plan Goals (5-year plan)**

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in various individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

## **District Student Outcome Goals (2-year plan)**

SOG #1 The percentage of third-grade students in the district who meet or exceed the Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

# Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

# 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

## Lagos 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.

## Lagos Elementary 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lagos Elementary opened the 2017 -2018 school year and was the 9th elementary school for Manor ISD. At the end of the 24-25 school year, Lagos was serving 665 students from PK through 5th grade. Our learning community is projected to continue growing. The student population has changed a little this past year: 33% African-American, 55% Anglo, 4% Asian and 64% Hispanic with a free and reduced lunch status of 76%.

The staff population also remains diverse with teachers from many different ethnic groups and at least two male teachers. The average daily attendance rate for students is 93%. Our goal for attendance will be to attain 95%. Lagos Elementary serves approximately 312 English Language Learner students, which is 46% of our population.

To ensure our daily average attendance rate meets our goal of 95%, phone calls will be made by the teacher after 2 absences within a week. The campus attendance clerk will call families after 5 absences. A Parent/Guardian meeting will be scheduled after 10 absences/ tardies. A 45 day attendance plan will be initiated for any student with 10 absences and will be monitored by the Attendance committee. In addition, the attendance committee will plan monthly incentives to encourage students to come to school every day.

### Demographics Strengths

In an effort to support the continued success of the school, Lagos Elementary monitors the ethnicity and gender of students to gauge the academic success of each group. Lagos Elementary will departmentalize content areas in the upper grades to better meet the needs of students. We are anticipating the success of Lagos will be based on the departmentalization of content and the coaching support for our new teachers. The Every Student Succeeds Act (ESSA) is the main education law for public schools in the United States. The law holds schools accountable for how students learn and achieve.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance rates have hovered around 93% from, which falls 2% below our targeted goal of 95%.

**Root Cause:** High student mobility rates of our student population and excessive student absences have contributed to Lagos not meeting the goal of 97%.

# Student Learning

## Student Learning Summary

Lagos will focus on literacy, Math, and Science and provide intense strengthened Tier 1 instruction. The goal is to improve student-learner outcomes.

### 2025 Spring STAAR Data

Reading	Approaches	Meets	Masters
3rd Grade	30%	14%	7%
4th Grade	23%	30%	13%
5th Grade	15%	18%	18%

Math	Approaches	Meets	Masters
3rd Grade	28%	18%	3%
4th Grade	21%	22%	18%
5th Grade	27%	20%	12%

Science	Approaches	Meets	Masters
5th Grade	28%	14%	9%

Coming soon: 25-26 BOY Benchmark Data

## Student Learning Strengths

Students at Lagos come to school with a positive attitude and ready to learn. Last year we focused on student leadership and belonging which directly connect to student achievement. As we move forward, we will leverage those systems an opportunities to deepen the engagement with Tier I instruction and supporting students where they are.

We will continue to use technology to address areas of need and to increase student engagement. One tool that we will use to help facilitate this is IXL. Lagos will have access to all subject areas (Math, Reading, Science and Social Studies) for learning and support. We believe our students will respond positively to this new platform. IXL will also be the tool that we will use to progress monitor student achievement for Math. This along with our new *Texas Bluebonnet* Math curriculum will bring a new approach to grade level instruction.

Reading continues to be a focus area across campus. With the inclusion of writing within the reading assessment, an increased effort to equip students with the skills and confidence to write responses to literature in addition to constructing compositions can be seen across grade levels and content areas. Vertically aligned strategies for reading and writing will be strengthened and monitored across campus. In addition to direct teacher instruction our students also participate in targeted and personalized online interventions through iStation / Amira. This year we will also continue our work with Structured Literacy within the ELAR / SLAR block allowing students to build upon strategies learned last year.

This year for Math we will be implementing the new State curriculum, Bluebonnet Math. With the assistance of Region XIII our teachers will be able to teach on level math lessons designed to improve learning outcomes. This combined with IXL and a continued focus on numerical fluency will support strong Tier I instruction for math.

Our Science scores continue to be the highest in the district. Recently we established a STEM storage location where teachers can check out tools and material to help facilitate hands-on lesson with students. This allows us to better meet state requirements for implementing engaging Science lessons. The practice of using Science notebooks, focusing on critical vocabulary and practicing with written responses have all been successful with students in Science in the past and this is a practice we will continue for the future.

To allow for support across the campus, we have adjusted our master schedule to reflect a school wide intervention time. This will allow grade level teams to deploy students based on need and not the teacher schedule. This will also allow more flexibility to engage and extend learning for our on-level and advanced learners.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Based on end of the year (May 2025) iStation data, more than 74% of our students in our primary grade levels are performing 2 or more grade levels below standard in Reading.

**Root Cause:** Student behavior frequently pulling the classes away from learning.

**Problem Statement 2:** STAAR data for 5th grade Science slightly decreased from a performance level of 56% approaching to 51% approaching.

**Root Cause:** Inadequacies in demonstrating critical thinking and problem solving skills along with inconsistent opportunities for hands-on experiences resulted in a lower than expected outcome on STAAR.

**Problem Statement 3 (Prioritized):** There is a lack of a common and clear understanding of tiered instructional practices resulting in less targeted and effective interventions.

**Root Cause:** Lack of consistent systems and training on MTSS.

**Problem Statement 4 (Prioritized):** Tier 1 instructional practices were not consistent across the campus.

**Root Cause:** Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.

# School Processes & Programs

## 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 iStation / 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.

## **School Processes & Programs Strengths**

### **Curriculum, Instruction, and Assessment Strengths:**

- The campus is tightly aligned to the district and state standards.
- Lagos teachers utilize pacing guides to strengthen the scope and sequence of the curriculum with vetted assessments.
- Lagos teachers utilize DFA (District Formative Assessments) during the course of the year.
- Teachers consistently 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 are proud to have a "Met Standard" status and understand that our goal is to ensure all students are successful.
- 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 1:** Instruction in all components of the Science of Teaching Reading framework with a focus on Tier 1 instruction and small group instruction is not fully implemented with fidelity.

**Root Cause:** Lack of teacher professional learning opportunities leading to a lack of common understanding on how to manage the pieces of the Language Arts block and what small group instruction should look and sound like.

**Problem Statement 2 (Prioritized):** Student behavior has increased causing disruptions to learning in the classrooms.

**Root Cause:** Inconsistencies with Tier 1 behavior expectations and commitment to established systems for PBIS.

# Perceptions

## Perceptions Summary

### Perceptions Summary:

Lagos Elementary serves a very diverse population of students with high social/emotional needs and academic challenges. Many of our students are usually from single-parent or dual-working households. Many of our parents work multiple jobs and often have multiple families living in one household.

Parent survey data indicates that Lagos Elementary considers their child's learning a high priority at the school. Parents also shared they feel they are respected and valued by staff members on the campus.

Parents feel their children at Lagos have the necessary supplies and equipment to foster an effective learning environment.

Parents shared that their child is recognized for good work and behavior at school.

Parents shared they are proud to say they have a child at Lagos Elementary.

Our parents indicated an appreciation for our diverse communication methods: Campus website, Campos Facebook, frequent use of our district communication tool (formerly Talking Points and now ClassDojo) as well as the monthly Newsletters sent out by the Principal.

Students expressed their appreciation and enjoyment of leadership opportunities like participating in our school Color Guard, the daily announcement crew, our Spartans of Change and Class Ambassador programs.

Student surveys indicate learning is important at their school and that their teacher cares for them.

Students expressed that they know where on campus to go for help when there is a problem.

Students expressed their teachers challenge them to think and appreciate teachers by recognizing them for their good work.

We at Lagos Elementary seek to provide "wrap-around" care for our students and families. Our goal is to meet the needs of our stakeholders.

We at Lagos Elementary seek growth from all stakeholders (students, parents, and staff).

We believe that a large part of meeting the needs of our diverse population requires intentional planning to provide opportunities that are often unavailable to our students outside of school.

We believe in our school wide motto: Learn. Lead. Level up!

## Perceptions Strengths

Our attendance is around 93%, and our goal is 95%. We are working towards the goal of 95% with the help of a truancy officer and an attendance committee, which meets weekly.

Teachers are working closely with administration and the counselor to ensure we support our diverse population who may be impacted by discipline referrals.

Our counselor makes it a point to support new students and students who require additional support. We offer several SEL programs to engage our students during the year to build character and make solid, sound behavioral decisions.

Our staff is invested in our school and goes the extra mile to make things happen for our students.

Through monthly awards and teacher to teacher awards, we take the time to recognize our staff for their amazing work with each other and our students.

The climate of Lagos supports mutual respect and positive relationships with all stakeholders.

Our goal is to continue to build relationships with our community and support our students.

Our goal is to continue to build our parent support and our PTA membership.

Our parents and students have shared they are pleased with Lagos Elementary. There is a feeling of genuine support for our students.

Our diverse student and staff population allow us to learn and grow while being culturally aware.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers.

**Root Cause:** Lack of a campus wide effort to identify and engage potential volunteers.

**Problem Statement 2 (Prioritized):** Teachers are feeling an imbalance between the demands of the job and support and incentives.

**Root Cause:** Campus administration team was new and struggled with changes to the campus resulting in less proactive actions and responses.

# Priority Problem Statements

**Problem Statement 1:** Student behavior has increased causing disruptions to learning in the classrooms.

**Root Cause 1:** Inconsistencies with Tier 1 behavior expectations and commitment to established systems for PBIS.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Tier 1 instructional practices were not consistent across the campus.

**Root Cause 2:** Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Student attendance rates have hovered around 93% from, which falls 2% below our targeted goal of 95%.

**Root Cause 3:** High student mobility rates of our student population and excessive student absences have contributed to Lagos not meeting the goal of 97%.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** There is a lack of a common and clear understanding of tiered instructional practices resulting in less targeted and effective interventions.

**Root Cause 4:** Lack of consistent systems and training on MTSS.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers.

**Root Cause 5:** Lack of a campus wide effort to identify and engage potential volunteers.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Teachers are feeling an imbalance between the demands of the job and support and incentives.

**Root Cause 6:** Campus administration team was new and struggled with changes to the campus resulting in less proactive actions and responses.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- Campus/District improvement plans (current and prior years)

## **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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback

# Goals

Revised/Approved: August 20, 2025

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 1:** By May 2026, Lagos Elementary School Students will meet or exceed the campus goal of 60% performance on the STAAR Reading test for all students at the approaches level and 30% at the meets level in grades 3-5.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** Students will be monitored by universal screener data, running records, campus and district assessments, and benchmarks. Teachers will be monitored through regular walkthroughs and T-TESS observations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Focused planning PLC meetings will take place weekly to collaborate and develop rich lessons incorporating instructional absolutes, while also responding to data to enrich the learning of all students. <b>Strategy's Expected Result/Impact:</b> Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Coach, Teachers, Interventionists  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> substitutes to cover class while teaches attend extended PLC sessions: data, planning, professional learning - Title I, Part A - \$8,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly PLCs will incorporate data driven instructional conversations surrounding STAAR testing data, benchmarks, teacher-created assessments, and universal screener data are analyzed and disaggregated to make informed decisions about Tier 1 instruction and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coach will facilitate student success meetings as well as grade-level meetings for support and continuous coaching. LES teachers grades K-5 will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers, Coach</p> <p><b>Title I:</b> 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide small group intervention support for tier II and tier III students during Spartan Spark time. In addition, students will use an online reading intervention program called iStation / Amira , at least 3 times a week following recommended guidelines to support closing learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Each teacher and interventionist will keep intervention tracking sheets to monitor interventions and their effectiveness. . Reports from the online reading programs will be reviewed for progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Teachers, Interventionist</p> <p><b>Title I:</b> 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	June



Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide intervention support for tier II and tier III students during the school day by an interventionist who is a certified teacher to work with (K-2) at-risk students, HB 4545 and HB 1416 students who have not passed the STAAR test. <b>Strategy's Expected Result/Impact:</b> Intervention tracking sheets are maintained by teachers and interventionists to monitor growth or a need for additional support. Interventionists and teachers will monitor progress on HB minutes on IXL and Amira. <b>Staff Responsible for Monitoring:</b> Administrators, Interventionists  <b>Title I:</b> 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2 <b>Funding Sources:</b> Tutor (during the school day) - Title I, Part A - \$20,000		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Tier 1 instructional practices were not consistent across the campus. <b>Root Cause:</b> Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.
School Processes & Programs
<b>Problem Statement 2:</b> Student behavior has increased causing disruptions to learning in the classrooms. <b>Root Cause:</b> Inconsistencies with Tier 1 behavior expectations and commitment to established systems for PBIS.

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.





**Performance Objective 2:** By May 2026, Lagos Elementary School Students will meet or exceed the campus goal of 60% or better on the STAAR Math test for all students at the approaches level and 30% or better at the meets level in grades 3-5.

### HB3 Goal

**Evaluation Data Sources:** Students will be monitored by universal screener- IXL Math data, campus-based assessments, district assessments, rubrics, and numeracy fluency programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will create grade level lessons using learning and assessment tools from our new curriculum, Bluebonnet Math, as well as our new math intervention program, IXL to lead students in practice and assessment opportunities. <b>Strategy's Expected Result/Impact:</b> Assessment reports will be monitored and reviewed by teachers and administrators to track student progress. Teachers will provide reteach mini-lessons based on concepts not mastered from a review of progress reports. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers, Aides  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide intervention support for tier II and tier III students during our school wide intervention time focusing on remediation for those who need it and acceleration for on-level students. HB students will be monitored during this time. <b>Strategy's Expected Result/Impact:</b> Spartan Spark time tracking sheets are closely monitored allowing for interventions to be adjusted to ensure growth. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, interventionists  <b>Title I:</b> 2.53, 2.533 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> STAAR testing data, benchmarks, teacher-created assessments, and universal screener data are analyzed and disaggregated to make informed decisions. <b>Strategy's Expected Result/Impact:</b> Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coach will facilitate student success meetings as well as grade-level meetings for support and continuous coaching. LES teachers grades K-5 will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers, Coach  <b>Title I:</b> 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 4		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> There is a lack of a common and clear understanding of tiered instructional practices resulting in less targeted and effective interventions. <b>Root Cause:</b> Lack of consistent systems and training on MTSS.
<b>Problem Statement 4:</b> Tier 1 instructional practices were not consistent across the campus. <b>Root Cause:</b> Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 3:** By May 2026, Lagos Elementary School Students will meet or exceed the campus goal of 60% or better at the approaches level and 20% at the masters level on the STAAR Science test for all students.

**Evaluation Data Sources:** Students will be monitored by their use of Science applications in the classroom through labs and hands-on learning activities, campus created assessments and district benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> STAAR data, benchmarks, and teacher-created assessments are analyzed and disaggregated to make informed decisions.  <b>Strategy's Expected Result/Impact:</b> Teachers will engage in student data meetings to review the progress of students. Administrators and the Instructional Coach will facilitate student success meetings and grade-level meetings for support and continuous coaching. LES science teachers will have data checkpoints with campus admin to focus on Student Expectations not mastered and create an action plan for success. Campus vertical planning opportunities will allow for aligned practices.  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Teachers, Aides  <b>Title I:</b> 2.51  <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tier I engagement is increased through providing hands-on lab experiences and technology to increase understanding and proficiency with Science TEKS.  <b>Strategy's Expected Result/Impact:</b> Teachers will lead hands on science labs at least once a week to create high engagement and deepened understanding of the learning objective. Teachers will be able to reinforce lessons through the use of educational technology programs: IXL / Stemscope.  <b>Staff Responsible for Monitoring:</b> Admin, IC, Teaches  <b>Funding Sources:</b> Materials and Tools for Hands on Science Labs - Title I, Part A - \$3,000, Subscriptions of educational technology programs - Title I, Part A - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**





<b>Student Learning</b>
<b>Problem Statement 4:</b> Tier 1 instructional practices were not consistent across the campus. <b>Root Cause:</b> Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.

**Goal 2:** By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

**Performance Objective 1:** By July 2026, Lagos will serve 100% of our internal and external customers by providing timely communication to staff members and the community, monthly so that campus news and events are shared with all stakeholders.

**Evaluation Data Sources:** Monthly Newsletters via Blackboard messages, website, Facebook, ClassDojo

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Communication about events via flyers, monthly newsletters, announcements, campus website, Blackboard messages, PeachJar, and Facebook. Messages will be sent to parents for announcements and emergencies. The campus will also facilitate at least 4 "Coffee with the Principal "meetings this school year. <b>Strategy's Expected Result/Impact:</b> Increased communication to parents resulting in increased parental involvement as evidenced through a review of sign-in sheets and membership drives. <b>Staff Responsible for Monitoring:</b> Campus administration, counselor, instructional coach, teachers, and paraprofessionals  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers. <b>Root Cause:</b> Lack of a campus wide effort to identify and engage potential volunteers.

**Goal 3:** By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 1:** By January 2026, Lagos will continue to establish a PTA to increase internal and external community partnerships to support student success by encouraging parent participation and growing to at least 50 members.

**Evaluation Data Sources:** Re-establishment of a full PTA board and our PTA membership count

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LES will work with parents to re-establish a complete PTA board consisting of a President, Vice President, Secretary and Treasurer, as well a general PTA membership of at least 50 people, with PTA membership drives in the months of August, September, October, December, April, and May meetings. <b>Strategy's Expected Result/Impact:</b> Track growth in membership monthly from August 2025 to May 2026 <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, and Parent PTA Officers, Parent Liaison  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers. <b>Root Cause:</b> Lack of a campus wide effort to identify and engage potential volunteers.

**Goal 3:** By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 2:** Lagos Elementary will actively seek to include parents and community members to serve on the Campus Academic Advisory Committee.

**Evaluation Data Sources:** Campus Academic Advisory Committee membership

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will openly communicate opportunities for parents and community members to serve on our Campus Academic Advisory Committee via Facebook, flyers sent home and as advertised in the monthly newsletter. <b>Strategy's Expected Result/Impact:</b> Parents and community members will respond and participate. <b>Staff Responsible for Monitoring:</b> Campus Admin, Parent Liaison  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers. <b>Root Cause:</b> Lack of a campus wide effort to identify and engage potential volunteers.







**Goal 3:** By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 3:** Provide a parent liaison to act as a resource for parents and the community. The parent liaison will host at least one parent engagement opportunity a month to directly increase parent participation and parent awareness of services available to families.

**High Priority**

**Evaluation Data Sources:** Increased performance in attendance, student achievement, and parental involvement.  
Increased participation by community members.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The parent liaison will utilize technology and face to face interactions to initiate at least 5 messages regarding academic or social emotional engagement opportunities a month to engage parents and increase participation. <b>Strategy's Expected Result/Impact:</b> Parent engagement will increase We will establish at least 10 actively participating volunteers for the year Campus social worker will also increase participation with parents <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers. <b>Root Cause:</b> Lack of a campus wide effort to identify and engage potential volunteers.

**Goal 3:** By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 4:** By May 2026, our learning community will easily identify Lagos Elementary as a bilingual campus where diversity is celebrated resulting in increased parent participation from our community.

**Evaluation Data Sources:** Parent involvement with volunteering and attending campus activities will increase to include at least 5 frequently participating volunteers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communications, announcements at events and Coffee with the Principal will be translated into Spanish. <b>Strategy's Expected Result/Impact:</b> Parents will have immediate access to information and feel valued as a stakeholder. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lagos will increase bilingual signage in all shared public spaces. <b>Strategy's Expected Result/Impact:</b> Bilingual students and parents will feel a connection to the environment and students will be able to learn words and phrases in two languages. <b>Staff Responsible for Monitoring:</b> Academic Committee PBIS Committee Dual Language Teachers  <b>Title I:</b> 2.52 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Lagos dual language classrooms will follow the district framework and best practices as learned in ongoing training opportunities with the Texas Dual Language Project. <b>Strategy's Expected Result/Impact:</b> Our dual language students will feel like our campus reflects their community and learning outcomes will be positively impacted. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Dual Language Teachers  <b>Title I:</b> 2.52 <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

#### Performance Objective 4 Problem Statements:

##### Student Learning

**Problem Statement 4:** Tier 1 instructional practices were not consistent across the campus. **Root Cause:** Systems for consistent classroom walkthroughs and feedback were not protected and prioritized.

##### Perceptions

**Problem Statement 1:** Parent participation in PTA and volunteering for school activities has remained low for the past few years, with less than 50 official PTA members and fewer than 15 regularly participating volunteers. **Root Cause:** Lack of a campus wide effort to identify and engage potential volunteers.





**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 1:** By May 2026, Lagos will maintain low bullying and disciplinary referrals among students to less than 30% of the student population by implementing weekly SEL lessons in the classrooms using our new program, Positivity Project, as well as monthly lessons by the guidance counselor in grades K-5.

- High Priority**
- Evaluation Data Sources:** Lagos PBIS committee will review PEIMS discipline reports from Skyward reports every 6 weeks to look for trends.  
The number of official bullying incidents will not exceed 50 during the school year.  
Data from monthly counselor lessons.  
Lesson plans for Positivity Project documenting lessons covered with students and the impact on classroom culture.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lagos Elementary will work proactively with students implementing tight tier 1 expectations using CHAMPs and establishing calm down areas within each classroom while following school-wide PBIS systems rewarding students for modeling exemplary behavior.  <b>Strategy's Expected Result/Impact:</b> At each award ceremony, we should see an increase in the number of students that are recognized at the assemblies. Increased student participation with collecting rewards and attending positive behavior celebrations. Increased use of Spartan Bucks and ClassDojo points to incentivize positive behavior choices. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Instructional Coach, Teachers, and Aides PBIS committee  <b>Title I:</b> 2.52, 2.531, 2.533 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Student Incentives - Title I, Part A - \$3,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Identify students needing additional social and emotional support and provide individual and group counseling to those students in need through mentoring. Identification of students in need will be through teacher referrals, the student support team, administrative referrals for disciplinary support, parent referrals, student self-referrals and through our 5th grade Daybreak Screener. In addition to these we will partner with The Whole Child to locate resources that provide wrap-around services for our families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase self-esteem and social skills for students who are receiving services and/or mentoring through the campus community partnerships to students who are in need of additional support from administrators and teachers.</p> <p>Hold regular SST meetings at least every other week as well as monthly MTSS meetings to review student data to identify need and measure success with interventions.</p> <p>Counselor will work closely with Admin team to identify students who are requiring multiple layers of support so students and families are receiving interventions responsive to their specific needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Social Worker, Parent Liaison and Teachers</p> <p><b>Title I:</b> 2.531</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Lagos Elementary will continue to focus on anti-bullying techniques and student leadership opportunities to help support student needs, increase student pride, decrease inappropriate behavior and continue our No Place for Hate distinction.</p> <p><b>Strategy's Expected Result/Impact:</b> A reduction in referrals related to bullying as well as an increase in student citizenship awards at each grade level ceremony Increase in active student participation in community service. Increase in student leadership on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers, and Aides</p> <p><b>Title I:</b> 2.533</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> NPFH incentives and materials - Title I, Part A - \$2,000, Tools and materials for oru PK program to foster positive student interactions - Title I, Part A - \$1,000</p>		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide regular classroom guidance lessons, at least once a month, to all students addressing character, self-esteem, motivation, responsible behavior, decision making, goal setting, problem-solving, and bullying and instruction on positive social interactions. <b>Strategy's Expected Result/Impact:</b> Discipline Referral Reduction as well as a reduction in occurrences of bullying. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administration  <b>Title I:</b> 2.533 <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide leadership opportunities to students across grade levels to increase a sense of school pride and allow for students to develop leadership skills. Opportunities could include: The No Place for Hate Committee, the Color Guard team, the Morning Announcement team and the Spartan Ambassadors. <b>Strategy's Expected Result/Impact:</b> Students will be involved in positive experiences at school and demonstrate an increased sense of responsibility and school pride resulting in less negative interactions at school. <b>Staff Responsible for Monitoring:</b> All staff  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Student behavior has increased causing disruptions to learning in the classrooms. <b>Root Cause:</b> Inconsistencies with Tier 1 behavior expectations and commitment to established systems for PBIS.

**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 2:** By May 2026, Lagos Elementary will allocate at least 4% of our remaining Title One funds efficiently to procure hardware and software technology, with a focus on integrating technology seamlessly into general education classes to support daily learning for all students.

**Evaluation Data Sources:** The use of classroom technology and web-based software programs in the classroom.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hardware technology such as dongles for Macbooks, replacement headphones, ink cartridges/toner/drums, replacement bulbs for projectors will be purchased to support TEKS based project-based learning as well as Tier 1, 2, and 3 instruction in the classroom.  <b>Strategy's Expected Result/Impact:</b> Students will use technology in workstations and learning centers to support mastery of learning outcomes Teachers will use technology to engage students in learning <b>Staff Responsible for Monitoring:</b> Teachers Admin  <b>Funding Sources:</b> bulbs, dongles, headphones, etc - Title I, Part A - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 3:** By May 2026, students will engage in a variety of individualized and flexible learning opportunities inside and outside of the classroom via TEKS-based curriculum field trip opportunities during the school year.

**Evaluation Data Sources:** Student reflection about their learning from the field trip to connect theory to real-life situations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will take field trips relating to PK - 5 standards and/or TEKS-based standards related to the curriculum to enrich concepts introduced in the classroom in the content areas of Math, Reading, Science, and Social Studies. <b>Strategy's Expected Result/Impact:</b> Student reflection about their learning from the field trip to connect theory to real-life situations <b>Staff Responsible for Monitoring:</b> PK-5 Teachers Administrators Counselor Instructional Coach  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Academic Field Trips - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student attendance rates have hovered around 93% from, which falls 2% below our targeted goal of 95%. <b>Root Cause:</b> High student mobility rates of our student population and excessive student absences have contributed to Lagos not meeting the goal of 97%.



**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 4:** The Lagos Attendance Committee will meet at least every 2 weeks to monitor and discuss attendance data, organize and facilitate incentives and to plan training for teachers on attendance expectations so that by May of 2026 our average daily attendance rate will reflect 95%.

**High Priority**

**Evaluation Data Sources:** Attendance contracts and interventions will be documented in Skyward and RaaWee to reflect ongoing interventions and incentives for student attendance.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Lagos attendance committee will meet regularly to identify students with chronic attendance, create and implement interventions, establish ongoing communication with parents and to celebrate students with strong daily attendance.  <b>Strategy's Expected Result/Impact:</b> Student attendance will reflect 95%. <b>Staff Responsible for Monitoring:</b> Campus Admin, Teachers, Attendance Clerk, Attendance Committee  <b>Title I:</b> 2.531, 2.533 <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Student Incentives - Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student attendance rates have hovered around 93% from, which falls 2% below our targeted goal of 95%. <b>Root Cause:</b> High student mobility rates of our student population and excessive student absences have contributed to Lagos not meeting the goal of 97%.

**Goal 5:** By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

**Performance Objective 1:** By May 2026, Lagos Elementary will Conduct a campus walkthrough with Facilities internally and externally to determine building improvement needs (2 times a year) to improve the sustainability and maintenance of the building.

**Evaluation Data Sources:** Work orders, meetings, observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LES will have open communication with front office staff by creating a google form to create work orders for facilities. <b>Strategy's Expected Result/Impact:</b> Campus improvements will be continuous for accessibility for all stakeholders <b>Staff Responsible for Monitoring:</b> Campus front office staff	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 1:** By May 2026, Lagos Elementary School will offer a comprehensive range of professional development opportunities in Reading, Writing, Math, and Science for its teaching and administrative staff throughout the school year for 100% of staff members during the school year.

**Evaluation Data Sources:** T-TESS  
Teacher feedback forms from PD sessions and student data, teacher surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and paraprofessionals will be offered professional development opportunities throughout the school year, including: Implementing Bluebonnet Math, ClassDojo, Amira, IXL, Get Better Faster, Bullseye, using data from assessments to drive instruction, and partnering with Ensemble Learning for our Dual Language program.  <b>Strategy's Expected Result/Impact:</b> Increased proficiency with T-TESS evaluations Improved student performance Opportunities for teachers to present presentations in PLC meetings and faculty meetings <b>Staff Responsible for Monitoring:</b> Administrators and Coaches  <b>Title I:</b> 2.534 <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Professional Learning: Class management, PBIS, Academic, Leadership - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Administrators will be offered professional development opportunities throughout the school year to include attending the TEPSA Summer Conference, monthly PLCs with fellow principals and personal coaching through a contracted agency. This includes attending meetings and receiving individual mentoring support that will help support school improvement and student and staff culture. <b>Strategy's Expected Result/Impact:</b> Student data and strong accountability ratings.  Administrator and Coach's success with managing time, responsibilities and leadership.  Growth of positive staff culture. <b>Staff Responsible for Monitoring:</b> District Personnel Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> TEPSA Dues, TEPSA Summer Conference - Title I, Part A - \$5,000		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Teachers are feeling an imbalance between the demands of the job and support and incentives. <b>Root Cause:</b> Campus administration team was new and struggled with changes to the campus resulting in less proactive actions and responses.

**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 2:** To help establish a positive campus culture, we will create opportunities to increase employee engagement in the area of employee recognition and appreciation for 100% of our staff by recognizing employees monthly, resulting in 65% of staff feeling valued and appreciated on our climate survey data.

**High Priority**

**Evaluation Data Sources:** Employee recognition ballot sheets

Toot Your Horn Tuesdays





Teacher and staff of the month

Teacher to teacher recognition

Positive feedback from monthly Spartan Spark Walks

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Lagos Elementary will increase employee engagement in the area of employee recognition and appreciation by recognizing employees monthly with a ballot process and selection process of teacher of the month, staff of the month in addition to the traditional teacher of the year award. <b>Strategy's Expected Result/Impact:</b> Increased Teacher/Staff feeling of value Increased teacher retention <b>Staff Responsible for Monitoring:</b> Administrators Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Treats and Incentives for rewards - Title I, Part A - \$1,500		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Lagos will establish committees for teachers to have leadership opportunities to include having a voice in decision making with professional development, staff and campus climate, academic events and strategies, campus behavior as well as community engagement and culture. <b>Strategy's Expected Result/Impact:</b> Staff will positively participate in teacher leader opportunities to strengthen collective ownership in our campus success. <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Lagos Elementary will facilitate opportunities for teachers to celebrate and learn from each other by featuring teachers leading professional development and through participation in learning walks and ghosts walks to look for best practices across campus. <b>Strategy's Expected Result/Impact:</b> Increased professional collegiality. Increased alignment of best practices across campus resulting in improved student performance. <b>Staff Responsible for Monitoring:</b> Campus administration Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Teachers are feeling an imbalance between the demands of the job and support and incentives. <b>Root Cause:</b> Campus administration team was new and struggled with changes to the campus resulting in less proactive actions and responses.

**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 3:** To continue building a strong instructional foundation focused on instructional and operational absolutes, we will foster an environment based on reflection, observations, feedback and continued professional learning through strong PLC's.

**Evaluation Data Sources:** Weekly walkthrough data  
T-TESS SMART Goals and Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In addition to T-TESS observations and coaching conversations, campus administration and the instructional coach will focus on conducting consistent walkthroughs and feedback conversations using Bullseye resulting in a system of strong and on-going feedback.  <b>Strategy's Expected Result/Impact:</b> Decreased classroom management concerns Increased rigor and aligned practices across campus <b>Staff Responsible for Monitoring:</b> Campus Admin IC Teachers  <b>Title I:</b> 2.534 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Instructional Materials to support Tier 1 instruction and student engagement - Title I, Part A - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Teachers are feeling an imbalance between the demands of the job and support and incentives. <b>Root Cause:</b> Campus administration team was new and struggled with changes to the campus resulting in less proactive actions and responses.

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

Our staff participated in the CNA process in the following ways:

- During our EOY review of last year's CIP, the committee heavily discussed and took notes on each part of our plan to consider how our campus had progressed and made recommendations for possible changes.
- As a staff, we drilled down into many topics related to staff and student success and each grade level team was able to contribute feedback on areas of success as well as areas for growth for the coming year. This self assessment allowed us to identify adjustments to our CIP.
- During the summer a group of teacher leaders gathered to once again review the notes from the campus self assessment process to determine possible root causes for each area.
- Leadership completed the draft of the revised CIP.

### 1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

### 2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.



## **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

Please see Title1Crate for the following documentation.

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ernest Steele	Parent Liaison	Family Engagement	1.0
Melva Phelps	Instructional Coach	ELA	1.0

# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	substitutes to cover class while teaches attend extended PLC sessions: data, planning, professional learning		\$8,000.00
1	1	4	Tutor (during the school day)		\$20,000.00
1	3	2	Materials and Tools for Hands on Science Labs		\$3,000.00
1	3	2	Subscriptions ot educational technology programs		\$10,000.00
4	1	1	Student Incentives		\$3,000.00
4	1	3	NPFH incentives and materials		\$2,000.00
4	1	3	Tools and materials for oru PK program to foster positive student interactions		\$1,000.00
4	2	1	bulbs, dongles, headphones, etc		\$3,500.00
4	3	1	Academic Field Trips		\$5,000.00
4	4	1	Student Incentives		\$1,000.00
6	1	1	Professional Learning: Class management, PBIS, Academic, Leadership		\$5,000.00
6	1	2	TEPSA Dues, TEPSA Summer Conference		\$5,000.00
6	2	1	Treats and Incentives for rewards		\$1,500.00
6	3	1	Instructional Materials to support Tier 1 instruction and student engagement		\$10,000.00
Sub-Total					\$78,000.00
Budgeted Fund Source Amount					\$18,349.00
+/- Difference					-\$59,651.00
Grand Total Budgeted					\$18,349.00
Grand Total Spent					\$78,000.00
+/- Difference					-\$59,651.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	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	Directors of Counseling & Guidance and 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