

Manor Independent School District
Lagos Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Strategic Plan Goals (5 year plan)

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

District Student Outcome Goals (2 year plan)

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

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

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lagos Elementary opened 2018 -2019 school year and is the 9th elementary school for Manor ISD. Lagos will and serve predominately economically disadvantaged families. Lagos Elementary is expected to serve between 400-425 students in grades PK- 5. The student population is 25% African-American, 10% Anglo, .5% Asian, 60% Hispanic, and .1% Pacific Islander with a free and reduced lunch status of 80%. The staff population is 20% African American, 40% Anglo, 40% Hispanic, with 10% male and 90% female with an average of 10 years of experience. The overall mobility rate for the campus is 16.9%. The average daily attendance rate of 96.4. The goal for attendance is 97%. Lagos Elementary serves approximately 150 English Language Learner students, which is 40% of our population.

Demographics Strengths

In an effort to support the continued success of the school, Lagos Elementary monitors the ethnicity and gender of students in special programs to gauge the academic success of our subgroups. Lagos Elementary will departmentalize content areas in the upper grades to better meet the needs of students. We are anticipating the success of the Lagos will be based on the departmentalization and the acceptable retention rate of teachers and their highly qualified status of NCLB (No Child Left Behind).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Student Achievement

Student Achievement Summary

Manor ISD's score for Domain 1, Student Achievement is 70 out of 100.

Manor ISD's score for Domain 2, School Progress Part A is 65 out of 100.

Manor ISD's score for Domain 2 Part B is 73 out of 100.

Manor ISD's score for Domain 3 Closing Gaps is 60 out of 100.

Student Achievement Strengths

5th Grade Reading improved from 58-72.

5th Grade Reading improved from 67 to 77.

In US History, 82% of students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root causes will be determined when campus data is received for the new campus

School Culture and Climate

School Culture and Climate Summary

We are continuously searching for ways to improve culture and climate. We solicit feedback from parents and students to ensure Lagos is a place where students and families feel connected. Our goal is to have Lagos become a more integral part of the community. A few ways we do this is by offering many events on campus, such as Literacy and Academic Night, STAAR parent nights, Book-fair events, Spring Fling, Choir concerts, Open house and Curriculum Night. Our hope is that students and families will come to Lagos to engage in fun and educational activities. We welcome all new students personally and make special efforts to make the registration process easy and fun by connecting new families to our school. We work hard to include parents and staff in the decision-making process, including allowing parents to help create the compact and parent involvement policies, and informing parents of Title I. Lagos will implement PBIS (positive behavior supports) campus-wide.

School Culture and Climate Strengths

- Continuing focus on excellent customer service in all areas of the building.
- Using the Raptor system to screen every visitor for criminal history and student safety.
- Building the confidence in Lagos students, staff and community members by obtaining a "Met Standard" status.
- Focus on a reduction in discipline referrals.
- Improving facilities, which continues to receive positive comments from parents and students.
- Viewing parents as our partners in our school and encouraging parents to participate as volunteers to support the classroom teachers.
- Students are actively participating in school-wide activities including clubs and events both before and after school.
- Continuing strong parental involvement throughout the school year.
- Keeping student safety procedures in place.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Lagos Elementary all teachers and paraprofessionals are 100% highly qualified and in Title I compliance. Novice teachers are assigned a mentor teacher and have specialists coming in to offer coaching and assistance. The administrative team has "New Teacher" meetings to help support their growth at the beginning of the year.

Staff Quality, Recruitment, and Retention Strengths

All staff members at Lagos Elementary are a part of a Professional Learning Community, which is decision making bodies that collaborate and define barriers and solutions throughout the year. Teachers are also able to attend weekly professional development opportunities called PLC's (Professional Learning Communities) to build their instructional toolbox. A hard-working and talented staff has been hired for Lagos Elementary. Our goal is to get instructional leaders developed and comfortable enough to develop instructional capacities for their peers within a PBL setting. The focus will be to develop teacher leaders into peer coaches in order to continue to improve the instructional levels of all teachers. Lagos Elementary School participates in the MISD job fair where we are able to recruit new highly qualified staff members. Grade levels have been restructured to best utilize staff strengths and create an atmosphere of collaboration.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MISD uses the data management program called Eduphoria, which provides assessment management, reporting and analysis, curriculum management and program tracking for students. Having this tool will be a tremendous support for Lagos. Lagos teachers will teach the state-aligned curriculum provided by the district including TRS. Teachers will meet together regularly in common-planning meetings by grade level and subject area to study student data and plan to improve instruction. Administrators and coaches will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet weekly to plan lessons and review data as needed. The principal, AP and Instructional/Literacy Coach will meet with each grade level monthly to monitor student progress and lesson planning. We hold ourselves to a very high standard at Lagos and we work intensively to help our students experience success.

Curriculum, Instruction, and Assessment Strengths

- The campus is tightly aligned to the district and state standards.
- MISD utilizes forethought to strengthen the scope and sequence of curriculum with vetted assessments.
- Intervention and curriculum alignment is implemented early in the school year to focus on the needs of at-risk students.
- Progress monitoring is on-going and modifications are made accordingly to the needs of the students.
- Curriculum and assessments are closely aligned to ensure what is tested is taught.
- Early Reading Interventionists support students in tier III in the classroom through targeted intervention.
- CBA are created by the district and provided to the campus every 9 weeks.
- Campuses create standards based assessments (CFA--common formative assessments) every 3 weeks to progress measure.
- Data presentations are created by principals and shared with central office staff to monitor progress.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Parent and Community Engagement

Parent and Community Engagement Summary

Our parents as supporters has been established to help engage parents into the educational fold. School websites and access to a “parent accessible” computer in the Lagos front office and second computer lab will be available to the community. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs such as STAAR information programs and early childhood literacy programs. The written parental involvement policy is developed with the involvement of parents and an annual evaluation of the policy is completed. School-Parent compacts are developed and evaluated each year. Opportunities are provided to educate teachers on how to communicate and work with parents. Parents are provided notification on their right to request professional qualifications of their child’s classroom teacher and information on the state standards and performance goals and the academic achievement of their child. Notifications are provided in a language understood in the home. Parental involvement is critical and at each meeting, bilingual translators are available. Lagos will make excellent use of the online Blackboard system to notify parents via email and telephone of upcoming events. Events are listed on both the website and marquee.

Parent and Community Engagement Strengths

- Parent education classes are implemented during the school year to involve parents.
- The campus partners with the community to support the needs of the campus.
- Parents and the community feel welcomed and volunteer in various areas of the school including, but not limited to, field trips, academic celebrations, and family literacy events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

School Context and Organization

School Context and Organization Summary

To foster success, Lagos Elementary intends to provide intense professional development in the following areas:

1. Solid Tier I instruction in all content specific areas.
2. Focused grade level planning meetings and teamwork across all grade levels
3. Intervention "breakfast club" during the course of the day.
4. Afternoon Intervention for Tier II and Tier III students utilizing sped, specials, and aides with a "push in" model.
5. Continued implementation of PBIS (Positive Behavior Intervention Support)
6. Continue with Award and Recognition ceremonies across all grade levels
7. Consistent weekly walkthroughs
8. Implementation of technology across all grade levels
9. Tutorials within the after-school program
10. General Intervention Support Team (progress monitor students) GIST, Response to Intervention (RTI)
11. Implementation of Project Based Learning
12. Parental Involvement in all capacities

School Context and Organization Strengths

1. Solid Mission, Vision and Beliefs created by the staff and aligns with the district goals.
2. Parent Involvement policy and parent compact supporting student achievement.
3. Uninterrupted team planning days throughout the year - 225 minutes a week
4. Input-driven system
5. Campus plan is written and monitored by the campus advisory team.
6. Master schedule is conducive for Tier support for both Tier II and Tier III and is very effective in maximizing instructional time.
7. Student progress and performance is tracked with before school and after-school tutoring and classroom intervention sessions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Technology

Technology Summary

Lagos Elementary is a PBL (Project Based Learning) campus and will focus on helping students better understand how what they learn in school connects to the real world beyond the classroom. Instead of sitting in rows and trudging through worksheets, students are given the opportunity to collaboratively solve problems and explore roles that they will see in college and in the workplace. Lagos will have 5 laptops in the classroom as well as a combination of ipads, mac books and document cameras in the classroom. Teachers will have access to a microphone amplification device as well as mounted projectors.

Technology Strengths

1. Ipads for the Teachers
2. Macbook Pro computers for the teachers.
3. Embedded technology training weekly to support the new technology.
4. Projectors for all teachers in every grade level.
5. A wide variety of educational programs and applications provided by the district technology center to support student educational needs and learning goals.

Problem Statements Identifying Technology Needs

Problem Statement 1: Problem statement will be determined when campus data is received for the new campus **Root Cause:** Root Cause will be determined when campus data is received for the new campus

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 1: By July 2019, Lagos Elementary School Students will meet or exceed the campus goal of 70% performance on the STAAR Reading test for all students.

Evaluation Data Source(s) 1: Students will be monitored by universal screener data, running records, DRA, campus and district assessments and benchmarks.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with same goals for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Focused planning meetings will take place weekly to collaborate about instruction and data to enrich the learning of all students.	Campus Administrators, Instructional Coaches, Teachers, Interventionist	Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings.				
2) Provide intervention support for tier II and tier III students during breakfast club for 30 minutes daily.	Administrators, Instructional Coaches, Teachers	Breakfast Club tracking sheets turned in monthly by each teacher and interventionist.				
Funding Sources: Local Funds - Instruction - 0.00						
3) STAAR testing data, running records, DRA and universal screener data is analyzed and disaggregated to make informed decisions.	Administrators, Counselor, Teachers, Instructional Coaches	Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coach will facilitate student success meetings as well as grade level meetings for support and continuous coaching. LES teaches grades 2-5 will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success.				

4) Teachers will post learning objectives using formal TEKS, and we will statements with language objectives. The objectives will be visible for all to see in the classroom.	Administrators, Counselor, Teachers, Instructional Coaches	Review of classroom walkthrough data to look for trends within the grade levels and the campus.				
5) A Reading Interventionist will provide intense Reading instruction for tier III students not meeting academic progress and displaying an academic need.	Administrators and Interventionist	Review of monthly progress made by students based on data.				
Funding Sources: State Compensatory Education - 0.00						
6) After school tutorials for students based on benchmarks will receive remediation who are considered at risk. This would include: ELL and other students who are at-risk in grades 3rd-5th.	Campus Administrator, Teacher	Provide a listing of students for the afterschool program and monitor their progress with tracking and attendance sheets. Review of benchmark data for students who are attending the after school program.				
Funding Sources: Title I, Part A - 4000.00						
7) Teachers will implement the Fluency English Word Program (K-6) by learning 1000 common used English words. Teachers will implement the Non-Negotiable English Word Program K-5th grade of 800 vocabulary words.	Teachers and Administrators	Improvement of tier II and III scores of students in reading				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Be a district of choice in this Texas Region based on student success








Performance Objective 2: By July 2019, Lagos Elementary School Students will meet or exceed the campus goal of 60% or better performance on the STAAR Writing test for all students.

Evaluation Data Source(s) 2: Teachers will use response journals in the classroom as well as campus assessments and district benchmarks to chart progress.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue the goals for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Focused on planning meetings will take place weekly to collaborate about instruction to enrich the learning of all students in tier 1 academic vocabulary and writer's workshop strategies.	Campus Administrators, Instructional Coaches	Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings. Which will include, early release days and on campus and district professional development days and after school.				
2) Provide intervention support for tier II and tier III students daily during the school day by interventionist that are certified teachers and paraprofessionals.	Administrators, Instructional Coach, Counselor, Teachers and Aides	Breakfast Club tracking sheets turned in monthly by each teacher and weekly by interventionist.				
Funding Sources: Title I, Part A - 2500.00						
3) STAAR data, and benchmark data is analyzed and disaggregated to make informed decisions.	Administrators, Counselor, Teachers, Aides	Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coaches will facilitate student success meetings as well as grade level meetings for support and continuous coaching. LES teachers in grades K-5 will have data checkpoints with campus admin and coaches for writing.				
4) Teachers will post learning objectives using formal TEKS, and we will statements with language objectives. The objectives will be visible for all to see in the classroom.	Administrators, Instructional Coaches	Review of the classroom walkthrough data to look for trends within the grade levels and the campus.				
5) After school tutorials for students based on benchmarks remediation for students who are at-risk, including ELL students in grades 3-5.	Administrators	Provide a listing of students for the after school program and monitor their progress with tracking and attendance sheets. Review of benchmark data for students who are attending the after school program.				
Funding Sources: Title I, Part A - 4300.00						

6) Teachers will implement the Fluency English Word Program (K-6) by learning 1000 commonly used English words to build writing fluency. Teachers will implement the Non-Negotiable English Word program 1st-5th grade of 800 words.	Teachers and Administrators	Growth in universal screeners and DRA levels by the end of the year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Be a district of choice in this Texas Region based on student success

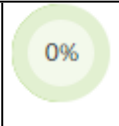
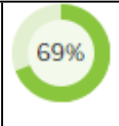
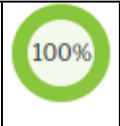


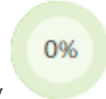

Performance Objective 3: By July 2019, Lagos Elementary School Students will meet or exceed the campus goal of 70% performance on the STAAR Math test for all students.

Evaluation Data Source(s) 3: Students will be monitored by universal screener- Aimsweb Math data, campus based assessments, (CBAs) rubrics, and numeracy fluency programs (Formative Loop)

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Focused planning meetings will take place weekly to collaborate about instruction to enrich the learning of all students using academic vocabulary and math strategies.	Campus Administrators, Instructional Coaches	Continuous professional development of numerous topics based on data will be addressed in PLC meetings. Which will include, early release days and on campus and district professional development days and after school,.				
2) Students will utilize math software programs such as Formative Loop to support numeracy fluency for all students.	Administrators, Counselor, Teachers, Aides	Daily and weekly reports will be monitored and reviewed by teachers and administrators to track student progress. Teachers will provide reteach mini lessons based on concepts not mastered from a review of progress reports. Homework is provided daily which increases fluency and parental involvement at home.				
3) Teachers will post learning objectives using formal TEKS, and we will statements with language objectives. The objectives will be visible for all to see in the classroom.	Administrators, Counselor, Teachers, Aides	Review of classroom walkthrough data to look for trends within the grade levels and the campus.				
4) STAAR data, and benchmark data is analyzed and disaggregated to make informed decisions.	Administrators, Counselor, Teacher, Aides	Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coaches will facilitate student success meetings as well as grade level meetings for support and continuous coaching. LES K-5 teachers will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success.				
5) After school tutorials for students based on benchmarks will receive remediation who are considered at risk. This would include: ELL and other students who are at-risk in grades 3rd-5th.	Administrators	Provide a listing of students for the afterschool program and monitor their progress with tracking and attendance sheets.				
Funding Sources: Title I, Part A - 4300.00						

6) Provide intervention support for tier II and tier III students daily during the school day by interventionist that are certified teachers	Administrators, Instructional Coach, Counselor, Teachers and Aides	Breakfast Club tracking sheets turned in monthly by each teacher and weekly by interventionist.				
Funding Sources: Title I, Part A - 4300.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 4: By July 2019, Lagos Elementary School Students will meet or exceed the campus goal of 70% performance on the STAAR Science test for all students.

Evaluation Data Source(s) 4: Students will be monitored by their use of Science applications in the classroom through labs and hands on learning activities, campus created assessments and district benchmarks.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue with goals for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Focused planning meetings will take place weekly to collaborate about instruction to enrich the learning of all students in tier 1 using academic vocabulary and science strategies.	Campus Administrators, Instructional Coaches	Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings. Which will include, early release days and on campus and district professional development days and after school.				
2) STAAR data, and benchmark data is analyzed and disaggregated to make informed decisions. This would include universal screeners.	Administrators, Instructional Coaches, Teachers, Aides	Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coaches will facilitate student success meetings as well as grade level meetings for support and continuous coaching. 5th grade LES teachers will have data checkpoints with campus admin to focus on SEs not mastered and create an action plan for success.				
3) Teachers will post learning objectives using formal TEKS, and we will statements with language objectives. The objectives will be visible for all to see in the classroom.	Administrators, Counselor, Teachers, Aides	Review of classroom walkthrough data to look for trends within the grade levels and the campus.				
4) Provide Science Intervention support for tier II and tier III students.	Administrators, Counselor, Teachers, Aides	Breakfast Club tracking sheets turned in monthly by each teacher and interventionist.				
Funding Sources: Title I, Part A - 4100.00						
5) After school tutorials for students based on benchmarks, remediations ESL/ELL, at risk indicators and teacher referral in grades 3-5.	Administrators	Provide a listing of students for the after school program and monitor their progress with tracking and attendance sheets.				
Funding Sources: Title I, Part A - 1500.00						



Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 5: By July 2019, Lagos Elementary will maintain an attendance rate of 97% by the end of the academic school year to increase student achievement.

Evaluation Data Source(s) 5: Close monitoring of 6 weeks peims reports by overall campus and grade levels. Accountability rating reports.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Lagos Elementary will monitor attendance rates bimonthly and make calls to students with excessive absences.	Campus Administrators, Instructional Coaches, Teachers, and Aides	Recognizing our students at each awards ceremony every nine weeks. Students will receive a perfect attendance award tag that is labeled per nine weeks. At the end of the year, student are recognized as our NBA (Never Been Absent) club and they will receive a bronze medal at the end of the year awards ceremony.				
2) Lagos Elementary will increase our attendance rate by 1% by the end of the school year from 96.6%-97.6% in 2018.	Campus Administration, Instructional Coaches, Teachers, Aides	We will monitor our ADA monthly and make contact with parents for those students who have excessive absences. Better attendance will contribute to success in the classroom and standardized testing. Recognition ceremonies will also increase parental involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 1: By July of 2019, Lagos Elementary will offer a variety of professional development opportunities in Reading, Writing, Math and Science throughout the school year to facilitate teacher growth.

Evaluation Data Source(s) 1: T-TESS
Teacher feedback forms from PD sessions and student data, teacher surveys

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers and paraprofessionals will be offered professional development opportunities throughout the school year.	Administrators and Coaches	T-TESS evaluations, Student Data, and records of teacher PD from Euphoria. Teacher presentations in PLC meetings and faculty meetings.				
	Funding Sources: Title I, Part A - 1000.00					
2) Administrators will be offered professional development opportunities throughout the school year.	District Personnel	Student data, accountability ratings, Administrator and Coaches presentations in Principal meetings.				
	Funding Sources: Title I, Part A - 1000.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 2: Lagos Elementary will increase employee engagement in the area of employee recognition and appreciation by recognizing employees monthly.

Evaluation Data Source(s) 2: Employee recognition ballot sheets

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Lagos Elementary will increase employee engagement in the area of employee recognition and appreciation by recognizing employees monthly with a ballot process and selection process of teacher of the month, staff of the month, and support staff.	Administrators	Teacher/Staff retention				
2) LES will create 30 day meetings with new to Manor staff to address their needs.	Administrators	Teacher/Staff retention				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: By July 2019, Lagos will create a PTA to increase internal and external community partnerships to support student success to from 20 members to 35 members.

Evaluation Data Source(s) 1: Creation of a PTA board and PTA membership

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the goals for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) LES will create a PTA board as well as increase PTA membership to 50 members with PTA membership drives in the month of September, November, February, April and May meetings.	Administrators, Teachers and Parents	Track growth in membership monthly from August to May				
2) Provide Communication about events: flyers, newsletters, announcements, campus website, brochure, parent and teacher family nights	Campus administration, counselor, instructional coach, teachers and paraprofessionals	Increase parental involvement by a review of sign-in sheets and membership drives				
3) Provide a student and family support specialist and parent liaison to act as a resource for parents and the community.	Campus administration	Increase performance in attendance, student achievement and parental involvement				
4) Blackboard messages and twitter messages will be sent to parents for announcements and emergencies	Administration	Increased communication to parents to increase parental involvement				
= Accomplished = Continue/Modify = No Progress = Discontinue						

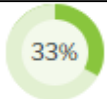

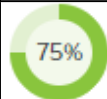
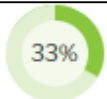
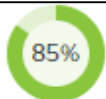
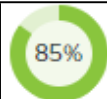
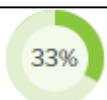
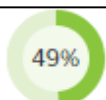
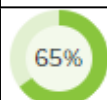



Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

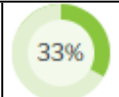
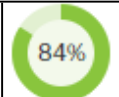





Performance Objective 1: By July 2019, Lagos will maintain low bullying and disciplinary referrals among students by less than 30% of the student population.

Evaluation Data Source(s) 1: Lagos PBIS committee will review PEIMS discipline reports from Skyward reports each 6 weeks to look for trends.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Lagos Elementary will work proactively with students using HERO behavior plans and reward students for modeling exemplary behavior.	Campus Administrators, Counselor, Instructional Coach, Teachers and Aides	At each award ceremony, we should see an increase in the number of students that are recognized at the assemblies.				
Funding Sources: Title I, Part A - 3000.00						
2) Identify students needing additional social and emotional support and provide individual and group counseling to those students in need through mentoring. In addition to, partner with SFSS to locate resources that provide wrap around services for those families.	Campus Administrators, Counselor, SFSS, and Teachers	Increase self-esteem and social skills for students who are receiving services and/or mentoring through the campus CICO (check-in and check-out) system to students who are in need of additional support from administrators and teachers.				
3) Lagos Elementary will continue to focus on anti-bullying techniques to help support students. Students will attend anti-bullying presentations and trainings with both the counselor, administrators, and teachers.	Administrators, Counselors, Teachers, and Aides	A reduction in referrals related to bullying as well as an increase in student HEROES (citizenship) at each award ceremony.				
4) Increase student involvement in campus based service learning and clubs to reduce behavior. This would include Robotics, Chess, Safety Patrol, U.I.L, Student Council, Peer Mediation, Art Club, Choir, and Garden Club	All campus and district personnel	We will measure this by the number of students we have participating in the programs.				
Funding Sources: Title I, Part A - 2000.00						

<p>5) Provide regular classroom guidance lessons to all students addressing character, self-esteem, motivation, responsible behavior, decision making, goal setting, problem solving, and bullying. Instruction on positive social interaction. Students will be exposed to the second step curriculum on a monthly basis from October to March.</p>	<p>Counselor, Teachers, Administration</p>	<p>Discipline Referral Reduction as well as a reduction in occurrences of bullying.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 2: By July 2019, Lagos Students will demonstrate the foundation of strong character by receiving character lessons monthly in grades K-5 by the guidance counselor.

Evaluation Data Source(s) 2: The number of bullying incidents will not exceed 100 during the school year.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide regular classroom guidance lessons to all students addressing character, self-esteem, motivation responsible behavior, decision making, goal setting, problem solving, and bullying. Instruction on positive social interaction (manners/respect/language/bullying) will be modeled and taught through guidance lessons through special classes from October to March.	Counselor, Teachers, Administration	Students will be recognized who demonstrate and model positive character traits as a student of the month.				
2) Identify students needing additional social and emotional support and provide individual and group counseling to those students in need through mentoring and partnering with SFSS.	Campus Administrators, Counselor, SFSS, and Teachers	Increase self-esteem and social skills for students who are receiving services.				
3) Lagos Elementary will continue to focus on anti-bullying techniques to help support students. Students will attend anti-bullying presentations and trainings with both the counselor, administrators and teachers. Students will be exposed to the second step curriculum on a monthly basis. Students mediators will be utilized to help facilitate ongoing positive interactions and problem solving among student peers.	Administrators, Counselor, Teachers, and Aides	A reduction in referrals related to bullying as well as an increase in student HEROES(citizenship) at each award ceremony.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 3: By July 2019, 95% of Lagos Elementary School students in grades K-5 will participate in School Health Programs called Fitness Gram and Marathan Kids.

Evaluation Data Source(s) 3: PE Coach will keep tracking sheets of data on the progress of the students for the fitness gram testing.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The PE teacher will increase activities that are directly related to the fitness gram program.	Administrators and PE teacher	Fitness Gram Results Nurse Records				
2) The PE teacher will use the Marathon Kids program to help students to maintain better health by promoting a Spartan Fun Run and help students to maintain a healthy weight.	Administrators and PE teacher	Good health is foundational to people fulfilling their potential. Marathon Kids can be a program that provides a path to good health which supplies young people the opportunity to fulfill their potential and promote academic success.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 4: By July 2019, students will engage in a variety of individualized and flexible learning opportunities inside and outside the classroom via the TEKS based curriculum/PK standards based field trip opportunities during the school year.

Evaluation Data Source(s) 4: Student reflection about their learning from the field trip

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Students will take field trips relating to PK standards and/or TEKS based standards related to the curriculum to enrich concepts introduced in the classroom in the content areas of Math, Reading, Science, and Social Studies.	PK-5 Teachers Administrators Counselor Coach	Attendance at field trips Assessment based upon: teacher observations questioning pictures writing discussions student reflections				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 1: From November 2018-May 2019, Lagos Elementary will provide classroom substitutes teachers to support teachers learning the MISD curriculum and the successful implementation of project based learning (PBL).

Evaluation Data Source(s) 1: Creation of PBL projects

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will have the necessary time to learn the state curriculum and plan TEKS based project based learning projects also known as PBL.	Campus administration	The creation of student PBL projects				
Funding Sources: Title I, Part A - 7500.00						
2) Lagos Elementary will increase the percentage of students and teachers successfully demonstrating the use of digital citizenship as it relates to grade-level readiness	Campus administration and teachers	Teachers will have the necessary tools to teach creative lessons in the classroom using technology and project based learning.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 2: Lagos Elementary will utilize title one funds to purchase hardware and software technology

Evaluation Data Source(s) 2: The use of classroom technology and web based software programs in the classroom

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Hardware technology such as ipads, laptops, apple TVs, technology carts, printers, ink cartridges/toner/drums will be purchased to support TEKS based project based learning	Campus administration	Students will use the technology as workstations and learning centers to support mastery of learning outcomes				
	Funding Sources: Title I, Part A - 2000.00					
2) The campus will purchase software based programs to create student assessments as well as web based student programs that will increase student in Reading, Math, Writing and Science	Campus Administration	Increased student achievement				
	Funding Sources: Title I, Part A - 3500.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 3: From November 2018-May 2019, Lagos Elementary will provide classroom teachers with instructional resources to support the successful implementation of project based learning (PBL)

Evaluation Data Source(s) 3: Creation of PBL projects

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue the goal for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will have the instructional resources need to complete science projects, utilize math manipulative/resources and books for students to read	Campus administration, teachers, paraprofessionals	Students will have classroom resources to conduct science experiments or other campus projects as needed				
Funding Sources: Title I, Part A - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

State Compensatory

Personnel for Lagos Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melanie Griffin-Hamlin	Academic Interventionist	Literacy (K-5)	1