

Willis Independent School District

Lagway Elementary

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

Mission Statement at Lagway Elementary:

**Cultivating a community of lifelong learners today
to become the leaders of tomorrow.**

Vision

Lagway Elementary ensures that all students learn at high levels by:

- fostering a safe environment while building and modeling respectful relationships
- working in collaborative teams using the essential standards as the basis to focus on continuous improvement in the areas of student-centered teaching and learning
- using data to monitor learning and adjust instruction in a timely manner
- building a confident community of staff and students by encouraging a growth mindset

Core Beliefs

Learning today to **LEAD** the way...

Learning something new every day

Empathize with others

Achieve your goals

Demonstrate integrity

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	10
School Processes & Programs	22
Perceptions	24
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	26
Goals	28
Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.	28
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	35
Goal 3: All staff will be prepared to support student achievement.	36
Goal 4: All district funds will be utilized for programs that ensure the success of every student.	39
Goal 5: All students will be educated in learning environments that are safe and conducive to learning.	40
Campus Funding Summary	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lagway Elementary will begin its 3rd year as a K-5 campus in Willis ISD for the 2023-2024 school year. We have strong community support that continues to help us cultivate students into lifelong learners. Academics are important to us, but we realize that our students are so much more than their scores on a test. We strive to be a student-centered campus where challenges are viewed as an opportunity for growth, and where relationships matter.

School Population (2022 - 2023 Summer PEIMS file loaded 5/25/2023)

Student Total 833

Kindergarten 126

1st Grade 142

2nd Grade 140

3rd Grade 136

4th Grade 147

5th Grade 142

Demographics Strengths

Demographic Strengths: The majority of our school community is made up of families heavily involved in their child's education. We have multiple opportunities to participate and be involved with the school, and our parents always attend. Participation includes volunteering, chaperoning events, and attending evening programs. They are knowledgeable, ask questions, and have high expectations for student learning. Strong parent involvement has strengthened our attendance and social skill development among pur students.

Student Learning

Student Learning Summary

Teachers at Lagway Elementary use formative results to ensure growth as well as improve student learning and classroom teaching. Additional learning time, or KAT Time, is utilized to reteach, extend, and facilitate learning of our essential standards. Individual conversations with students to promote growth goals is also a common practice in classrooms. According to this year's MAP scores, 70% of students met or exceeded growth in math, 61% met or exceeded growth in reading, 58% met or exceeded growth in language, and 55% met or exceeded growth in science.

MAP Growth Fall 2022-Spring 2023

Math

Reading

MAP Achievement 2022-2023

Math

Reading

Language

Science

Student Learning Strengths

Continuing to work as collaborative teams and developing collective responsibility remains a focus at Lagway Elementary. In order to

achieve student growth, staff recognizes essential standards and modifies unit plans to ensure understanding and produce quality Tier 1 instruction. While collaborative teams concentrated on the "what" in delivery, teachers continue to notice a genuine need in discussing the "how." Strategy shares, modeling lessons, and utilizing best practices are all part of collaborative planning. Teachers create more formative assessments and checkpoints in order to intervene earlier in the learning process. Documenting mastery of standards in data protocols is also part of the collaborative practice. Targeted instruction and deliberate time is scheduled for intervention for those students needing additional learning opportunities. Teaching accountability for growth by creating student goals and monitoring those goals with specific feedback is also a strength among student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student growth among fifth grade students was limited according to MAP scores in reading and math. **Root Cause:** Many students had a RIT score above 5th grade level. Identifying and filling in gaps in previous grade levels was a focus, but growth did not increase at EOY. Despite setting goals and monitoring their own progress, students struggled with 7 different test administrations in a five week time span at the end of the year.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs and Processes

- Collaborative Team Planning
- TEKS Resource, TEKS Implementation Guide
- Strategic Implementation Guide for collaboration, coaching opportunities in math and reading
- Unit Plans, Common Formative and Summative Assessments, KAT Time (additional learning time)
- Balanced Math and Balanced Literacy
- Emotional Intelligence (Quaver, Character Strong)
- Gifted/Talented, ESL, Dyslexia, and Special Education services

Curricular

- Community Fall Festival
- Lagway Luau
- Junior Master Gardener
- Family Nights
- Music Programs
- Art Show

Organizational

- Committees
- Safety Protocols, Crisis Plan
- PBIS
- Campus Expectations and Guidelines
- Systems for arrival, dismissal, lunch, recess, etc.

School Processes & Programs Strengths

Collaborative team planning is considered a strength as one of our school processes. It is the foundation of instructional practice and student learning. This time is protected and allows teachers the opportunity to use data to create assessments, plan lessons, and target intervention. Lagway Elementary also has a strength

in curricular and community involvement/parent participation. Our Parent/Teacher Organization and WatchDOG program recruit high interest among parents. Our programs, fundraisers, and all other activities have high attendance rates and participation. As an organization, our safety protocols and procedures keep us feeling safe which is a strength as a public school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers felt there was not a system in place to help those teachers struggling in the classroom. **Root Cause:** Much like students, teachers have different needs and require various supports. Being specific about what support is needed for one teacher may look different for another teacher.

Perceptions

Perceptions Summary

Staff describes our school as one that cultivates high expectations for students as well as staff. Survey indicates most teachers and staff felt supported by administration and instructional coaches. Resources were available to support learning as well, but more time is required to preview and understand all the resources available to ensure all students learn at high levels. There continues to be a need for more resources and support with behaviors as well as additional time for team building among staff.

Parental support and engagement is a strength at Lagway Elementary. Our school community is strong with the majority of parents focusing on what students are learning in school as well as fostering appropriate social skills. Survey states parents read with their children often and monitor technology use and devices for online safety. Almost 90% of parents state they feel their child is safe at school. Many, almost 65%, feel they are informed of events happening at school, 28% stating they are usually informed, and the others stating sometimes informed. Almost 92% of parents surveyed stated the teacher communicates with them about their child.

Perceptions Strengths

Our campus is beautiful and offers an amazing education in a safe, comfortable environment. Lagway Elementary truly believes ALL kids are OUR kids. We work collaboratively with teachers, instructional coaches, paraprofessionals, as well as other staff on campus to support one another in doing what is best for our students. Our administration is supportive, approachable as well as accountable for our campus. Our instructional coaches are knowledgeable about content as well as our students. Staff members have high expectations of their students and utilize time and resources to provide a solid education for our campus. In addition, our parent community is supportive, involved, and visible in our learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey indicates inconsistencies with campus behavior expectations. **Root Cause:** Not monitoring and enforcing these guidelines as well as holding all accountable between teachers and grade levels.

Problem Statement 2: Survey indicates a negativity and some dissatisfaction within the campus culture. **Root Cause:** Some staff struggle with the value in the work required to ensure all students learn at high levels.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 1: At least 85% of Lagway Elementary students will approach standard on their grade level assessments in READING and meet or exceed the state average on 2024 STAAR with at least 60% attaining Meets Grade Level and 35% attaining Masters Grade Level.

Evaluation Data Sources: Impact will be determined by 85% of students approaching or achieving greater on the STAAR assessment.

Strategy 1 Details	Reviews			
Strategy 1: Unit plans/lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, and identified essential standards using TEKS Resource and TEXGuide . Collaboration meetings will be held twice per week to discuss what students will be learning, analyze data, and target those needing intervention and enrichment. Teachers will continue to adhere to the Balanced Literacy model and refer to Strategy Implementation Guide for direction. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coaches and iCoach - State Comp Ed - \$130,000, TEKS Resource, TEXGuide - 199 - General Fund - \$6,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Develop and provide diagnostic tools to assess student achievement...MAP screeners, DRA, and common formative assessments. Strategy's Expected Result/Impact: Improved progress monitoring will promote data driven instruction. Staff Responsible for Monitoring: Administrators, instructional coaches, team leaders, and teachers Title I Schoolwide Elements None TEA Priorities None ESF Levers None Problem Statements ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: NWEA-MAP Assessment - ESSER - \$9,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in the area of literacy. Provide research based resources in the literacy lab for teachers in order to provide differentiation, re-teach activities, and intervention opportunities. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coaches - State Comp Ed, Instructional Materials - 199 - General Fund - \$9,700		Formative			Summative
		Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Teachers and students will use technology to enhance the RLA content as well as respond to learning, create student products, and become proficient with technology tools. Strategy's Expected Result/Impact: Increased proficiency using technology as a tool for learning. Staff Responsible for Monitoring: Administration, instructional coaches Funding Sources: - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students will have 24/7 access to ask questions and receive guidance on instructional content through PAPER tutorials. Strategy's Expected Result/Impact: Increased understanding of standards Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches Funding Sources: - ESSER - \$24,586	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 2: At least 85% of Lagway Elementary students will approach standard on their grade level assessments in MATH and meet or exceed the state average on 2024 STAAR with at least 60% attaining Meets Grade Level and 35% attaining Masters Grade Level.

Evaluation Data Sources: Impact will be determined by 85% of students approaching or achieving greater on the STAAR assessment.

Strategy 1 Details	Reviews			
Strategy 1: Unit plans/lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, and identified essential standards using TEKS Resource and TEXGuide . Collaboration meetings will be held twice per week to discuss what students will be learning, analyze data, and target those needing intervention and enrichment. Teachers will continue to focus on the Balanced Math Model as a guide for instruction and refer to Strategy Implementation Guide for direction.. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and provide diagnostic tools to assess student achievement...MAP screeners, Daily Math Review, and common formative assessments. Strategy's Expected Result/Impact: Improved progress monitoring provides data driven instruction. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: NWEA-MAP - ESSER	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in the area of mathematics. Provide research based resources in the math lab for teachers to provide differentiation, re-teach activities, and intervention opportunities. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - State Comp Ed, Instructional Resources - 199 - General Fund - \$4,800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will have 24/7 access to ask questions and receive guidance on instructional content through PAPER tutorials. Strategy's Expected Result/Impact: Increased understanding of standards Staff Responsible for Monitoring: Teachers, Administration, and Instructional Coaches Funding Sources: - ESSER	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 3: At least 80% of Lagway Elementary students will approach standard on their grade level assessments in SCIENCE and meet or exceed the state average on 2024 STAAR with at least 25% attaining Level III:Mastered.





Evaluation Data Sources: Impact will be determined by 80% of students approaching or achieving greater on the STAAR assessment.

Strategy 1 Details	Reviews			
Strategy 1: Lesson plans to reflect focused instruction aligned with TEKS and district pacing guide using STEMscopes. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Resources - 199 - General Fund - \$2,100	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement weekly STEM activities in MakerSpace for grade levels K-5. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, instructional coaches, and paraprofessional teaching MakerSpace.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and students will use technology to enhance Science content as well as respond to learning, create student products, and become proficient with technology tools. Strategy's Expected Result/Impact: Increased proficiency using technology as a tool for learning. Staff Responsible for Monitoring: Administration, instructional coach Funding Sources: - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 4: During the 2023-2024 school year, at least 70% of students will show growth from BOY to EOY in math, reading, and language on the MAP assessment.





Evaluation Data Sources: Impact will be determined by 70% of students showing growth on the MAP assessment.

Strategy 1 Details	Reviews			
Strategy 1: Exact Path will be utilized at least 30 minutes daily 3-5 times per week during KAT Time. Each classroom will have their own incentive plan to keep students eager and engaged. Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Edmentum-Exact Path - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student goals will be created after BOY assessment and monitored at MOY and EOY. Staff Responsible for Monitoring: Grade Level Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborative team agendas will reflect data and growth discussions weekly. Class Growth reports and Student Growth reports will be monitored at BOY, MOY, and EOY. Staff Responsible for Monitoring: Grade Level Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Lagway Elementary will have at least 90% of parents satisfied in regards to communication between home and school based on parent surveys administered for the 2023-2024 school year.





Evaluation Data Sources: Impact will be evaluated by 90% of parents satisfied on school survey.

Strategy 1 Details	Reviews			
Strategy 1: Principal will conduct monthly parents walks through the building after a brief overview of our planning process, ways we deliver instruction, and the data thus far at Lagway Elementary. Strategy's Expected Result/Impact: Parent familiarity with daily campus instructional practices. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Emails, call outs, and text messages through Blackboard will be utilized consistently. In addition, teachers will provide communication through email, website, Remind, Dojo, and Twitter. Other communication provided through PeachJar. Strategy's Expected Result/Impact: Parent satisfaction with consistent communication Staff Responsible for Monitoring: Administration, teachers, and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Lagway Elementary will schedule various opportunities to build community within our school during the 2023-2024 school year...Meet the Teacher, Open House, grade level music programs, parent meetings, PTO meetings, WatchDOG participation, Fall Festival, Fun Runs, Grandparent's Day, and Field Days. Strategy's Expected Result/Impact: Parent satisfaction with consistent communication Staff Responsible for Monitoring: Administration and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Administrators will contact at least 100 parents to give positive praise to individual students. Strategy's Expected Result/Impact: Parent satisfaction with consistent communication. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All staff will be prepared to support student achievement.





Performance Objective 1: 100% of Lagway Elementary students will be taught by a teacher who is Highly Qualified (HQ) in the 2023-2024 school year.

Evaluation Data Sources: Impact will be determined by hiring 100% of our teachers who meet the requirement as Highly Qualified (HQ).

Strategy 1 Details	Reviews			
Strategy 1: Administration will recruit early from pool of highly qualified teachers in core academic subject areas. Strategy's Expected Result/Impact: Retention of HQ teachers and staff Staff Responsible for Monitoring: Administrators, Human Resource	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lagway Elementary will retain its highly qualified teachers by providing mentors for new teachers, offering professional growth opportunities, and building professional relationships with encouragement and instructional coaching. Strategy's Expected Result/Impact: Feedback from new teachers and returning staff demonstrates success. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All staff will be prepared to support student achievement.





Performance Objective 2: During the 2023-2024 school year, all professional staff members will work in collaborative teams to address the PLC questions in order to ensure ALL students engage in learning at high levels.

Strategy 1 Details	Reviews			
Strategy 1: Teams will meet twice per week in collaboration to focus on learning, build collective responsibility, and use results to plan instruction and intervention. Establish grade level shared drives with appropriate resources, and expectations as well as a focus on commitments to self, team, and students. Strategy's Expected Result/Impact: Increase in academic achievement Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish the consistent practice of using MAP data and other campus assessments to plan for intervention and student growth. Strategy's Expected Result/Impact: Increase in academic achievement Staff Responsible for Monitoring: Administration, instructional coaches, and teachers Funding Sources: NWEA-MAP - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Professional development sessions will be presented on how to use data, best instructional practices in content areas, as well as technology. Strategy's Expected Result/Impact: Impact will be evaluated through lesson planning, integration of professional development into classroom instruction, and attendance documented through Eduphoria. Staff Responsible for Monitoring: Administration, instructional coaches, and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 3: During the 2023-2024 school year, 80% of teaching staff will be satisfied and retained for the 2024-2025 school year.





Evaluation Data Sources: Impact will be determined by end of year needs assessment survey and staff retention percentage.

Strategy 1 Details	Reviews			
Strategy 1: Provide monthly morale boosting activities for staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Using instructional coaching practices, teachers and staff will have support and guidance in regard to standards, content delivery, assessment, and intervention. Personal goals will be achieved by each classroom teacher in order for value and impact to be recognized.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: With assistance from the Behavior Coalition, staff will feel supported in the area of behavior by enforcing daily expectations, identifying the specific needs of students struggling with behavior, implementing explicit instruction, and monitoring progression.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2023-2024 school year.

Evaluation Data Sources: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.





Strategy 1 Details	Reviews			
Strategy 1: All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines. Strategy's Expected Result/Impact: Budgets will be utilized and balanced accordingly at the end of the school year. Staff Responsible for Monitoring: Principal and Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items. Strategy's Expected Result/Impact: Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need. Staff Responsible for Monitoring: Administration, Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Lagway Elementary will maintain high expectations toward a safe and structured learning environment with the implementation of Morning Meetings, and continuation of token economies and positive behavior supports in 90% of all classrooms during the 2023-2024 school year.

Evaluation Data Sources: Impact will be evaluated by monitoring referrals and Student Shout Outs.





Strategy 1 Details	Reviews			
Strategy 1: Character Strong lessons will be presented during Specials. Social/emotional learning using Quaver curriculum will be utilized daily in classrooms. Prescribed lessons about teasing, bullying, decision making, making/keeping friendship will be presented by the counselor. Strategy's Expected Result/Impact: Decrease in bullying incidents and increase in empathy and good character across campus Staff Responsible for Monitoring: Administration, teachers, and counselor Funding Sources: Character Strong - ESSER - \$499, Quaver - ESSER - \$2,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Small group counseling and social skills activities will be provided to students needing Tier 3 behavior support. Strategy's Expected Result/Impact: Reduced number of discipline issues and increased self esteem and self control among Tier 3 students. Staff Responsible for Monitoring: Counselor Funding Sources: Counselor Resources - 199 - General Fund - \$850	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Lagway Elementary will have EduHero videos available for those needing more guidance in PBIS, student safety, and school regulations and guidelines. Strategy's Expected Result/Impact: Awareness among staff regarding student safety and behavior Staff Responsible for Monitoring: Administrators, teachers, and counselor Funding Sources: - Local - \$4,262	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Student Shout Outs as well as Staff Shout Outs will be announced daily to encourage positivity. Strategy's Expected Result/Impact: Improved school climate Staff Responsible for Monitoring: Administration, Office Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Tri-County Services and other youth services will be welcome on campus to teach social skills and offer counseling necessary for students to be successful. Strategy's Expected Result/Impact: Increased student ability to resolve issues socially in the classroom as well as improved attendance rates. Staff Responsible for Monitoring: Administration, office staff, and counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Care Solace implementation to provide families a service for counseling services, support, and guidance for mental health concerns. Strategy's Expected Result/Impact: Increased support to help students regulate emotions, sort difficulties, and feel safe at school and in the community. Staff Responsible for Monitoring: Counselor, Administration Funding Sources: - Title IV - Innovative Grant - \$3,100	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Lagway Elementary will maintain high expectations for attendance rates per six weeks striving for at least 95% for 2023-2024 school year.

Evaluation Data Sources: Impact will be evaluated each six weeks focusing on the attendance percentage.

Strategy 1 Details	Reviews			
Strategy 1: Office/Teacher responsibilities include tardy stickers, phone calls, weekly letters, DOJO reminders, classroom incentives to promote good attendance habits. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Teachers, office staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incentives such as cookies, popsicles, and popcorn for classrooms with good attendance and/or Perfect Attendance. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Teachers, office staff Funding Sources: Incentives - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Individual incentive such as Kona Ice for those with Perfect Attendance at nine week marking period. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Teachers, Administration, Office Staff Funding Sources: Incentives - Campus Activity Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource, TEXGuide		\$6,500.00
1	1	3	Instructional Materials		\$9,700.00
1	2	3	Instructional Resources		\$4,800.00
1	3	1	Instructional Resources		\$2,100.00
5	1	2	Counselor Resources		\$850.00
5	2	2	Incentives		\$1,000.00
Sub-Total					\$24,950.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches and iCoach		\$130,000.00
1	1	3	Instructional Coaches		\$0.00
1	1	4			\$0.00
1	2	1	Instructional Coach		\$65,000.00
1	2	3	Instructional Coach		\$0.00
1	3	3			\$0.00
Sub-Total					\$195,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$4,262.00
Sub-Total					\$4,262.00
Title IV - Innovative Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6			\$3,100.00
Sub-Total					\$3,100.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NWEA-MAP Assessment		\$9,000.00
1	1	5			\$24,586.00
1	2	2	NWEA-MAP		\$0.00
1	2	4			\$0.00
1	4	1	Edmentum-Exact Path		\$9,000.00
3	2	2	NWEA-MAP		\$0.00
5	1	1	Quaver		\$2,400.00
5	1	1	Character Strong		\$499.00
Sub-Total					\$45,485.00
Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Incentives		\$1,000.00
Sub-Total					\$1,000.00