Manor Independent School District

Lagos Elementary

2024-2025 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 is the 9th elementary school for Manor ISD. In the 2024-2025 school year, Lagos will serve predominately economically disadvantaged families. By the beginning of September 2024, Lagos Elementary is already serving at least 615 students in grades PK- 5. The student population is 24% African-American, 6% Anglo, 2% Asian and 65% Hispanic with a free and reduced lunch status of 74%. The staff population is also diverse with teachers from many different ethnic groups and at least two male teachers. The average daily attendance rate of 95%. Our goal for attendance will be to attain 97%. Lagos Elementary serves approximately 233 English Language Learner students, which is 45% of our population.

To ensure our daily average attendance rate meets our goal of 97%, phone calls will be made by the teacher after 2 consecutive absences. The campus attendance clerk will call families after 5 absences/ tardies. A Parent/Guardian meeting will be schedules after 10 absences/ tardies. A 45 day attendance plan will be inititated 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 our each groups. Lagos Elementary will departmentalize content areas in the upper grades to better meet the needs of students. We are anticipating the success of the Lagos will be based on the departmentalization and the acceptable retention rate of teachers and their highly qualified status of ESSA. 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: Student attendance rates have hovered around 95% from, which falls 2% below our targeted goal of 97%. **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.

Accountability Scores / Ratings for Lagos Elementary School

Year	Score	Rating
2018	76	C
2019	88	B
2020	N/A	N/A
2021	N/A	N/A
2022	90	A
2022 W-IF	94	A
2023	73	Not Released
2024	81	Not Released

2024 Spring STAAR Data

Reading	Approaches	Meets	Masters
3rd Grade	54%	27%	13%
4th Grade	72%	34%	14%
5th Grade	73%	49%	27%

Math	Approaches	Meets	Masters
3rd Grade	54%	23%	8%
4th Grade	56%	27%	9%
5th Grade	66%	48%	11%

Science	Approaches	Meets	Masters
5th Grade	53%	22%	8%

2024 - 2025 Beginning of the Year Screener Data

Reading: iStation (English)

	2 or more Grade levels Below (Tier 3)	1 Grade level Below Level 2 (Tier 2)	On Grade / Above Levels 3,4,5 (Tier 1)
Kinder	70%	18%	12%
1st Grade	58%	23%	19%
2nd Grade	55%	17%	29%
3rd Grade	51%	16%	33%
4th Grade	39%	17%	44%
5th Grade	41%	18%	40%

Math: iReady

	3 or more Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	On Grade Level	Above Grade Level
Kinder	n/a	n/a	96%	4%	n/a
1st Grade	n/a	17%	80%	2%	n/a
2nd Grade	n/a	56%	44%	n/a	n/a
3rd Grade	17%	33%	46%	4%	n/a
4th Grade	20%	20%	39%	15%	6%
5th Grade	25%	16%	35%	18%	6%

Student Learning Strengths

Math continues to be a concern since the pandemic. Math is supported by growing the numeracy fluency of students through an instructional program called Formative Loop. Students participate in Formative Loop five days a week and students receive differentiated lessons based on the skills they have mastered. This has proven to help support our students in testing grades by growing their multiplication and division skills.

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 are in place across campus. In addition to direct teacher instruction our students also participate in targeted and personalized online interventions through iStation.

Science is an area in which we will need to have consistent hands-on learning and scientific inquiry to support students making the transition with their learning using an inquiry method approach. To support teacher efforts to meet state requirements for hands-on opportunities, we are creating a campus space to allow for teachers to set up lab experiences outside of their classrooms. Interactive journals have also been successful with students in Science in the past and this is a practice we will continue for the future. With the inclusion of written responses on our state assessment, it is expected and anticipated that students will write across all interdisciplinary contents on campus K-5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on beginning of the year iStation data, 51% of the incoming 3rd graders are performing 2 or more grade levels below standard in Reading. **Root Cause:** Interrupted delivery of Tier 1 instruction across the grade level.

Problem Statement 2: STAAR data for 5th grade Science decreased from a performance level of 73% approaching to 56% 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.

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, and 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 screener to track students' progress every nine weeks. 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 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 help create the compact and parent involvement policies and informing parents of Title I. Lagos will implement PBIS (positive behavior supports) campus-wide.

Staff Quality Recruitment and Retention Summary:

At Lagos Elementary, all teachers and paraprofessionals are 100% highly qualified, with some having a traditional certification and other having local certification, and in Title I compliance. Novice teachers are assigned mentor teachers, and specialists come in to offer coaching and assistance. The administrative team has "New staff" meetings to help support their growth during the year.

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 Formative Loop as a math intervention support program for all students daily.

- Solid Tier I instruction in all content-specific areas.
- Focused grade-level planning meetings and teamwork across all grade levels
- Intervention "Spartan Spark" 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 monthly 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 Manor ISD officer checks our campus each day.

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 tracked during the day and after-school tutoring and classroom intervention sessions.
- Weekly PLCs are consistently taken place on campus, and the grade levels manage the grade level 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: Student behavior has increased causing disruptions to learning and a lack of student pride in our school. **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. 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 a desire to communicate school information often and in multiple ways. This would include using social media, blackboard email messages, etc.

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.

Students expressed that they set goals for themselves at Lagos Elementary.

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. Teamwork makes the dream work!

Perceptions Strengths

Our attendance is around 95%, and our goal is 97%. We are working towards the goal of 97% 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; as our turnover rate is low, we take the time to recognize our staff for their amazing work with our students and make Lagos a great place to be.

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

Staff and parent surveys have been positive. 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 reestablish 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 based on parent surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community participation in PTA and school activities has remained low for the past three years, with less than 25 official PTA members and fewer than 15 weekly volunteers. **Root Cause:** Lack of an established system to safely transition volunteers back onto our campus to directly work with students.

Priority Problem Statements

Problem Statement 1: Based on beginning of the year iStation data, 51% of the incoming 3rd graders are performing 2 or more grade levels below standard in Reading.

Root Cause 1: Interrupted delivery of Tier 1 instruction across the grade level.

Problem Statement 1 Areas: Student Learning

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

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 July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 71% performance on the STAAR Reading test for all students at the approaches level and 42% at the meets level in grades 3-5.

HB3 Goal

Evaluation Data Sources: Students will be monitored by universal screener data, running records, campus and district assessments, and benchmarks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings. **Staff Responsible for Monitoring:** Campus Administrators, Coach, Teachers, Interventionists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide tutorials for students based on various data sources who will receive remediation who are considered at risk and requiring intervention support. **Strategy's Expected Result/Impact:** Teachers will facilitate before school and/or afterschool tutorials for students who need Tier II and Tier III support and monitor their progress with data tracking and attendance sheets. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Interventionists				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teachers will Provide small group intervention support for tier II and tier III students during Spartan Spark time, weekly. In addition, students will use an online reading intervention program called iStation, at least 45 minutes per week. **Strategy's Expected Result/Impact:** Each teacher and interventionist will turn in intervention tracking sheets monthly. Reports from the online reading programs will be reviewed for progress monitoring. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide intervention support for tier II and tier III students weekly 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. **Strategy's Expected Result/Impact:** Intervention tracking sheets are turned in monthly by each teacher and weekly by the interventionist and classroom teachers. **Staff Responsible for Monitoring:** Administrators				

No Progress



Accomplished


Continue/Modify


Discontinue

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 July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 65% or better on the STAAR Math test for all students at the approaches level and 38% or better at the meets level in grades 3-5.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will utilize math fluency programs like Formative Loop, Math Drills or XtraMath daily to practice and monitor growth with math fluency. Students will also use i-Ready, at least 60 minutes a week as an intervention support for all students. **Strategy's Expected Result/Impact:** Daily and weekly 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. Homework is provided daily which increases fluency and parental involvement at home. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide intervention support for tier II and tier III students daily during the school day by interventionists that are certified teachers. **Strategy's Expected Result/Impact:** Spartan Spark time tracking sheets are turned in monthly by each teacher and weekly by the interventionist. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: STAAR testing data, benchmarks, teacher-created assessments, and universal screener data are analyzed and disaggregated to make informed decisions. **Strategy's Expected Result/Impact:** 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 **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, Coach				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: In addition to scheduled time during the school day, we will offer before-school or after-school tutorials for students who are considered at risk and requiring intervention support based on iStation and iReady data along with performance outcomes on our state interim assessments. **Strategy's Expected Result/Impact:** Create a list of students for before school or after school tutorials and monitor their progress with data tracking and attendance sheets. **Staff Responsible for Monitoring:** Campus Administrator, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 60% or better at the approaches level and 28% 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: STAAR data, benchmarks, and teacher-created assessments are analyzed and disaggregated to make informed decisions. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers, Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a science lab for all students (Kinder - 5th grade) to use to facilitate hands -on learning. This space will house tools to conduct labs along with necessary materials for the labs. **Strategy's Expected Result/Impact:** Teachers will plan and facilitate memorable science lessons resulting in students experiencing highly engaging learning opportunities and increased mastery of Science TEKS. **Staff Responsible for Monitoring:** Administration, Interventionists, Instructional Coach, LES Academic Committee				

No Progress


Accomplished

Continue/Modify

Discontinue

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 4: By July 2025, 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 volunters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communications, announcements at events and Coffee with the Principal will be translated into Spanish. **Strategy's Expected Result/Impact:** Parents will have immediate access to information and feel valued as a stakeholder. **Staff Responsible for Monitoring:** All Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lagos will increase bilingual signage in all shared public spaces. **Strategy's Expected Result/Impact:** Bilingual parents will feel a connection to the environment and students will be able to learn words and phrases in two languages.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Lagos dual language classrooms will follow the district framework and best practices as learned in ongoing training opportunities with the Texas Dual Language Project. **Strategy's Expected Result/Impact:** Our dual language students will feel like our campus reflects their community and learning outcomes will be positively impacted. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Dual Language Teachers				

No Progress



Accomplished


Continue/Modify


Discontinue

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 2025, Lagos will serve 100% of our internal and external customers by providing timely communication to staff members and the community monthly.

Evaluation Data Sources: Blackboard messages, websites, Twitter, Facebook, Talking Points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Communication about events: flyers, monthly newsletters, announcements, campus website, brochure, parent and teacher family nights via Blackboard messages, PeachJar, Twitter (X), and Facebook messages will be sent to parents for announcements and emergencies. Facilitate Coffee with the Principal at least 4 times this school year. **Strategy's Expected Result/Impact:** Increase parental involvement by a review of sign-in sheets and membership drives, Increased communication to parents to increase parental involvement **Staff Responsible for Monitoring:** Campus administration, counselor, instructional coach, teachers, and paraprofessionals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 July 2025, Lagos will create a PTA to increase internal and external community partnerships to support student success to at least 10 members.

Evaluation Data Sources: Creation of a PTA board and PTA membership

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: LES will work with parents to create a PTA board consisting of a President, Vice President, Secretary and Treasurer, as well a general PTA membership of at least 10 people, with PTA membership drives in the months of August, September, October, December, April, and May meetings. **Strategy's Expected Result/Impact:** Track growth in membership monthly from August to May **Staff Responsible for Monitoring:** Administrators, Teachers, and Parent PTA Officers, Parent Liaison				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide a student and family support specialist and parent liaison to act as a resource for parents and the community. **Strategy's Expected Result/Impact:** Increase performance in attendance, student achievement, and parental involvement. **Staff Responsible for Monitoring:** Campus administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Parents and community members will respond and participate. **Staff Responsible for Monitoring:** Campus Admin, Parent Liaison				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 July 2025, Lagos will maintain low bullying and disciplinary referrals among students by less than 30% of the student population and increase character lessons monthly by the guidance counselor in grades K-5.

Evaluation Data Sources: Lagos PBIS committee will review PEIMS discipline reports from Skyward reports every 6 weeks to look for trends. The number of bullying incidents will not exceed 100 during the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lagos Elementary will work proactively with students following school-wide behavior systems and reward students for modeling exemplary behavior. **Strategy's Expected Result/Impact:** At each award ceremony, we should see an increase in the number of students that are recognized at the assemblies. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Instructional Coach, Teachers, and Aides				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. 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. 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. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Social Worker, Parent Liaison and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Lagos Elementary will continue to focus on anti-bullying techniques to help support students. Lagos will actively participate in activities to continue our No Place for Hate distinction. **Strategy's Expected Result/Impact:** A reduction in referrals related to bullying as well as an increase in student citizenship awards at each grade level ceremony coupled by an increase in active participation in community service. **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, and Aides				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Discipline Referral Reduction as well as a reduction in occurrences of bullying. **Staff Responsible for Monitoring:** Counselor, Teachers, Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** All staff				

No Progress



Accomplished


Continue/Modify


Discontinue

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 July 2025, Lagos Elementary will allocate at least 5% 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. Printed Resources will also be evaluated for the success of the program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hardware technology such as dongles for Macbooks replacement headphones, ink cartridges/toner/drums will be purchased to support TEKS based project-based learning as well as Tier 1, 2, and 3 instruction in the classroom. **Strategy's Expected Result/Impact:** Students will use the technology as workstations and learning centers to support mastery of learning outcomes **Staff Responsible for Monitoring:** Teachers Admin				

No Progress


Accomplished

Continue/Modify

Discontinue

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 July 2025, 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will take field trips relating to PK 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. **Strategy's Expected Result/Impact:** Student reflection about their learning from the field trip to connect theory to real-life situations **Staff Responsible for Monitoring:** K-5 Teachers Administrators Counselor Instructional Coach **Title I:** 2.4, 2.5 **Funding Sources:** Title 1 - Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

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 2025 our average daily attendance rate will reflect 97%.

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Student attendance will reflect 97%.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 July of 2025, 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: LES will have open communication with front office staff by creating a google form to create work orders for facilities. **Strategy's Expected Result/Impact:** Campus improvements will be continuous for accessibility for all stakeholders **Staff Responsible for Monitoring:** Campus front office staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 July 2025, 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and paraprofessionals will be offered professional development opportunities throughout the school year, including: Implementing the MISD Instructional and Operational Absolutes, Using data from assessments to drive instruction, partnering with Ensemble Learning for our Dual Language program. **Strategy's Expected Result/Impact:** T-TESS evaluations, Student Data, and records of teacher PD from Euphoria. Teacher presentations in PLC meetings and faculty meetings. Attending conferences. **Staff Responsible for Monitoring:** Administrators and Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administrators will be offered professional development opportunities throughout the school year to include on-going monthly district meetings and participation in the Region XIII Leadership Collaborative Network. This includes attending meetings and receiving individual mentoring support that will help support school improvement and student and staff culture. **Strategy's Expected Result/Impact:** Student data and strong accountability ratings. Administrator and Coach's success with managing time, responsibilities and leadership. Growth of positive staff culture. **Staff Responsible for Monitoring:** District Personnel				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 as we transition into new administrative and grade level leader teams, 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.

Evaluation Data Sources: Employee recognition ballot sheets, teacher and staff of the month, Locomotive Award

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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, and support staff. **Strategy's Expected Result/Impact:** Teacher/Staff retention **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Staff will positively participate in teacher leader opportunities to strengthen collective ownership in our campus success. **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increased professional collegiality. Increased alignment of best practices across campus resulting in improved student performance.				

No Progress



Accomplished


Continue/Modify


Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In addition to T-TESS observations and coaching conversations, campus administration will focus on conducting at least 5 local walkthroughs with 3 follow-up conversations a week resulting in a system of strong and on-going feedback. **Strategy's Expected Result/Impact:** Decreased classroom management concerns Increased rigor and aligned practices across campus				

No Progress



Accomplished


Continue/Modify


Discontinue

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Lagos ES will monitor our CIP throughout the school year in collaboration with committee members.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Students at Lagos Elementary will be supported with learning TEKS appropriate for their grade level. Teachers will work together in PLCs to strengthen Tier 1 instruction. Students will participate in intervention and practice assessments to support stamina and test taking strategies that will allow them to demonstrate what they know,

2.5: Increased learning time and well-rounded education

In addition to teachers working in PLCs to strengthen Tier 1, we have strategically created time for grade level interventions within the master schedule.

2.6: Address needs of all students, particularly at-risk

Teachers will use assessment data and daily observations to identify students in need of additional support. Student demographic data will also be utilized to help us focus on student groups that area at risk.

3.1: Annually evaluate the schoolwide plan

The Lagos ES Campus Academic Advisory Committee will review progress and effectiveness of our plan throughout the year.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Christie Hardi	Campus Instructional Coach	Title 1	1.0

Site Based Decision Making Committee

Committee Role	Name	Position
Admin	Carolyn Parker	Principal
Admin	Amber Thorn	Assistant Principal
Teacher	Christie Hardi	Instructional Coach
Teacher	Roxanne Rosales Richard	Kinder Teacher
Teacher	Kirsten White	1st Grade Teacher
Teacher	Maria Flores	2nd Grade Teacher
Teacher	Felisha Henry	3rd Grade Teacher
Teacher	Melva Phelps	4th Grade Teacher
Teacher	Ambria Cray	5th Grade Teacher
Teacher	Hanna Blewett	Art Teacher
Teacher	Hannah Lindsay Ryan	SPED Teacher
Parent Liaison	Ernesta Steele	Parent Liaison
Business Owner/Community Member	Chandra Sanders	HNH Consulting

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	1	Title 1		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$126,750.00
				+/- Difference	$126,750.00
				Grand Total Budgeted	$126,750.00
				Grand Total Spent	$0.00
				+/- Difference	$126,750.00

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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Coordinated Health Program	Kenneth Young	10/10/2024	Dr. Christopher Harvey	10/20/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling	10/9/2024	Dr. Christopher Harvey	10/10/2024
Recruiting Teachers and Paraprofessionals	Stephanie Elliott	12/13/2024	Tamey Williams-Hill	10/22/2024
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024