

Willis Independent School District



Lagway Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Top 25 Percent: Comparative Closing the Gaps,
Postsecondary Readiness

2025-2026 Campus Improvement Plan

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 together in collaborative teams to ensure all students have access to high-quality, grade-level instructional materials (HQIM)
- 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

Value Statement

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

Learning something new every day

Empathize with others

Achieve your goals

Demonstrate integrity

Lagway Elementary Campus #170904108

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Comprehensive Needs Assessment

Demographics

Summary

Demographic Information Summary

Enrollment Trends:

Enrollment has remained fairly consistent over the past three years, generally staying in the upper 700s. The current enrollment is 768, reflecting a slight decline from previous years but still within range.

Student Demographics (Total Enrollment: 773):

- Asian: 1.42%
- African American: 10.87%
- Hispanic/Latino: 23.42%
- Two or more races: 5.95%
- White: 57.70%
- American Indian/Alaska Native: 0.65%

Special Programs:

- **Gifted & Talented (GT):** Increased by 20 students this year. Referrals are strong, with most students qualifying. The majority of GT students are Caucasian, though the African American population is on track for representative inclusion.
- **Special Education (SpEd):** Numbers increased due to recent legislative changes but have begun to level off.
- **Section 504:** Saw a slight decrease due to student transitions; predominantly serves Caucasian students.
- **At-Risk:** 172 students (out of 768) are identified as At-Risk, with most qualifying under RDTS codes indicating performance below the 20th percentile. This number has increased by 3 students.

Representation & Equity:

GT and 504 programs show a predominant Caucasian representation. However, referral practices are improving and leading to more equitable identification, particularly in GT.

Teacher-Student Ratios:

Overall, ratios have improved due to the addition of new teachers.

- **Kindergarten:** Low student-to-teacher ratios have positively impacted student growth, instruction, and behavior support.
- **3rd and 5th Grades:** Serve larger SpEd populations, but ratios have become more manageable.

Strengths

The campus demonstrates several key strengths based on current demographic data. Enrollment has remained steady over the past three years, reflecting a stable and supportive school community. Teacher referral practices for the Gifted and Talented (GT) program are strong, with most students referred successfully qualifying—indicating that staff are effectively identifying cognitive potential beyond just academic performance. The GT population has grown and is moving toward more equitable representation, particularly among African American students. Teacher-student ratios have improved across grade levels due to the addition of new staff, with Kindergarten benefiting especially from smaller class sizes that support both academic and social-emotional growth. The Special Education team has effectively navigated increased demands from recent legislative changes, and at-risk students are being accurately identified using achievement data, allowing for targeted interventions. These strengths highlight a campus focused on equity, responsiveness, and whole-child development.

Student Achievement

Summary

Disaggregation of Student Achievement Data

Student achievement data is consistently disaggregated across all grade levels using various assessments such as MAP, STAAR Interim, MOUs, EOUs, and grade-specific tools (e.g., Tx-KEA, DRA, TEMI). Data is examined by achievement levels, and in some grades (especially Kindergarten), further disaggregated by color codes (e.g., green, yellow, red) or performance descriptors (e.g., emergent, developing, independent).

Disaggregation helps identify trends based on ethnicity, gender, socioeconomic status, English learners, students in special programs, and other key subgroups, allowing targeted instructional strategies and interventions.

Key Findings by Student Groups

- Lower-achieving students are often identified through disaggregated data, especially SpEd and students lacking home support.
- Speech and ESL students in early grades show notable struggles in vocabulary and comprehension tasks.
- Students in special programs are more adversely affected by assessments that do not allow accommodations (e.g., TEMI), revealing data that may not fully represent their skill levels.
- Attendance, motivation, and parental involvement are strong predictors of student progress across all grade levels.

Student Progress Trends

- Students actively engaged in interventions like KAT time, with consistent attendance, family support, and motivation, are making the most progress.
- Those struggling to progress typically face challenges such as inconsistent attendance, behavioral issues, limited support at home, and lack of engagement.

Longitudinal Trends (Last 3 Years)

- Reading achievement has generally been more consistent or improved compared to math, especially in grades 3-4.
- Math scores, particularly at the mastery level, have declined or plateaued in some grades (e.g., 5th grade math mastery fell from 34% in 2021-22 to 16% in 2023-24).
- Science performance shows very low mastery across years in 5th grade, with a slight improvement in student growth.

Content Area Insights

- Reading: Students often struggle with comprehension and academic vocabulary, even if decoding or word recognition is strong.
- Math: Students are typically strong in computation but have difficulty with problem-solving, especially when reading comprehension is involved.
- Science: Vocabulary and prior knowledge gaps hinder achievement, particularly in upper grades.
- In Kindergarten, students perform better in math compared to reading, largely due to a mismatch between reading assessments and curriculum expectations.

Annual & Projected Growth

- MAP data indicates inconsistent growth across grade levels. For example:
 - 5th grade showed a decline in reading and math growth over the three years.
 - 3rd grade exhibited significant growth in 2022–2023, with some decline in 2023–2024.
 - 1st and 2nd grades show that gains fluctuate significantly year-to-year, indicating a need for sustained instructional focus.
 - Science MAP growth has shown improvement in upper grades.

Strengths

A key strength across all grade levels is the consistent use of multiple data sources—such as MAP, STAAR Interim, MOUs, EOUs, and grade-specific assessments like DRA and Tx-KEA—to monitor and guide student achievement. The disaggregation of this data allows teachers and leaders to effectively identify students' needs, target interventions, and tailor instruction. Students with strong attendance, motivation, and parental support consistently demonstrate significant progress, particularly when actively engaged in small group instruction and intervention times such as KAT. Notably, across several grade levels, computation in math remains a strong skill area, and early literacy skills such as phonics and word recognition show promising results in the lower grades. Additionally, the strategic focus on growth through goal setting and data-driven instruction has led to notable gains in MAP Science scores, particularly in upper grades, showing that targeted instruction and consistent monitoring can lead to improved outcomes. Overall, the data reflects a strong commitment to student growth, differentiated support, and the use of meaningful assessments to drive instructional decisions.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.	Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

★ = Priority

School Culture and Climate

Summary

The school community is generally aligned with the vision and mission, though there is a need for more frequent discussions throughout the year to ensure that both staff and students remain on the same page in pursuing these goals. Morning meetings, announcements, and collaborative team meetings (CTs) can serve as important platforms for reinforcing this alignment. Classroom management is grounded in campus-wide expectations, but the way these expectations are interpreted and enforced can vary across grade levels and classrooms, leading to inconsistencies in their implementation. Despite this, consistent routines and procedures have proven to positively impact student achievement, supporting a more organized and predictable learning environment.

Student and staff perceptions of respect, relationships, and support vary, largely depending on individual experiences and classroom dynamics. Staff attitudes towards students and the clarity of expectations play significant roles in fostering a culture of respect and belonging. While staff experiences differ based on their teams and personal circumstances, there is a general sense of support within the building, though some teams may need more assistance than others. Physical safety is a priority, with the building's layout and the presence of a School Resource Officer (SRO) contributing to a sense of security and comfort for both students and staff.

Expectations for academic, behavioral, social, and extracurricular performance are well communicated and understood by both students and staff, although how these expectations are interpreted and implemented may differ across classrooms and teams. Programs like Prize Patrol and rewards help promote engagement, though open discussions about school expectations would further enhance clarity and consistency across the campus.

Strengths

1. **Alignment with Vision and Mission:**

There is a general sense of alignment with the school's vision and mission, with staff and students understanding its importance. The need for more frequent discussions about these goals ensures a shared focus.

2. **Consistent Routines and Procedures:**

The consistent implementation of routines and procedures positively impacts student achievement, providing structure and predictability in the learning environment.

3. **Clear Communication of Expectations:**

Academic, behavioral, social, and extracurricular expectations are well communicated to both students and staff, even though their implementation may vary across classrooms. This clarity helps set a solid foundation for success.

4. **Physical Safety:**

The physical safety of students and staff is well-supported by clear safety procedures, a solid campus layout, and the presence of a School Resource Officer (SRO), creating a secure environment for all.

5. **Respect, Support, and Relationships:**

The relationships between staff and students are built on mutual respect and clear expectations, fostering a supportive environment. Staff attitudes positively influence the overall school climate, encouraging respect and positive interactions.

6. **Engagement through Rewards Programs:**

Programs like Prize Patrol and rewards effectively engage students, motivating them and reinforcing positive behavior, further enhancing the school's culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.	The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

How do staff members describe the school and learning environment?

Overall sentiment: Mostly positive, with some notable concerns.

- **Positives:**

- Staff generally described the environment as **supportive, welcoming, inclusive, and nurturing**.
- Many commented on **positive student-centered values**, strong **collaboration**, and a focus on **rigor and growth**.
- Several praised **instructional coaches, administrators**, and their **team dynamics**.

- **Concerns:**

- **Staff turnover** and **inconsistent culture** across teams were recurring issues.
- Some noted **uneven enforcement of rules**, feelings of **micromanagement**, or **disconnection during planning time**.
- A few responses described **strained interpersonal dynamics**, citing feelings of **walking on eggshells**, and a **lack of trust or support** in some areas.

How do staff contribute positively to school culture?

Overall theme: Staff are intentional in building a positive culture, primarily through relationships and attitude.

- **Common contributions:**

- **Positive greetings, helpfulness, and collaboration** were widely cited.
- Staff emphasized **avoiding gossip**, staying **solution-oriented**, and supporting colleagues and students alike.
- Several staff take leadership roles, plan fun activities, and foster **inclusive, supportive classrooms**.

- **A few limitations:**

- Some staff, while friendly, mentioned choosing to stay out of social interaction to avoid **conflict or drama**.
- A few expressed the **need to protect personal time**, limiting their ability to volunteer or take on extra roles.

Do staff feel supported in their daily work (by peers and administration)?

Survey Ratings:

- **Agree or Strongly Agree:** Majority of respondents (around 70%) indicated feeling supported.
- **Neutral:** Several staff selected this option, often reflecting **mixed experiences** depending on team dynamics or recent challenges.
- **Disagree or Strongly Disagree:** A small group described feeling unsupported, citing **cold interactions, inconsistent feedback**, or a **lack of collaboration** during CT or planning times.

Strengths

Shared Commitment to Student Success

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Staff responses consistently reflected a strong, collective focus on doing what's best for students. Words like "rigor," "growth," "inclusive," and "student-centered" appeared frequently, underscoring a deeply ingrained belief that all students can and should succeed. Many described their role in shaping not just academic outcomes but also the emotional and social development of their students.

This shared purpose creates a powerful unifying force on campus—despite differences in team dynamics or roles, staff remain focused on a common goal: ensuring every student thrives.

Culture of Collaboration

Numerous staff praised the collaborative nature of their teams and the support they receive from peers. Instructional coaches and administrators were mentioned positively for being accessible, helpful, and responsive. Many expressed pride in their teams' ability to work together, solve problems, and share best practices.

Whether in grade-level teams, planning groups, or informal moments of hallway support, collaboration is a clear strength that drives both morale and professional growth.

Intentional Positivity and Relationship-Building

Staff are actively and intentionally contributing to a positive school culture. Many take time to greet each other warmly, support colleagues during challenges, and foster inclusive classrooms. Respondents described going "above and beyond" to be encouraging, empathetic, and respectful—practices that have a direct impact on the overall tone and emotional climate of the campus.

The conscious effort to avoid gossip, lift one another up, and remain student-focused is a strength that not only benefits internal culture but also models the values expected of students.

Curriculum, Instruction, and Assessment

Summary

The K–5 curriculum is reported to be structured in logically sequenced units of instruction, with vertical alignment and consistency across grade levels and the campus. Teachers regularly use data from assessments—including MAP, MOUs, EOUs, and interim tests—to inform instructional decisions, guide small and whole group instruction, and adjust intervention groups during KAT Time based on specific TEKS. Curriculum planning and instructional alignment are intentional and discussed routinely during Collaborative Team (CT) meetings, ensuring that teaching strategies meet student learning needs and expected achievement outcomes.

Instructional delivery emphasizes student engagement through the use of higher-order thinking questions, interactive review activities (e.g., SPLAT, Race to the Chair), and a classroom culture that values discourse, student voice, and learning from mistakes. Weekly student goals and rewards, particularly during KAT Time and Exact Path, further enhance engagement and motivation. Instructional materials are selected and adapted during CT meetings in collaboration with reading and math coaches to ensure they are tailored to meet the needs of specific student groups, including those requiring intervention.

Evidence-based interventions are supported through data collected from MAP and Exact Path, providing insight into the effectiveness of targeted instruction for struggling learners. Assessments in grades 3–5, particularly EOUs, are aligned with TEKS using released STAAR questions, ensuring alignment with grade-level standards and rigor. However, concerns were raised regarding the reliability of interim assessments, which sometimes provide conflicting projections compared to classroom data, calling for a closer review of their validity and usefulness in planning.

Strengths

A major strength is the consistent use of a logically sequenced curriculum across all K–5 grade levels, ensuring alignment and coherence in instruction. Teachers across the campus regularly utilize assessment data—such as MAP, EOUs, MOUs, and interim tests—to make informed decisions about instruction, groupings, and targeted interventions, especially during KAT Time. Collaborative Team (CT) meetings provide a structured environment for teachers to internalize lesson plans, discuss student needs, and align instructional strategies to specific TEKS and learning objectives. Instructional delivery is intentionally designed to engage students through higher-order thinking questions, interactive review games, goal-setting, and positive classroom climates that promote risk-taking and collaboration. Teachers also demonstrate a proactive approach to differentiating instruction by working with instructional coaches and using data to tailor resources and materials to the needs of diverse student groups. The use of evidence-based tools like Exact Path, and the alignment of EOUs with STAAR and TEKS, further support the effectiveness and intentionality of instruction.

Family and Community Engagement

Summary

Family and Community Engagement

There is evidence that families and community members are involved in meaningful activities that support student learning, though levels of engagement vary. Events such as Fall Festival and Science Night have been particularly successful, with some parent participation and students engaging families in learning-focused activities like Exact Path and IXL. Programs such as WatchDOGS (Dads of Great Students) also bring positive male role models into the school to support students' emotional and social needs. Community members have participated by reading to students and volunteering during school events.

While some reading logs and optional homework show signs of family support, engagement is inconsistent. Friday Reflection Sheets and corrected assignments returned by families provide glimpses of home involvement, though not all teachers report consistent follow-through. Parent response is more apparent during report card and progress report periods. However, there has been a noted decline in parent-teacher conference attendance compared to the previous year, and the absence of dedicated parent conference days appears to limit meaningful academic dialogue between families and staff.

Families and community members participate in school decision-making through surveys, PTO meetings, curriculum choice meetings, and Wednesday walkthroughs. Communication efforts to foster healthy family relationships include newsletters, parent messaging apps (Remind, Dojo), classroom photos, the school website, Facebook posts, and initiatives like Morning Meetings and cyberbullying awareness.

Community partnerships continue to play a vital role. Organizations like Backpack Buddies and the Willis Wildkat Resource Center provide direct support for student and family needs. Local businesses such as Roadhouse, Chick-fil-A, HEB, and All Star Catering contribute resources and incentives for families and staff. Faith-based groups like West Conroe Baptist, Grace Community Church, and The ARK also support the school through volunteer efforts and staff appreciation.

Despite these strengths, the school recognizes the need to improve outreach to families with limited time or availability, increase engagement during academic-focused activities, and bring back structured parent conference days to enhance family-school collaboration.

Strengths

A key strength in family and community engagement is the school's ability to host meaningful events like Fall Festival and Science Night, where students and families interact around academic content. Programs like WatchDOGS and community reader visits further support student connection and well-being. Communication with families is strong through various platforms, including newsletters, Remind, Dojo, and social media. Additionally, strong partnerships with local businesses and organizations provide valuable resources and support for both students and staff. Parents are also involved in school decisions through PTO meetings, surveys, and walkthroughs, showing a foundation for collaborative engagement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1★ While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.	The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

★ = Priority

School Organization

Summary

School Organization

Students performing below average receive daily academic support during a designated 30 minute "Kat Time," along with additional help through tutorials and small group instruction. Teachers have a voice in decision-making through house meetings, surveys, and CEIC meetings, and feel their concerns about policies and curriculum are being heard. While district-wide assessments like MOU and EOU are consistent, some staff desire more input on formative assessments. An open-door policy and the use of team leaders help ensure that teachers, staff, and families can contribute to problem-solving and school improvement efforts.

Strengths

A strength from the summary is the open communication and shared decision-making. Teachers feel heard through house meetings, surveys, and CEIC participation, and the open-door policy along with team leader support encourages collaboration. This builds a positive school culture where staff voices contribute to continuous improvement.

Technology

Summary

Technology Summary

1. Technology Resources on Campus:

The campus is equipped with 1:1 student devices in classrooms, along with projectors and eBeams, though the latter are reported to be ineffective. Various instructional platforms and programs are in use, including Eduphoria, Curipod, Google Slides, Canva, SplashLearn, Reading Eggs, Mathseeds, IXL, Exact Path, Study Island, and Heggerty's online components. Assessments like TXKEA for Kindergarten are also conducted digitally.

2. Staff Attitudes Toward Technology:

Staff generally feel positive about using technology and report that it supports organization, student engagement, and instructional effectiveness. Technology is well-integrated across content areas, and most teachers feel confident utilizing it in daily instruction.

3. Technology Professional Development and Impact:

Professional development has included Curipod training, T3 sessions, AI integration, and Canva tutorials. These have led to increased student engagement and more creative, interactive classroom environments. Teachers report improvements in lesson delivery and the ability to maintain clear routines and structures using tools like Google Slides.

4. Integration of Technology in Curriculum, Instruction, and Assessment:

Technology is embedded throughout the instructional day. Google Slides helps manage classroom routines and instruction. Digital tools are used for formative assessments (e.g., Google Forms, Eduphoria, Curipod), allowing for immediate feedback. Instructional programs are used for both remediation and enrichment. Tools like Canva and Curipod are enhancing student creativity and participation.

5. Barriers to Effective Technology Use:

- eBeams are outdated and often ineffective, limiting interactive instruction.
- Internet outages significantly disrupt learning.
- Eduphoria lacks features like predictive spelling and content-specific language support, which impacts SpEd students.
- There is a need for updated, interactive display technology (e.g., Promethean boards).

6. Content Areas Using Technology and Its Effects:

Technology is used across all content areas:

- **Kinder/1st:** Focused on Math and RLA phonics, using digital tools to build foundational skills.
- **All Grades:** Use of Curipod to enhance student interaction and content delivery.
- **Overall Impact:** Increased student engagement, timely feedback for teachers, improved organization, and enhanced lesson creativity.

Strengths

The campus demonstrates strong integration of technology across all grade levels and content areas, contributing to high levels of student engagement and instructional efficiency. Teachers have embraced a variety of tools such as Curipod, Canva, Google Slides, and AI resources, using them creatively to enhance lesson delivery and maintain structure throughout the day. Students show a high degree of comfort and fluency with digital tools, allowing for smooth participation and interaction during instruction. Ongoing professional development, including T3 sessions and technology-focused trainings, has empowered staff to implement tech-driven strategies that support curriculum goals and differentiated instruction. Assessment tools like Eduphoria, Google Forms, and Curipod provide teachers with immediate feedback, enabling timely intervention and data-driven decision-making. Additionally, instructional programs such as IXL, Study Island, Reading Eggs, and Exact Path support targeted enrichment and remediation, further

strengthening student outcomes.



Priority Problem Statements

Problem Statement

Root Cause

1★

Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.

Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

2★

Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.

The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

3★

While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.

The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Student Achievement Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Gifted and talented data

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data



Goals

Goal 1

Student Success: We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, Lagway Elementary will ensure that students reach high academic standards in the core content areas of Reading Language Arts, Math, and Science—specifically, at least 90% of students will achieve Approaches Grade Level, 60% will achieve Meets Grade Level, and 30% will achieve Masters Grade Level on the STAAR state assessments, as measured by official state testing data.

Evaluation Data Source: Impact will be determined by 90% of students approaching or achieving greater on the STAAR assessment.

Strategy 1

District lesson plan resources will be provided to support focused, high-quality instruction aligned with the TEKS and pacing guides utilizing SAVVAS, Bluebonnet, and STEMscopes. SAVVAS will serve as the core resource for Reading Language Arts, offering comprehensive tools such as interactive lessons, assessments, differentiation supports, and digital student and teacher components. Bluebonnet will be implemented in Math to support numeracy, skill development, vocabulary, and problem-solving aligned with state standards. STEMscopes will be used for science instruction, providing hands-on investigations, digital resources, and scaffolded supports aligned to the 5E model and Science standards. To ensure deep instructional planning and alignment, collaboration meetings will be held twice per week. These sessions allow teachers to internalize lessons and analyze student data.

Strategy's Expected Result/Impact: Improved student engagement, academic performance, and mastery of grade-level standards.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Achievement 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

Moderate Progress

October

January

March

May

Strategy 2

To support our HB 1416 students, we will provide targeted small group instruction focused on

specific learning gaps, reinforced with personalized practice in IXL. Parents will be engaged through regular communication, home strategies, and access to IXL so they can encourage practice outside of school. Students will set individual growth goals, and their progress will be celebrated to build motivation and confidence. Together, these supports will help students make measurable progress toward meeting or exceeding grade-level expectations.

Strategy's Expected Result/Impact: HB 1416 students will demonstrate growth in reading and math, with increased percentages reaching Approaches and Meets Grade Level expectations on STAAR.

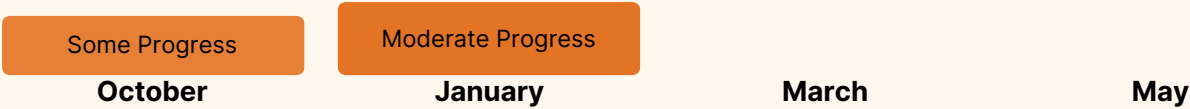
Staff Responsible for Monitoring: Administration, Classroom Teachers

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 3

To ensure all students are consistently engaging with grade-level, standards-aligned texts across disciplines, teachers will intentionally integrate StoryWorks into instruction to support reading comprehension, academic vocabulary, and content knowledge in ELA, Science, and Social Studies.

Strategy's Expected Result/Impact: Increased student exposure to grade-level text and academic vocabulary across content areas will lead to improved comprehension and engagement through authentic, high-interest texts.

Staff Responsible for Monitoring: Administration, Classroom Teachers

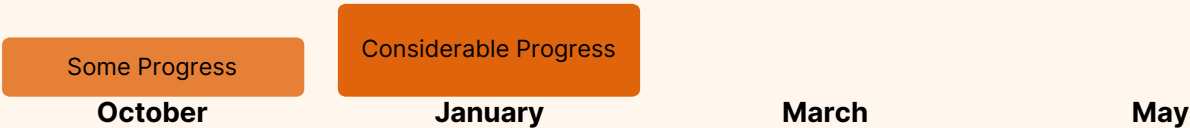
Problem Statements: Student Achievement 1

Funding Sources: Storyworks 199 - General Fund, \$6,876.19

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 4

In addition to high-quality instructional materials (HQIM) and data-driven planning practices, teachers will align instruction to the depth and complexity of the TEKS and intentionally incorporate STAAR-aligned question types using Lowman Education resources.

Strategy's Expected Result/Impact: Intentional use of Lowman Education resources will increase student exposure to STAAR-format questions and high-rigor tasks, strengthen instructional alignment between TEKS, HQIM, and STAAR assessments, and improve student confidence, comprehension, and overall performance.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Achievement 1

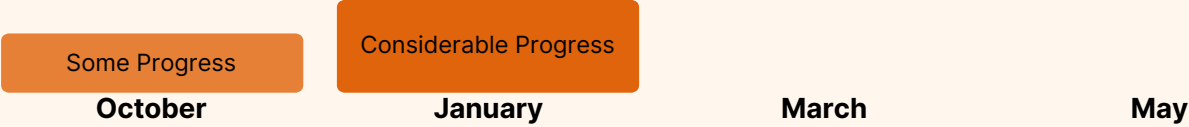
Funding Sources: Lowman Education 199 - General Fund, \$2,100

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.	Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 2

By May 2026, LES will increase the percentage of Special Education students meeting grade level on the STAAR assessments by 10 percentage points in both Mathematics and Reading/ELA, as measured by state STAAR performance standards. Math Goal: 35% (2025) to at least 45% meeting grade level. Reading/ELA Goal: From 33% (2025) to at least 43% meeting grade level.

Evaluation Data Source: Progress toward this goal will be monitored quarterly through data meetings, targeted interventions, and individualized instructional support aligned with students' IEPs. Percentages will be available in OnDataSuite.

Strategy 1

Implement focused small-group interventions targeting foundational gaps identified through data MAP.

Strategy's Expected Result/Impact: Instruction is data-informed and tailored to student levels, providing targeted support in specific skill areas that directly impact MAP performance and classroom achievement, resulting in increased student growth.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Staff

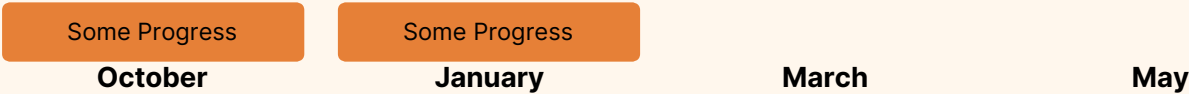
Problem Statements: Student Achievement 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.	Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 3 **HB3 Goal**

Per HB3, the percentage of 3rd grade students that meet grade level expectations or above on the Reading STAAR will increase from 75% to 84% by August of 2027. The percentage of 2nd grade students who meet NWEA Map Growth measure in Reading will increase by 15% by August 2027. The percentage of 1st grade students who meet NWEA Map Growth measure in Reading will increase by 15% by August 2027.

Evaluation Data Source: Impact will be determined by assessment results administered throughout the school year.

Strategy 1

Daily phonics instruction using Bridge to Reading Foundational Skills kits and SAVVAS reading curriculum implemented in all K-3 classrooms. K-3 instructional staff at Lagway Elementary will deliver effective and targeted foundational reading instruction, with an emphasis on students reading below grade level, as measured by lesson observations, student progress monitoring data, and alignment with Science of Teaching Reading (STR) practices.

Strategy's Expected Result/Impact: Increased percentage of students reading on grade level.

Staff Responsible for Monitoring: Administration, Instructional Coaches, and Classroom Teachers

Problem Statements: Student Achievement 1

Funding Sources: Bridge to Reading Kits-Grade 3 199 - General Fund, \$7,492

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

MAP Reading Fluency will be administered at BOY, MOY, and EOY. Data will be used to strategically group students for small group reading instruction and target struggling students in K-2, specifically identifying students on Kindergarten and First Grade with reading difficulties.

Strategy's Expected Result/Impact: Increased percentage of students reading on grade level.

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Reinforce small group reading expectations, ensure consistent organization of anecdotal notes in teacher binders, and maintain routine home reader practices. Additionally, establish strategic communication with parents to support and strengthen home reading habits.

Strategy's Expected Result/Impact: Increased percentage of students reading on grade level.

Staff Responsible for Monitoring: Administration, RLA Instructional Coaches, and Teachers

Problem Statements: Family and Community Engagement 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.

Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.

The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

Performance Objective 4 HB3 Goal

Per HB3, the percentage of 3rd grade students that MEET grade level expectations or above on the Math STAAR will increase from 58% to 67% by August of 2027. The percentage of 2nd grade students who meet NWEA Map Growth measure in Math will increase by 5% by August 2027. The percentage of 1st grade students who meet NWEA Map Growth measure in Math will increase by 15% by August 2027.

Evaluation Data Source: Impact will be determined by assessment results administered throughout the school year.

Strategy 1

Implement strong Tier 1 instruction in all classrooms using the Bluebonnet Learning Curriculum, emphasizing priority TEKS and deep conceptual understanding alongside procedural skills.

Strategy's Expected Result/Impact: Increased student understanding and growth in math content area.

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

Utilize the Bluebonnet Learning Curriculum to deliver high-quality daily math fluency practice to strengthen foundational skills and build automaticity.

Strategy's Expected Result/Impact: Improved math fluency, leading to higher performance on classroom and state assessments.

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

Utilize the Bluebonnet Learning Curriculum to actively engage families by sending home simple math practice tools, including the Homework Helper (Succeed Book) and Tips for Families, to reinforce key concepts and support learning at home.

Strategy's Expected Result/Impact: Families will be better equipped to support their child's math learning at home, leading to increased student confidence, stronger retention of key concepts, and measurable growth in math achievement on classroom assessments and benchmark measures.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Family and Community Engagement 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.

The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

Performance Objective 5

By May 2026, 100% of English Language Learners will advance at least one proficiency level on the TELPAS composite score as measured by the state TELPAS assessment.

Evaluation Data Source: Impact will be determined on TELPAS

Strategy 1

Integrate structured opportunities for students to speak in complete sentences and use content vocabulary in all classrooms, using sentence stems, visuals, and collaborative strategies like turn-and-talk and structured templates.

Strategy's Expected Result/Impact: Students will demonstrate stronger academic language skills and greater confidence in participating in classroom discussions as well as improved performance on assessments.

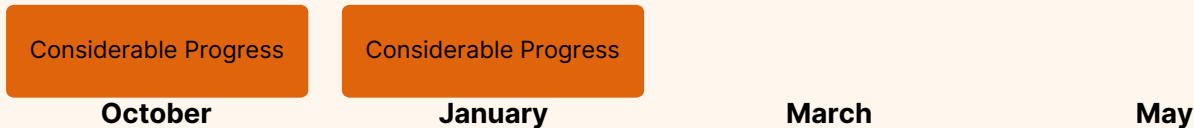
Staff Responsible for Monitoring: Classroom Teachers, Administration

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 6 **High Priority**

By May 2026, at least 85% of teachers and campus leaders will report high confidence in using HQIM materials, as measured by end-of-year surveys or reflection tools.

Evaluation Data Source: Impact will be determined completed internalization protocols, collaborative team meeting agendas, coaching logs, and classroom walk throughs.

Strategy 1

100% of teachers will use unit or lesson internalization protocols at least once per week during planning time.

Strategy's Expected Result/Impact: Deeper understanding of instructional content and deliver lessons with greater clarity

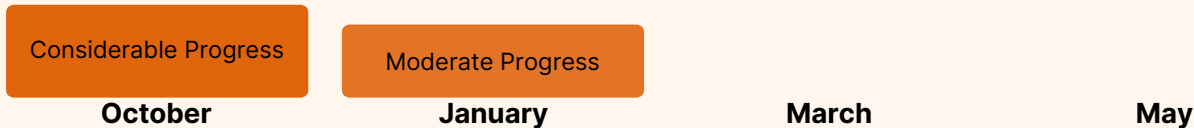
Staff Responsible for Monitoring: Administration, Instructional Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews



Strategy 2

100% of students will engage daily with grade-level content from HQIMs and develop familiarity with embedded routines and strategies.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 7

During the 2025–2026 school year, 100% of classroom teachers at Lagway Elementary will integrate technology platforms, such as IXL and MAP data tools—at least three times per week to drive instruction. This integration will support targeted, data-driven instruction and increase student engagement by providing technology-based access to grade-level curriculum in Reading Language Arts, Math, and Science.

Evaluation Data Source: At least 50% of students demonstrate academic growth in one or more content areas by the end of the year.

Strategy 1

After MAP administrations, data will be uploaded into IXL to assign personalized learning paths. IXL usage will be monitored to increase student achievement and engagement, measured through completion rates and time-on-task data.

Strategy's Expected Result/Impact: Students' gaps in learning reduced

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

To ensure targeted, differentiated instruction, teachers will use MAP Growth reports, with a focus on the Learning Continuum, to organize small groups and address specific instructional needs in Reading and Math.

Strategy's Expected Result/Impact: Instruction is data-informed and tailored to student levels, providing targeted support in specific skill areas that directly impact MAP performance and classroom achievement, resulting in increased student growth.

Staff Responsible for Monitoring: Administration, Classroom Teachers

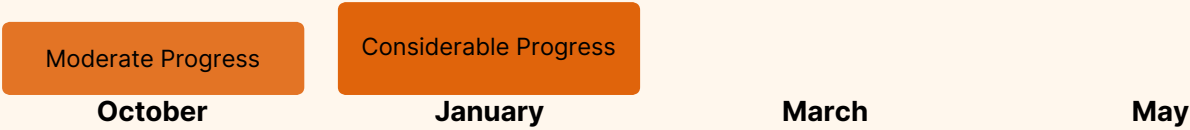
Problem Statements: Student Achievement 1

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.	Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 8 **High Priority**

By October 2025, 100% of classroom teachers will implement proactive behavior management strategies (such as clear routines, behavior-specific praise, emotional intelligence practices, and tiered consequences) to reduce off-task behaviors, specifically talking out of turn, refusal to follow directions, and classroom disruptions using the Schoolwide Procedures-Be Safe, Be Responsible, Be Respectful.

Evaluation Data Source: Classroom behavior tracking logs, conduct mark records, and incident report data collected and reviewed each grading period.

Strategy 1

Lagway Elementary's Behavior Coalition will actively support the monitoring and promotion of positive student behavior by reinforcing campus-wide behavioral expectations. The schoolwide guidelines-Be Safe, Be Responsible, Be Respectful-will be reviewed and explicitly taught for key areas such as the hallway, restroom, playground, and cafeteria at the beginning, middle, and end of the school year. To maintain consistency and visibility, these expectations will also be highlighted through weekly announcements, ensuring ongoing awareness and reinforcement across the campus.

Strategy's Expected Result/Impact: Reduction in teacher redirection, class disruptions, and office visits.

Staff Responsible for Monitoring: Classroom Teachers, Behavior Coalition, and Administration

Problem Statements: School Culture and Climate 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

The Behavior Coalition will assist in establishing and monitoring norms that promote a positive classroom climate across campus. This includes supporting teachers in the development of consistent routines, tiered consequences, and procedures that encourage productive struggle and foster emotional intelligence. These components will be intentionally embedded within daily Morning Meetings, creating structured opportunities for students to build self-awareness, social skills, and resilience in a safe and supportive environment.

Strategy's Expected Result/Impact: Supportive classroom climate where students can engage in productive struggle, regulate their emotions, and develop social-emotional skills through consistent, structured Morning Meetings.

Staff Responsible for Monitoring: Behavior Coalition, School Counselor, Classroom Teachers

Problem Statements: School Culture and Climate 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 3

Each classroom will design a token economy and meaningful incentives to promote increased on task behavior, student engagement, and ownership over behavior and choices.

Strategy's Expected Result/Impact: Reduction in minor disruptions and conduct marks

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: School Culture and Climate 1

Funding Sources: Incentives for classroom token economy Campus Activity Fund, \$2,000

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

Each month, teachers will identify students who exemplify the targeted character trait introduced during Morning Meetings, aligned with the Character Strong curriculum. Recognized students will receive a "Student of the Month" sign and a positive phone call home, reinforcing character development and strengthening school-home connections.

Strategy's Expected Result/Impact: Increased awareness and application of positive character traits in daily interactions

Staff Responsible for Monitoring: Classroom Teachers, School Counselor

Problem Statements: School Culture and Climate 1

Funding Sources: Yard Signs Campus Activity Fund, \$5,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 5

Establish a Student Technology Ambassador Club in which selected students serve as peer leaders to promote digital citizenship, assist with technology integration in the classroom, and support both students and teachers with basic tech-related tasks.

Strategy's Expected Result/Impact: Foster a culture of technology responsibility and collaboration

Staff Responsible for Monitoring: Science/Technology Instructional Coach

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

 Discontinue

October

January

March

May

Performance Objective 8 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.

The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

Performance Objective 9

By May 2026, Lagway Elementary will achieve an average student attendance rate of 96% or higher for the 2025-2026 school year.

Evaluation Data Source: Attendance Data

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

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

Incentives such as snacks, popsicles, and popcorn for classrooms with Perfect Attendance for the entire week as well as those classrooms using the Perfect Attendance strip to notate each day with Perfect Attendance, eventually turning into front office for recognition.

Strategy's Expected Result/Impact: Increase in attendance

Staff Responsible for Monitoring: Teachers, Office Staff

Funding Sources: Snacks such as popcorn, popsicles, and other snacks 199 - General Fund, \$600

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Strategy 3

Individual incentives (medals, key chains, pencils) for those with Perfect Attendance at nine week marking period will be decided by the Blue House (Attendance Committee).

Strategy's Expected Result/Impact: Increase in attendance which improves student achievement.

Staff Responsible for Monitoring: Teachers, Blue House

Funding Sources: Perfect Attendance Medals 199 - General Fund, \$600

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Performance Objective 10

By May 2026, Lagway Elementary will implement a variety of after-school clubs that promote student interests and academic enrichment, with at least 200 students participating in one club throughout the year, as measured by sign-in sheets and student interest surveys.

Evaluation Data Source: Sign In Sheets, Student Surveys

Strategy 1

After school clubs include Robotics, Destination Imagination, Garden, Technology Ambassadors, Student Council, Choir, and Book Club.

Strategy's Expected Result/Impact: Designed to foster curiosity, creativity, and connection beyond the regular school day

Staff Responsible for Monitoring: Classroom Teachers, Staff

Funding Sources: Additional supplies Campus Activity Fund, \$500

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 11

By May 2026, the campus will implement and consistently follow a comprehensive safety and maintenance protocol, resulting in 100% participation in monthly safety meetings and 100% of identified maintenance issues addressed within 5 business days.

Evaluation Data Source: Safety and Work Order System Reports

Strategy 1

Update and distribute emergency operations plans (EOP) to staff and ensure clear staff roles in each scenario.

Strategy's Expected Result/Impact: Maintain a safe learning environment

Staff Responsible for Monitoring: Administration, Office Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

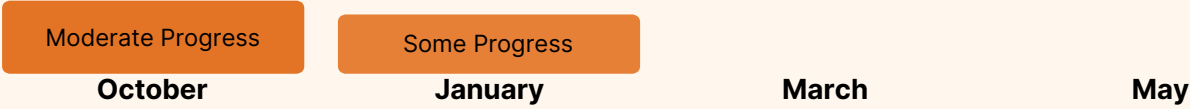
Present monthly safety meetings to review reminders about working in a safe environment.

Strategy's Expected Result/Impact: Maintain a safe learning environment

Staff Responsible for Monitoring: Administration, Office Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 3

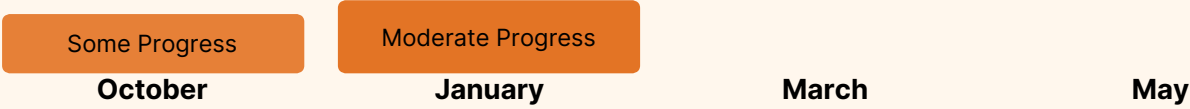
Complete quarterly facility inspections and submit findings to maintenance for follow-up.

Strategy's Expected Result/Impact: Maintain a safe learning environment

Staff Responsible for Monitoring: Facility Specialist, Office Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Goal 2

Financial Stewardship: We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

By June 2026, the budgeting process at Lagway Elementary will reflect 100% alignment with district guidelines to ensure the efficient, accurate, and ethical use of resources.

Evaluation Data Source: District monitoring and campus budget audit

Strategy 1

Staff responsible for budget management will participate in district-led financial training by September 2025 to reinforce compliance and best practices.

Strategy's Expected Result/Impact: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan

Staff Responsible for Monitoring: Principal, Secretary

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Accomplished



Accomplished

October

January

March

May

Strategy 2

100% of campus funding decisions will be guided by campus priorities and aligned to the Campus Improvement Plan. To ensure transparency and alignment, quarterly budget reviews will be conducted with campus leadership to monitor spending, address discrepancies, and confirm that all funds are being used to support key instructional initiatives.

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

Considerable Progress

October

January

March

May

Performance Objective 2

To promote financial stewardship and transparency, the campus will host a minimum of four Campus

Educational Improvement Committee (CEIC) meetings during the 2025-2026 school year--one each quarter--with at least 75% member attendance.

Evaluation Data Source: CEIC agendas, sign in sheets

Strategy 1

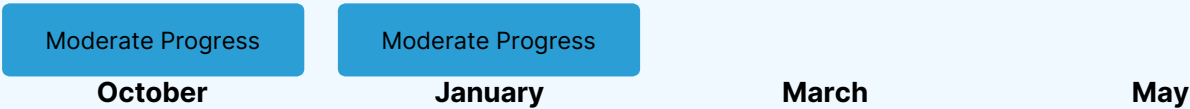
Each meeting will include a review of budget allocations aligned to the Campus Improvement Plan and will provide opportunities for community input to ensure fiscal decisions support instructional priorities and reflect stakeholder values.

Strategy's Expected Result/Impact: Campus financial decisions will be transparent.

Staff Responsible for Monitoring: Principal, Secretary

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 3 ☒ High Priority

By May 2026, the campus will increase the retention rate of highly effective teachers with 90% committing employment in the following school year by leveraging the Teacher Incentive Allotment (TIA) to recruit and retain top-performing educators.

Evaluation Data Source: Survey, general feedback, staff retention at the end of the year

Strategy 1

Recognition will be communicated and celebrated quarterly to reinforce a culture of excellence and appreciation.

Strategy's Expected Result/Impact: Increased feeling of belonging and appreciation

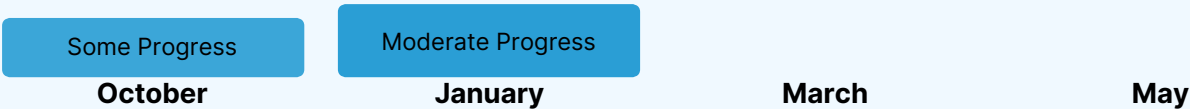
Staff Responsible for Monitoring: Administration

Problem Statements: School Culture and Climate 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Aligning T-TESS goals to Campus Improvement Plan to ensure student growth an success.

Strategy's Expected Result/Impact: Alignment and increase in student growth

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

Moderate Progress

October

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.

Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.

The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

Goal 3

Development: We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive campus culture, and promoting staff and student growth.

Performance Objective 1 **High Priority**

By October 2025, 100% of teachers will consistently implement high-quality instructional materials (HQIM) through aligned professional development that begins before the start of the 2025-2026 school year and is monitored throughout the year to support fidelity, confidence, and student engagement.

Evaluation Data Source: Weekly walkthroughs, collaborative meeting notes, sign in sheets

Strategy 1

Teachers will participate in summer PD sessions focused on RBIS, HQIM internalization, and curriculum implementation strategies prior to school starting as well as ongoing coaching cycles and planning support during collaborative team time to ensure teachers use lesson internalization protocols at least once weekly.

Strategy's Expected Result/Impact: Impact will be determined by observing consistent HQIM use and student engagement with grade-level content and embedded routines.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Achievement 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Accomplished

Considerable Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.	Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 2 High Priority

By May 2026, 100% of students will take greater ownership of their learning by engaging with daily learning targets, receiving intentional teacher feedback weekly, and completing weekly written reflections on their progress. Students will share these reflections in their Monday folders to enhance parent engagement. Additionally, students will set academic goals at the beginning (BOY) and middle (MOY) of the year and track progress toward meeting them.

Evaluation Data Source: Sources include student reflection forms and goal setting sheets.

Strategy 1

Teachers will emphasize daily learning targets across content areas to provide clarity and focus for students. Each week, teachers will provide intentional, standards-aligned feedback to help students understand their progress toward mastery. Students will participate in weekly reflection activities based on the learning intention, identifying what they've learned and areas still needing growth. These reflections will be shared in Monday folders to increase parent engagement and promote meaningful conversations about learning at home.

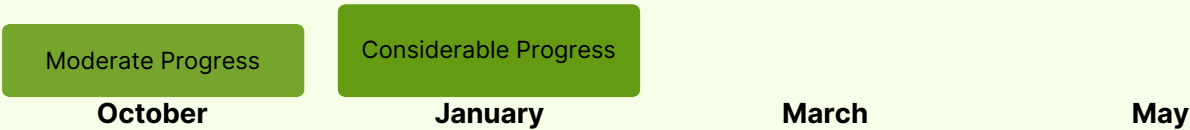
Strategy's Expected Result/Impact: Increase in student mastery of skills as well as parent engagement.

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Family and Community Engagement 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Students will set individualized academic goals following the beginning-of-year (BOY) MAP assessment, with progress monitored at the middle-of-year (MOY) and end-of-year (EOY) checkpoints. Students will be guided to understand their projected growth targets and reflect on their progress toward meeting or exceeding their end-of-year growth goals. Data will be reported in learner led conferences in February.

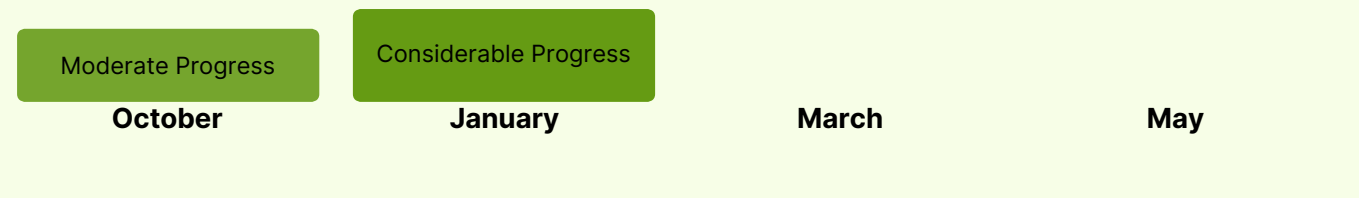
Strategy's Expected Result/Impact: Increased ownership among students to work hard to master skills.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Family and Community Engagement 1

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.	The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

Performance Objective 3

By May 2026, 100% of teachers will identify and serve students needing intervention, monitoring, and enrichment through targeted small groups established using beginning-of-year data and ongoing middle and end-of-unit assessments.

Evaluation Data Source: Sources include MAP administrations, MOY, and EOY assessments.

Strategy 1

After MAP administrations as well as MOU and EOU test administrations, student progress will be tracked regularly during data meetings, and data will be used to adjust instructional supports based on individualized academic needs.

Strategy's Expected Result/Impact: Early identification of those in need, intentional support, and data-informed decision-making to improve outcomes for all students.

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

Problem Statements: Student Achievement 1

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

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Strategy 2

MTSS meetings will be embedded into collaborative team time to identify students needing intervention, monitor those already receiving support, and track progress using the campus MTSS spreadsheet. Teachers will use academic and behavioral data to inform decisions, with a focus on targeted subpopulations, including Hispanic students and students identified as Two or More Races.

Strategy's Expected Result/Impact: Consistent progress monitoring and responsive instruction aligned to individual student needs.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Achievement 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

Grade levels (2nd-4th) have an additional learning time assigned during the school day to provide Tier 2 and Tier 3 interventions as well as extend the learning for those in need of enrichment.

Strategy's Expected Result/Impact: Higher percentage of students mastering the standards

Staff Responsible for Monitoring: Administration, Classroom Teachers and Staff

Problem Statements: Student Achievement 1

Formative Reviews



Discontinue



Discontinue

October

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Despite the systematic disaggregation of student achievement data across multiple assessments and subgroups, inconsistent growth and declining mastery levels--particularly in math and science--persist across grade levels, especially for students in special programs and those lacking home or academic support.

Assessment Misalignment and Accommodation Limitations: Many assessments (e.g., TEMI) do not allow accommodations, resulting in underrepresentation of actual skills for students in special education and other support programs. Vocabulary and Comprehension Gaps: Students--particularly in early grades, ESL, and speech services--struggle with academic vocabulary and comprehension, affecting performance

Performance Objective 4

By May 2026, Lagway Elementary will implement a career mentor program across all grade levels that engages staff, students, and community members, with at least 90% of classrooms participating in monthly career-focused activities or mentorship experiences that promote college, career, and future readiness.

Evaluation Data Source: Student surveys will reflect at least 80% positive feedback regarding career awareness and inspiration by end-of-year.

Strategy 1

Every Monday during Morning Meeting, a different career will be introduced and discussed with all grade levels.

Strategy's Expected Result/Impact: Impact will be determined by increased career awareness and future ready skills.

Staff Responsible for Monitoring: School Counselor

Title I:

Formative Reviews

Moderate Progress

Considerable Progress

Strategy 2

Career Day presentations will be organized and presented to students, highlighting careers within our families and in our community.

Strategy's Expected Result/Impact: Impact will foster school-community connections and student engagement.

Staff Responsible for Monitoring: School Counselor

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 5 High Priority

By May 2026, Lagway Elementary will increase staff engagement through targeted support, recognition, and collaboration efforts, resulting in at least 90% of teaching staff reporting satisfaction on the end-of-year staff survey and being retained for the 2026-2027 school year.

Evaluation Data Source: Impact will be determined using survey, general feedback, staff retention at the end of the year.

Strategy 1

Staff members will be recognized and receive a hand-written note or Paws of Pride from administration praising efforts in the classroom. Additionally, a binder/book will be passed around giving staff members a chance to praise other staff members for their efforts during our school day.

Strategy's Expected Result/Impact: Increased feelings of value as a staff member at Lagway Elementary

Staff Responsible for Monitoring: Campus Staff

Problem Statements: School Culture and Climate 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

Facilitate monthly staff engagement and appreciation initiatives designed to boost morale, foster a positive work environment, and support overall staff well-being.

Strategy's Expected Result/Impact: Increased feelings of value as a staff member at Lagway Elementary

Staff Responsible for Monitoring: Yellow House (School Culture/Climate Committee)

Problem Statements: School Culture and Climate 1

Funding Sources: Food and Drink 199 - General Fund, \$3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

All staff members participate in a campus-wide house system, with each house collaboratively contributing to key areas of campus improvement, including student engagement, community and parent involvement, attendance, behavior, and overall school culture.

Strategy's Expected Result/Impact: Increased feelings of value as a staff member at Lagway Elementary

Staff Responsible for Monitoring: Campus Staff

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.	The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

Goal 4

Relationship: We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

During the 2025-2026 school year, Lagway Elementary will implement district-wide safety protocols and inclusive practices to ensure that all stakeholders feel physically safe, emotionally supported, and respected. As a result, at least 90% of students will report feeling safe, respected, and supported in their learning environment, as measured by the end-of-year student climate survey.

Evaluation Data Source: Impact will be determined by end of year survey.

Strategy 1

Implementation of campus-wide safety drills and procedures with 100% staff participation.

Strategy's Expected Result/Impact: Safe, respected, and supportive learning environment

Staff Responsible for Monitoring: Assistant Principal, School Resource Officer

Problem Statements: School Culture and Climate 1

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

The School Resource Officer (SRO) will conduct regular building and door security checks, ensuring that all exterior and classroom doors are locked throughout the day. The SRO will also monitor campus security cameras and maintain a visible presence during arrival, lunch periods, and campus events to deter safety concerns and respond quickly when needed. Additionally, the SRO will focus on building positive rapport with students by greeting them in the mornings, engaging during lunch, and being a familiar, trusted adult on campus.

Strategy's Expected Result/Impact: Promotes safety and sense of community

Staff Responsible for Monitoring: Administration

Problem Statements: School Culture and Climate 1

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

Morning Meetings will be held from 7:45-8:05 AM in every classroom : Teachers will guide discussions and activities focused on building social-emotional intelligence, interpersonal skills, and tolerance. Topics will include self-awareness, managing emotions, empathy, respectful communication, conflict resolution, and celebrating differences.

Strategy's Expected Result/Impact: Development of essential skills in a supportive, consistent environment that sets a positive tone for the school day.

Staff Responsible for Monitoring: Classroom Teachers, School Counselor

Problem Statements: School Culture and Climate 1

Title I:

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

Formative Reviews



Accomplished

October



Accomplished

January

March

May

Strategy 4

Tri-County Services and other youth support agencies will be welcomed on campus to provide counseling, social skills instruction, and mental health resources to support student well-being and success. In collaboration with the campus school counselor, these partners will lead small group counseling and targeted social skill activities, focusing on Tier 3 students with intensive behavioral or emotional needs.

Strategy's Expected Result/Impact: Enhanced home-school partnerships and overall student well-being and academic readiness

Staff Responsible for Monitoring: School Counselor

Problem Statements: School Culture and Climate 1

Title I:

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 5

Provide 24-hour access to the Anonymous Alerts reporting system for both students and parents, allowing individuals to anonymously report bullying, suspicious activity, or other student-related concerns directly to campus administration. The school will promote awareness and accessibility through campus website, newsletters, classroom posters, and student/parent orientation materials.

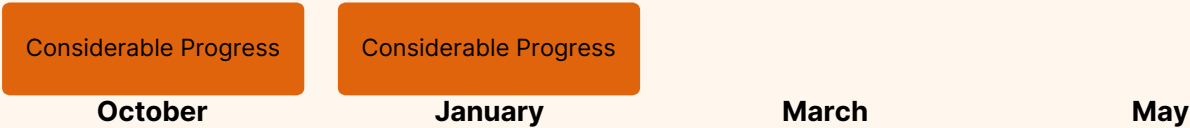
Strategy's Expected Result/Impact: Foster a culture of safety, trust, and proactive intervention

Staff Responsible for Monitoring: Administration

Title I:

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

Formative Reviews



Strategy 6

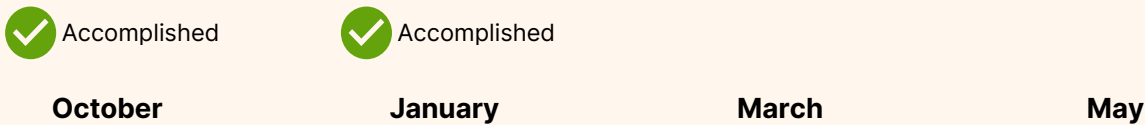
Enhance campus safety by reviewing and enforcing Raptor visitor management system check-in protocols while limiting building access to designated secure entry points through key card or buzzer systems.

Strategy's Expected Result/Impact: Foster a culture of safety, trust, and proactive intervention

Staff Responsible for Monitoring: Administration, Campus Staff, and SRO

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.	The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

Performance Objective 2 High Priority

During the 2025-2026 school year, Lagway Elementary will strengthen mutual relationships with families and the broader community by implementing at least two outreach initiatives per semester, maintaining consistent two-way communication, and encouraging family and community participation in school events with 50% attending as measured by event sign-ins, surveys, and communication logs.

Evaluation Data Source: Sign in sheets, surveys, communication logs

Strategy 1

Principal will conduct (4) 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

Problem Statements: Family and Community Engagement 1

Funding Sources: Refreshments 211 - Title 1-A, \$500

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 2

Lagway Elementary will schedule various opportunities to build community within our school during the 2025-2026 school year...Meet the Teacher, Open House, grade level music programs,

PTO meetings, WatchDOG participation, Fall Festival, Fun Runs, Grandparents Day, and Field Days, along with academic focused nights such as Science Night, Books and Blue Bell, STAAR presentations before music programs, and parent conferences.

Strategy's Expected Result/Impact: Increased parent engagement as well as involvement

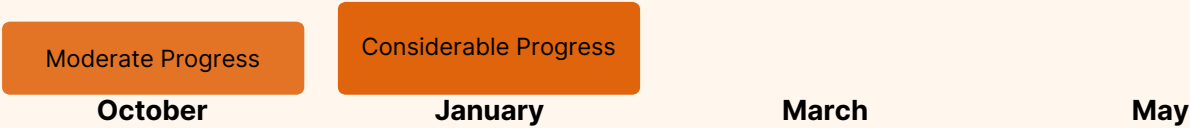
Staff Responsible for Monitoring: Administration, Classroom Teachers, Staff

Problem Statements: Family and Community Engagement 1

Funding Sources: Refreshments and materials for academic nights 211 - Title 1-A, \$2,000

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 While the school provides multiple opportunities for family and community engagement, inconsistent participation--particularly in academic-focused activities and parent-teacher communication--limits the depth of family-school partnerships necessary to support student achievement.	The inconsistency in family engagement is largely due to a lack of structured and flexible opportunities that accommodate families' diverse schedules and priorities, coupled with the absence of dedicated parent-teacher conference days that support meaningful academic dialogue.

Performance Objective 3 **High Priority**

By October 2025, staff will build and maintain genuine, trust-based relationships by consistently setting and modeling clear expectations, providing constructive feedback, and fostering open communication with students on campus.

Evaluation Data Source: Evaluation sources include participation logs, reflections, and feedback on surveys.

Strategy 1

All staff will participate in at least two professional learning activities focused on relational capacity, mentoring, and collaboration strategies.

Strategy's Expected Result/Impact: Strength educators' skills in building relationships and effective mentorship.

Staff Responsible for Monitoring: Administration

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

Some Progress

OctoberJanuaryMarchMay

Strategy 2

Provide access to EduHero training modules focused on PBIS, behavior support, student safety, crisis response, and school policies and procedures.

Strategy's Expected Result/Impact: Uphold a safe, consistent, and supportive school environment for all students

Staff Responsible for Monitoring: Campus Staff

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

✓ Accomplished

✓ Accomplished

OctoberJanuaryMarchMay

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Although the school community is aligned with the vision, mission, and performance expectations, inconsistent communication and implementation across teams and classrooms have led to varied interpretations of behavioral and academic standards, which impacts campus-wide consistency and student experience.	The lack of ongoing, structured dialogue and reinforcement of schoolwide expectations and values throughout the year--combined with differences in classroom dynamics and team support--has contributed to inconsistencies in how expectations are applied and perceived by both staff and students.

Goal 5

Communication: We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By May 2026, Lagway Elementary will ensure that all school-to-home communication is intentional, consistent, and easily accessible by publishing a monthly campus newsletter, maintaining an up-to-date school website, and posting to official social media platforms weekly.

Evaluation Data Source: Surveys reflect improved satisfaction.

Strategy 1

Emails, call outs, and text messages through FinalSite will be utilized consistently by administration. In addition, teachers will provide communication through email and FinalSite. Other communication provided through PeachJar.

Strategy's Expected Result/Impact: Parent satisfaction with consistent communication

Staff Responsible for Monitoring: Administration, teachers, and staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

