

Pearland Independent School District

E. A. Lawhon Elementary

2025-2026

Accountability Rating: A

Distinction Designation

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 14, 2025

Mission Statement

LAWHON ELEMENTARY MISSION STATEMENT

Created by Staff August 2019

TEACHERS, PARENTS, AND STUDENTS WORK AS A TEAM YEAR-ROUND TO CULTIVATE STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL STRENGTHS. OUR SCHOOL FAMILY IS COMMITTED TO BUILDING CORE VALUES, POSITIVE RELATIONSHIPS, AND GIVING CONFIDENCE SO ALL CHILDREN CAN AND WILL LEARN.

Vision

Vision Statement

Created by Staff August 2019

The vision of Lawhon Elementary is to empower our students to discover their maximum potential in a safe, supportive, and nurturing environment. Through enrichment, innovation, and intervention, Lawhon is a place where our students will be successful today and prepared for tomorrow.

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Goals

Revised/Approved: February 11, 2025

Goal 1: Lawhon will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Increase awareness and practice opportunities for daily safety protocols as well as continue to develop the physical safety plan to harden all campuses and district facilities.

Evaluation Data Sources: District/Campus Plans, Monitoring Reports, Safety Drills, Reporting Documentation, Sign-In Sheets

Strategy 1 Details

Strategy 1: Increased staff development as well as increased opportunities for students and staff to gain ongoing knowledge and practice of safety drills. Safety Week in the Fall and Spring Semester along with scheduled drills throughout the school year.

Strategy's Expected Result/Impact: Maintain a Safe and Secure Campus. Provide required safety training to all staff and students

Staff Responsible for Monitoring: Campus and District Staff through Raptor to initiate and facilitate drills.

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Develop and Implement Threat Assessment Team on Campus for any threats made by students or reported to administration. Threat Assessment team is comprised of key stake holders and the use of Sentinel to track any reported threats.

Strategy's Expected Result/Impact: Safe and Secure Campus

Staff Responsible for Monitoring: Principal, Assistant Principals

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day

Strategy's Expected Result/Impact: Maintain campus security at all times. Weekly documentation that all campus doors have been checked. Ensure that the campus is not easily accessible

Staff Responsible for Monitoring: Principal, Assistant Principals, Security Guard

ESF Levers:

Lever 3: Positive School Culture

Goal 2: Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: RLA STAAR - By May 2026, Lawhon will increase the percentage of 3rd and 4th grade students achieving Masters level on the Reading STAAR by at least 5 percentage points, while maintaining or increasing Meets-level performance.

High Priority

Evaluation Data Sources: STAAR Scores, i-Ready diagnostic and growth monitoring, BAS levels, common assessments, small group reading notes. Monthly Data meetings with teachers as new data is collected from i-Ready, reading levels and assessments throughout the year. Progress monitoring checkpoints (e.g. i-Ready, common assessments) to adjust small group instruction in real time.

Strategy 1 Details

Strategy 1: Provide targeted small group instruction for students performing at or near the Meets level, incorporating advanced text analysis, high-rigor questioning, and enrichment activities. Implement data-driven small group instruction targeting identified gaps using common assessments, i-Ready, and teacher observations

Strategy's Expected Result/Impact: Increase in Meets/Masters performance levels on Reading STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Title Reading, Reading Teachers, Instructional Coaches

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Student Engagement in Tier 1 instruction utilizing Content and Language Objectives (Implementation of Language Demands and how they change over the week), Small Moves, Big Gains, Depth and Complexity Icons and Lead4ward Strategies Playlist

Staff Responsible for Monitoring: Reading Teachers, Intervention staff, Instructional Paraprofessionals, Resource and Dyslexia Teachers, Instructional Coaches, Campus Administration

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Goal Setting with students to set personal attainable academic goals to track along the school year.

Strategy's Expected Result/Impact: Students to make a year's worth of growth through purposeful interventions

Staff Responsible for Monitoring: Teachers, Intervention Teachers, Instructional Coaches, Administration

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Provide intervention and tutors to support during small group reading and target math groups

Strategy's Expected Result/Impact: See increase in student growth over the school year through grades, common assessments and district tests

Staff Responsible for Monitoring: Teachers, Administration, Intervention Staff

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Utilize Reading iReady to support intervention time during HB 1416 and built in Intervention time

Strategy's Expected Result/Impact: Data driven instruction for small group reading , differentiated instruction to meet students' needs and learning styles

Staff Responsible for Monitoring: Administration, 3rd and 4th grade Teachers, Intervention Teachers and paraprofessionals

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: TELPAS - By May 2026, the percentage of Emergent Bilingual students demonstrating growth in all four TELPAS domains (listening, speaking, reading, writing) will increase by 15%, with a specific focus on reducing the number of students regressing in the listening domain.

Evaluation Data Sources: TELPAS Composite and Domain Scores, Progress monitoring Data for LPAC, TELPAS Boost Camp to start in October and in Spring semester, embedded oral language practice during core instruction, use of Talk Read, Talk Write and sentence stems across content areas

Strategy 1 Details

Strategy 1: By May 2026, the percentage of Emergent Bilingual students demonstrating growth in all four TELPAS domains (listening, speaking, reading, writing) will increase by 15%, with a specific focus on reducing the number of students regressing in the listening domain.

Strategy's Expected Result/Impact: Increase student performance in the TELPAS listening domain by improving access to academic vocabulary and integrating language acquisition strategies across content areas. Teachers will regularly reference Content and Language Objectives during planning and instruction to support English language development through each unit of instruction.

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

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Integrate structured speaking and listening routines (e.g., sentence stems, academic discussions, and partner talk) into daily instruction across content areas to support oral language development and build comfort with TELPAS testing tools (e.g., headsets, microphones). Using correct Academic Vocabulary. Provide students authentic opportunities to write in all content areas and practice listening/speaking that material

Strategy's Expected Result/Impact: Increase student confidence and fluency in spoken academic language, leading to measurable growth in the TELPAS speaking and listening domains.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Goal 2: Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Math STAAR - By May 2026, Lawhon will increase the percentage of 3rd and 4th grade students achieving Meets or higher on the Math STAAR by 8 percentage points, with a specific focus on growth at the Masters level.

Evaluation Data Sources: STAAR Math scores, Common Assessments, District Benchmarks, i-Ready Diagnostic Data

Strategy 1 Details

Strategy 1: Support math instruction by embedding intentional academic vocabulary routines and problem-solving strategies into daily math planning. Ensure structured progression from whole group modeling to independent practice, with explicit attention to comprehension of math vocabulary and question stems

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating proficiency in multi-step problem solving on classroom and district assessments, including STAAR, by at least 5% by May 2026

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Title Math

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Implement intentional use of academic discourse, visuals (anchor charts, graphic organizers), and sentence stems to support students in understanding and solving math problems. Focus on vocabulary and language routines during whole group and small group instruction.

Strategy's Expected Result/Impact: Students will be better able to express mathematical reasoning and understand problem requirements, which will improve success with multi-step problems.

Staff Responsible for Monitoring: Math Teachers, Instructional Coaches, Administration

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Problem Solving and Justification Routines - Implement structured problem-solving routines and journaling to build math vocabulary, reasoning, and multi-step stamina.

Strategy's Expected Result/Impact: Increase in Meets and Masters performance

Staff Responsible for Monitoring: Math Teachers, Instructional Coaches, Administration

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Differentiated Math Stations Based on Data - Use i-Ready and local assessments to group students and provide targeted skill practice aligned to specific math domains and question types.

Strategy's Expected Result/Impact: Acceleration of both struggling and high-performing students

Staff Responsible for Monitoring: Classroom Teachers and Interventionists

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Goal 2: Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: STAAR Growth - By May 2026, the percentage of 4th grade students at Lawhon Elementary demonstrating expected or accelerated growth on the Math and Reading STAAR Progress Measure will increase by at least 10 percentage points, through data-driven small group instruction, intentional planning, and targeted vocabulary and comprehension support.

Evaluation Data Sources: STAAR Progress Measure Reports for Math and RLA, i-Ready Diagnostic Growth for Math and RLA, District benchmarks and common assessments, classroom formative assessments and exit tickets, Student Data trackers

Strategy 1 Details

Strategy 1: Implement data-informed small group math instruction focused on academic vocabulary development and problem-solving strategies. Use i-Ready data and formative assessments to monitor and adjust instruction.

Strategy's Expected Result/Impact: Increase the percentage of students making expected or accelerated growth in math by 10%, as measured by STAAR and i-Ready growth metrics.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Interventionist, Instructional Coach, 4th Grade Math Teachers

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Support reading growth through fidelity of small group instruction, with emphasis on comprehension and vocabulary development. Use data walls and progress monitoring to tailor instruction to student needs.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating expected or accelerated growth in reading by 10%, as measured by STAAR and i-Ready.

Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Interventionist, Instructional Coach, 4th Grade ELA Teachers

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Implement differentiated instructional strategies and enrichment opportunities to ensure SPED and GT students demonstrate growth on STAAR progress measures. SPED students will receive individualized small group instruction aligned to IEP goals and data, while GT students will engage in depth and complexity tasks to advance beyond grade-level expectations.

* Ensure GT students demonstrate growth by providing enrichment extensions, problem-based learning and or tiered assignments.

Strategy's Expected Result/Impact: Increase the percentage of SPED and GT students demonstrating expected or accelerated growth by at least 10% in both reading and math, as measured by STAAR progress, i-Ready, and individual student growth trackers.

Staff Responsible for Monitoring: Administration, SPED Teachers, GT Teachers, Intervention Staff

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Data Monitoring Wall & Data Discussions to use math and reading i-Ready personalized instruction to support with intervention time and focus on MTSS .

Strategy's Expected Result/Impact: Targeted Student Needs based on each individual to support their learning and personal growth

Staff Responsible for Monitoring: Teachers, Intervention Teachers, Instructional Coaches, Administration

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: Lawhon will continue to make quality instruction and academic performance a top priority.

Performance Objective 5: By May 2026, Lawhon Elementary will increase its average daily attendance rate to 96% or higher, in alignment with the district attendance goal, by improving daily attendance practices and reducing chronic absenteeism through targeted tiered interventions and positive recognition systems.

Evaluation Data Sources: Attend Track reports, Skyward Daily Attendance, 6-week attendance reports, Chronic Absenteeism Logs

Strategy 1 Details

Strategy 1: Personalized Contact and Tiered Monitoring - Monitor attendance daily through Skyward and AttendTrack. Teachers and staff will initiate timely, personalized outreach and apply a 3-tier intervention model to address student absences, with escalating support for chronic cases.

Strategy's Expected Result/Impact: Improved daily attendance and reduced chronic absenteeism rates through proactive intervention and consistent communication.

Staff Responsible for Monitoring: Nurse, Counselor, Attendance Clerk, Teachers, Administration, District Outreach Support Staff

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Recognition-Based Attendance Incentives - Maintain a public Attendance Board near the front office highlighting weekly, monthly, and grade-level winners. Weekly data will be announced and celebrated to encourage school-wide attendance ownership.

Strategy's Expected Result/Impact: Increased motivation and peer accountability will lead to improved average daily attendance and a stronger culture of consistency.

Staff Responsible for Monitoring: Classroom Teachers, Attendance Clerk, Admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: Lawhon will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Support the district emphasis on student staff physical and mental well-being campus wide.

*Explore staff wellness committee or regular recognition initiatives

Evaluation Data Sources: Discipline data, counselor referrals, parent surveys, staff survey mid-year to monitor morale and make targeted adjustments

Strategy 1 Details

Strategy 1: Daily Character lessons from the District, classrooms lessons, and parent communication specific to the traits in Sunday emails, daily announcements and classroom communication. Student of the Month tied to monthly character traits. Student created videos to model positive behavior in common areas in the building.

Strategy's Expected Result/Impact: Increased level of social and emotional well-being for all students

Staff Responsible for Monitoring: Administration, Counselor, Teachers and Support Staff

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Students will learn and hear anti-bullying lessons from the School Counselor. School wide campaigns such as Unity Week and Random Acts of Kindness Week. Student created posters to display in the school to promote anti-bullying and kindness to others

Strategy's Expected Result/Impact: Improved student well-being and mental health

Staff Responsible for Monitoring: School Counselor

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Students will participate in physical activity during PE classes for the required number of minutes

Strategy's Expected Result/Impact: Increased physical fitness opportunities

Staff Responsible for Monitoring: PE Teachers, Administration

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Dawson High School students in the PALS program partner with our campus to mentor and interact with our students.

Strategy's Expected Result/Impact: Students have a sense of a big sibling and a chance to connect in positive light

Staff Responsible for Monitoring: School Counselor, Administration, Teachers

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Continued Implementation of campus-wide Positive Behavioral Interventions and Supports (PBIS) system that includes explicitly taught expectations, consistent reinforcement systems, and data tracking of behavior referrals. Teachers and staff will use common language and visual reminders to reinforce expected behaviors across all settings.

Strategy's Expected Result/Impact: Decrease in office discipline referrals and increased student engagement and self-regulation. Strengthens a positive, respectful, and safe learning environment for all students.

Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee, Classroom Teachers

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 4: Lawhon will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Lawhon will maintain on-going parent communication in English and Spanish (when possible).

Evaluation Data Sources: Campus Facebook Page to increase communication to community. Maintain consistent weekly communication through Peek of the Week, Skyward and campus newsletter, with bilingual translation as needed.

Weekly Newsletter (The Dolphin), Sunday Message to parents through Skyward. Mid-Year (January) End of the year (May) parent surveys conducted and included questions specifically addressing:

- * the knowledge parents have that our campus receives federal funding for students
- * the knowledge parents have on how that funding is spent to improve the campus
- * the opportunity for parents to acknowledge that they conference with their child's teacher this school year
- * the knowledge parents have on the expected Parent and Family Engagement requirements
- * the knowledge parents have on receiving and viewing the school compact (Open House - August 2025)

Strategy 1 Details

Strategy 1: Teacher websites and links that provide instructional support and helpful tips for homework/TEKs reinforcement

Strategy's Expected Result/Impact: Increased parent knowledge of academic expectations. The campus website includes grade-level specific instructional support resources that explain learning goals and provide homework help for parents, available in both English and Spanish where possible. These resources and support include the content areas reading, writing and math.

Staff Responsible for Monitoring: Administration, Classroom Teachers and Support Staff

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Provide multiple family involvement opportunities to increase community/school relationships and involvement. Where possible, event invitations, flyers, and presentations are made available in both English and Spanish to ensure accessibility and engagement across all family groups.

Strategy's Expected Result/Impact: Increase involvement in order to promote academic support for families. Activities included Book Bistro Night, Trunk or Treat, Mingle and Jingle and participation in Brookside Parade, Meet your Teacher Night, Fall and Spring Book Fairs, Family Art Night, Grade level music programs, Field Day

Staff Responsible for Monitoring: Administration, Classroom Teachers, Communities in School Staff, PTO, YMCA

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Flexible and Virtual Family Engagement Options - Provide families with flexible options to engage in their child's education by offering virtual meetings, recorded sessions, and accessible online resources. This includes pre-recorded curriculum night videos, digital newsletters, parent tip sheets, and virtual parent-teacher conferences when needed.

Strategy's Expected Result/Impact: Increased parent engagement and accessibility, especially for working families or those with transportation or scheduling barriers. Families feel more informed and connected to academic expectations and supports.

Staff Responsible for Monitoring: Administration, Teachers, Title I Contact, CIS Staff

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 5: Lawhon will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1: Lawhon Elementary will ensure that 100% of Title I, SCE, and local funds are aligned to campus needs and student data, with expenditures directly supporting academic growth and student well-being.

Evaluation Data Sources: Title I budgets, CNA/CIP documentation, purchase logs, student performance data

Strategy 1 Details

Strategy 1: Data-Driven Resource Allocation - Use STAAR, i-Ready, TELPAS, and attendance data to identify instructional gaps and allocate funds toward targeted intervention programs, technology, small group resources, and supplemental staffing.

Strategy's Expected Result/Impact: Improved student academic outcomes and increased resource alignment with instructional goals.

Staff Responsible for Monitoring: Title I budgets, CNA/CIP documentation, purchase logs, student performance data

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2 Details

Strategy 2: Shared Decision-Making with Stakeholders - Engage families and community members in the CIP, budgeting, and Title I process through scheduled meetings (Title I Planning, CNA Committee, PTO input) and follow-up communication that shows how feedback informed spending.

Strategy's Expected Result/Impact: Increased transparency and stronger family-school trust. Improved alignment of financial decisions with family/student needs. Use of Sign-in sheets, meeting agendas, survey results, feedback action steps

Staff Responsible for Monitoring: Principal, CIS, Title I and Parent Family Engagement Team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture