Ysleta Independent School District

Lancaster Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

The mission of Lancaster Elementary is to empower every child to be a lifelong learner by challenging and supporting them to be independent and resilient, always striving for excellence and growth, as we celebrate their effort, help them plan and execute their ideas, and encourage them to be caring, collaborative, and adaptive problem solvers.

Vision

The Vision of Lancaster Elementary is to help all students grow into amazing leaders by inspiring and motivating them to be resilient and confident learners who can solve problems, while teaching them to be kind, respectful, and independent, making them positive contributors to our world, and fostering teamwork, high expectations, and a supportive environment where every child learns with joy and finds success.

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Comprehensive Needs Assessment

Demographics

Summary

Lancaster Elementary is proud to serve a richly diverse community of approximately 491 students. Our student body reflects a wide range of backgrounds and experiences, with about 85% of our students coming from economically disadvantaged households. This diversity is further enriched by the fact that 41% of our students are emergent bilinguals, bringing a wealth of linguistic and cultural perspectives to our school environment. Additionally, 18% of our students receive special education services, highlighting our commitment to inclusivity and tailored educational support.

To meet the varied needs of our students, Lancaster Elementary offers a comprehensive array of programs. These include academic, language, special education, intervention, enrichment, and extracurricular activities, all designed to cater to the individual strengths and needs of our students. Our goal is to provide a holistic educational experience that not only addresses academic requirements but also fosters personal growth and development.

Our dedicated staff is integral to the success of our students. Comprising classroom teachers, special education and bilingual educators, paraprofessionals, instructional and student-support personnel, and campus leadership, our team works collaboratively to support students in all aspects of their school life. This collaborative approach ensures that we are not only addressing academic needs but also supporting the social and emotional well-being of our students.

In our commitment to continuous improvement, we regularly review key data points such as student demographics, attendance, mobility, discipline, program participation, and academic performance. This data-driven approach informs our campus planning and decision-making processes, ensuring that our resources and supports are effectively aligned with the evolving needs of our school community. By doing so, we strive to create an environment where every student has the opportunity to succeed and thrive.

Strengths

Lancaster Elementary's strength is its intentional response to the diverse academic, linguistic, and individual needs of students. The campus implements a PK–5 Dual Language model and provides targeted language-development support for emergent bilingual students. Students receiving special education and intervention services are supported through individualized programming, accommodations, targeted instruction, and collaboration among general education, special education, and support staff. PLTs and ongoing analysis of student data allow staff to identify needs, monitor progress, and adjust supports accordingly.

At Lancaster Elementary, we pride ourselves on our intentional response to the diverse academic, linguistic, and individual needs of our students. Our commitment to inclusivity and personalized education ensures that every student receives the attention and resources they need to thrive. By recognizing and valuing the unique backgrounds and abilities of our students, we create an environment where all learners feel supported and empowered to reach their full potential.

Our implementation of a PK–5 Dual Language model is a testament to our dedication to fostering bilingualism and biliteracy from an early age. This program not only enhances language skills but also promotes cultural awareness and sensitivity among our students. Additionally, we provide targeted language-development support for emergent bilingual students, ensuring they have the tools necessary to succeed academically while maintaining their native language.

For students receiving special education and intervention services, we offer individualized programming that is tailored to their specific needs. Through accommodations, targeted instruction, and collaboration among general education, special education, and

support staff, we ensure that these students receive a comprehensive and cohesive educational experience. Our approach is designed to maximize their learning potential and help them achieve their personal and academic goals.

Professional Learning Teams (PLTs) and ongoing analysis of student data are integral to our strategy for continuous improvement. By regularly reviewing data, our teachers and staff can identify student needs, monitor progress, and adjust supports as necessary. This data-driven approach allows us to be proactive in addressing challenges and ensures that our educational practices are both effective and responsive to the evolving needs of our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Campus data indicate a continued need to strengthen academic growth and achievement among identified student groups, including emergent bilingual and special education students. Consistent implementation of differentiated Tier 1 instruction, language supports, appropriate accommodations, progress monitoring, and targeted intervention is needed to ensure all students demonstrate academic growth.	The diverse academic, linguistic, and individual needs of students require continued refinement and coordination of Tier 1 supports, accommodations, intervention, progress monitoring, and specialized services. Campus systems must continue to strengthen how student needs are identified, supports are aligned, and progress is monitored to ensure timely adjustments for individual learners.

★ = Priority

Student Learning

Summary

Lancaster Elementary has achieved remarkable academic success in 2026, as evidenced by earning an A accountability rating and receiving six distinctions across key areas such as Reading/ELA, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. This accomplishment reflects the dedication of our students and staff to maintaining high educational standards. The STAAR results further highlight our students' capabilities, with 83% achieving Approaches Grade Level or above in Reading Language Arts (RLA), 59% reaching the Meets level, and 26% attaining the Masters level. In Mathematics, 81% of students reached Approaches, 62% Meets, and 33% Masters, showcasing our commitment to academic excellence.

Our early learning programs have also shown significant strengths, particularly in pre-kindergarten literacy and mathematics readiness. These foundational skills are crucial for setting our youngest learners on a path to future academic success. By focusing on early literacy and numeracy, we are ensuring that our students are well-prepared for the challenges of subsequent grade levels.

To ensure the continued success of all our students, we conduct thorough reviews of campus assessments, growth metrics, TELPAS, and special education data. This comprehensive analysis allows us to monitor the performance and progress of all students, including those in identified student groups. While our overall achievement remains commendable, the data indicate areas where we can further enhance our efforts, particularly in Reading academic growth, early literacy, third-grade achievement, and the performance of specific student groups. Addressing these areas will be a priority as we strive to provide an equitable and high-quality education for every student at Lancaster Elementary.

Strengths

Lancaster students demonstrated strong academic performance across multiple content areas in 2026. The campus earned academic distinctions in Reading/ELA, Mathematics, and Science, as well as distinctions for Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. Mathematics growth increased from 60% to 71%, and PK students demonstrated strong end-of-year readiness in literacy and mathematics.

These results reflect the collective work of students, teachers, and staff and the instructional systems established to support student learning. PLTs, data analysis, 15-Day Challenge instructional cycles, targeted intervention, and progress monitoring provide opportunities to identify student needs, adjust instruction, and monitor progress throughout the year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Reading academic growth remains an area of need. The percentage of students achieving expected or accelerated growth in Reading decreased from 75% to 69%, indicating that not all students are making the academic growth necessary to meet or exceed grade-level expectations.	Continued alignment is needed among Tier 1 RLA instruction, assessment, progress monitoring, intervention, and instructional response to identify student needs early and address them through timely, targeted support. Campus systems for collaborative planning, data analysis, coaching, and follow-up must continue to strengthen the connection between student evidence and instructional decisions.

★ = Priority

School Processes & Programs

Summary

Lancaster Elementary has established instructional, organizational, and student-support systems designed to support academic achievement and the development of the whole child. Instructional processes include collaborative PLTs, data analysis, 15-Day Challenge instructional cycles, a daily intervention block, common assessments and district checkpoints, instructional walkthroughs, coaching, and professional learning. Campus leadership uses collaborative decision-making and ongoing review of student and campus data to identify needs, allocate resources, and adjust priorities. Organizational systems support communication, scheduling, technology integration, safety, student services, family engagement, and extracurricular and cocurricular opportunities. Through these interconnected systems, the campus works to provide students, teachers, staff, and families with the academic and nonacademic supports needed for student growth and success.

Strengths

A strength of Lancaster Elementary is the use of established systems to support the academic, social, emotional, health, and safety needs of students. Teachers collaborate through PLTs and use student data to plan instruction, intervention, and next steps for learning. Campus administration and instructional coaches support teachers through walkthroughs, feedback, collaborative planning, modeling, and professional learning. Leadership and decision-making processes include ongoing review of campus data and collaboration among staff to respond to identified needs.

Consistent communication through weekly parent newsletters, ClassDojo, conferences, and campus outreach keeps families informed and connected to the school community. Lancaster intentionally promotes student belonging, positive behavior, attendance, wellness, and family engagement through opportunities such as Aztec of the Month, positive office referrals, Bell-to-Bell and VIP attendance celebrations, Learning Pictures, and Fitness Fridays. Family events, student performances, extracurricular opportunities, and community partnerships provide additional opportunities for students and families to participate in the school community. Partnerships and campus initiatives also connect families with health and safety resources through opportunities such as flu clinics and car-seat safety programs. Together, these systems reflect a whole-child approach and contribute to a positive and connected school community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Lancaster Elementary has multiple instructional, intervention, student-support, family engagement, and enrichment systems in place; however, continued coordination and monitoring are needed to ensure these systems work cohesively, remain responsive to identified needs, and have the intended impact on student outcomes.	Campus programs and supports have expanded, creating a need for stronger systems to monitor effectiveness, align resources, and make timely adjustments based on identified needs.

★ = Priority

Perceptions

Summary

At Lancaster Elementary, we prioritize creating a school environment that is positive, welcoming, and supportive for all members of our community, including students, staff, and families. This commitment is reflected in our efforts to foster a culture where everyone feels valued and respected, contributing to a nurturing educational experience.

Effective communication and engagement with our school community are vital components of our approach. We ensure that parents are kept informed and involved through weekly newsletters, the use of ClassDojo for real-time updates, and regular parent-teacher conferences. Additionally, we host family events and campus celebrations that bring our community together, while also recognizing the achievements of both students and staff. Our individual outreach efforts further strengthen these connections, ensuring that every voice is heard and valued.

To promote a sense of belonging and encourage positive behavior among our students, we have implemented various recognition programs. These include celebrating attendance milestones, offering a range of extracurricular activities, and upholding cherished campus traditions. Such initiatives not only motivate students but also help them feel an integral part of the school community.

Our partnerships with local organizations enhance the support we provide to our students and their families. These collaborations allow us to offer additional resources in areas such as academics, health, and safety, ensuring that our community's needs are met comprehensively.

Finally, we are committed to continuous improvement in our communication, engagement, and school climate. By regularly reviewing feedback and participation from stakeholders, our campus leadership identifies areas for growth and implements strategies to enhance our school environment. This ongoing process ensures that Lancaster Elementary remains a dynamic and responsive educational institution.

Strengths

Lancaster demonstrates a strong sense of school pride and community. Students and staff are regularly recognized and celebrated, and families have multiple opportunities to participate in academic, wellness, cultural, and school-community activities. Consistent communication helps families stay informed about academics, attendance, campus expectations, events, and opportunities for involvement. Community partnerships extend additional support and resources to students and families. These efforts contribute to a campus culture focused on belonging, high expectations, positive relationships, and celebrating the success of students and staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Lancaster provides multiple opportunities for stakeholder communication, feedback, and engagement. Continued growth is needed in using stakeholder input and participation data to evaluate campus initiatives and guide ongoing improvement.	Stakeholder input is gathered through multiple methods; however, opportunities exist to strengthen how feedback and participation data are analyzed and connected to campus planning and improvement efforts.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize SEE tutoring support during designated intervention blocks to provide targeted, small-group instruction for students demonstrating academic learning gaps. Tutors will provide supplemental support based on student performance data and identified areas of need to accelerate student growth and increase proficiency.

Strategy's Expected Result/Impact: Students receiving SEE tutoring support will demonstrate increased academic growth and progress toward grade-level proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher

Funding Sources: Title I, Part A, 211-11-6125-00-133-99-000-A, $18,500

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy

Provide differentiated and flexible learning experiences that promote critical thinking, creativity, and the development of advanced-level products. Provide GT-identified students with accelerated, enriched, and differentiated instruction, including opportunities to participate in GT competitions and enrichment experiences aligned with the district GT program.

Strategy's Expected Result/Impact: Increase academic growth, critical thinking, creativity, and student engagement among GT-identified students through rigorous learning experiences and opportunities to demonstrate advanced-level performance.

Staff Responsible for Monitoring: GT Coordinator

Funding Sources: Field Trips/Presenters/Competitions/Materials/Family Engagements Gifted and Talented, $3,122

Title I: 2.5.2

Formative Reviews

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Strategy 3

Implement and monitor the PK-5 Dual Language model to strengthen academic vocabulary and language development. Provide Summit K12 for grades 2- 5 to support targeted language acquisition and TELPAS preparation, using student data to guide instruction and language of assessment.

Strategy's Expected Result/Impact: Increase academic vocabulary, English language proficiency, and student growth across TELPAS domains, improving TELPAS performance and academic achievement for Emergent Bilingual students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers

Funding Sources: K-12 Summit 2nd Grade Title I, Part A, $1,000

Formative Reviews

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Strategy 4

Implement and monitor effective PLTs to strengthen Tier 1 instruction through the 15-Day Challenge and YISD instructional frameworks across all content areas. Utilize data to plan and adjust instruction through ISNs, guided practice, stations, supplemental programs, and targeted interventions.

Strategy's Expected Result/Impact: Improve the quality and consistency of Tier 1 instruction, resulting in increased student mastery, academic growth, and achievement across all content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Interventionist, Counselor, IT, Librarian, Teachers,

Funding Sources: General Supplies, Software/Tech Supp/Equip Title I, Part A, $25,000

Formative Reviews

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Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle

assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

PK-3 teachers will provide high-quality Tier 1 instruction, guided practice, and targeted interventions based on student data and identified needs, with ongoing progress monitoring to adjust instruction and accelerate student growth.

Strategy's Expected Result/Impact: Increase early literacy and numeracy achievement by closing identified learning gaps and increasing the percentage of students demonstrating grade-level proficiency and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Teachers, Instructional Coaches, Interventionist

Formative Reviews

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Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

K-2 teachers will consistently implement evidence-based Reading Academies strategies and differentiated instruction to strengthen foundational literacy skills and support reading acquisition based on individual student needs.

Strategy's Expected Result/Impact: Increase student growth and proficiency in foundational literacy skills, resulting in improved reading achievement and readiness for grade-level expectations.

Formative Reviews

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Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

K-2 teachers will provide high-quality Tier 1 math instruction, guided practice, and targeted interventions based on i-Ready and formative assessment data, with ongoing progress monitoring to address identified learning needs and accelerate student growth.

Strategy's Expected Result/Impact: Increase K-2 student growth and proficiency in mathematics, with at least 25% of students achieving Level 4 or higher on the EOY i-Ready Math assessment.

Formative Reviews

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Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Utilize PLTs and the 15-Day Challenge Framework to plan and monitor rigorous Tier 1 instruction in 3rd grade based on student performance data. Provide differentiated small-group instruction, learning stations, targeted interventions, and higher-level questioning aligned to grade-level TEKS and STAAR expectations.

Strategy's Expected Result/Impact: Increase 3rd-grade student mastery of grade-level TEKS, with at least 67% of students achieving Meets Grade Level or above on STAAR.

Formative Reviews

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Strategy 2

Utilize reading assessment data and Amira to provide personalized learning pathways through a station-rotation model. Incorporate Summit K12 strategies and targeted instruction to strengthen academic vocabulary, comprehension, and fluency, while monitoring student progress through individual data trackers.

Strategy's Expected Result/Impact: Increase reading proficiency and mastery of grade-level TEKS through targeted, data-driven instruction, contributing to at least 67% of 3rd-grade students achieving Meets Grade Level or above on STAAR Reading.

Formative Reviews

November	March	May

Performance Objective 6

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Implement and monitor the Math and Science Instructional Framework to strengthen Tier 1 instruction through learner engagement, activation of prior knowledge, investigations, literacy connections, real-world applications, ECRs, checks for understanding, and common assessments.

Strategy's Expected Result/Impact: Increase student engagement, conceptual understanding, and mastery of grade-level Math and Science TEKS, resulting in improved performance on campus, district, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach (Math), Classroom Teachers, Special Education Teachers

Funding Sources: Title I, Part A, $5,000

Formative Reviews

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Performance Objective 7

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Utilize PLTs and the 15-Day Challenge Framework to plan and monitor rigorous Tier 1 instruction and differentiated learning stations that incorporate DOK questioning, student discourse, and opportunities for higher-level thinking and application.

Strategy's Expected Result/Impact: Increase student engagement, critical thinking, and mastery of grade-level TEKS through rigorous, data-driven Tier 1 instruction and differentiated learning experiences.

Formative Reviews

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Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Integrate ELPS and the four TELPAS language domains into Tier 1 instruction across content areas through consistent implementation of Talk, Read, Talk, Write (TRTW), linguistic supports, and purposeful opportunities for academic discourse. Implement ELBO lessons in 2nd grade to provide targeted support for Emergent Bilingual students in language acquisition and academic vocabulary development.

Strategy's Expected Result/Impact: Increase English language proficiency and academic vocabulary development, resulting in measurable growth across the TELPAS domains and improved academic achievement for Emergent Bilingual students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dual Language Teachers, Instructional Coaches, Librarian

Formative Reviews

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Strategy 2

Establish and monitor individualized TELPAS language development goals across the four domains of listening, speaking, reading, and writing. Use student progress data to provide targeted linguistic accommodations and instructional supports that strengthen language acquisition, academic processing, and higher-level thinking skills.

Strategy's Expected Result/Impact: Increase English language proficiency and student growth across all four TELPAS domains, with students demonstrating progress toward their individual language development goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dual Language Teachers, Instructional Coaches

Formative Reviews

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Performance Objective 9

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Provide rigorous, standards-aligned Tier 1 instruction and specially designed instruction for students receiving Special Education services. Utilize student data, IEP goals, accommodations, targeted small-group instruction, and interventions to address individual learning needs while maintaining access to grade-level TEKS and rigor.

Strategy's Expected Result/Impact: Increase academic growth and mastery of grade-level TEKS for students receiving Special Education services, with at least 25% achieving Meets Grade Level or above on STAAR assessments.

Formative Reviews

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Review Employee Engagement Survey results with faculty and staff to identify areas of strength and growth. Gather staff input and implement targeted initiatives to strengthen campus climate, culture, and employee engagement.

Strategy's Expected Result/Impact: Improve employee engagement and campus climate, with a goal of increasing the overall survey average toward 4.0.

Staff Responsible for Monitoring: Administration, Leadership, Teachers, and Staff

Formative Reviews

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Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Strengthen parent communication and engagement through two parent-teacher conferences, consistent ClassDojo communication, and regular sharing of campus information through weekly newsletters, resources, and celebrations on social media and in person, such as Aztec of the Month and Positive Office Referrals.

Strategy's Expected Result/Impact: Increase parent engagement, strengthen school-family partnerships, and improve families' awareness of student progress, campus expectations, and opportunities for involvement.

Staff Responsible for Monitoring: Administration, Leadership, Teachers, and Staff

Formative Reviews

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Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Provide meaningful family and community engagement opportunities through events such as Literacy Night, Math/Science Night, TELPAS Information Night, Scholastic Book Fair, Meet the Author, Aztec of the Month, and Fitness Friday. Strengthen ongoing communication and partnerships with families to support student learning and engagement.

Strategy's Expected Result/Impact: Increase family participation and strengthen school-family partnerships to support student achievement, attendance, and overall school success.

Staff Responsible for Monitoring: Administration, Leadership, Teachers, and Staff

Funding Sources: General Supplies & Hospitality Title I, Part A, $3,738

Formative Reviews

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Strategy 2

Host an Open House/Parent Orientation prior to the first day of school to welcome families, support registration and HAC access, provide Title I information, introduce teachers, and familiarize families with campus procedures and expectations.

Strategy's Expected Result/Impact: Increase family engagement and preparedness for the school year by ensuring families have access to essential information, resources, and campus supports.

Staff Responsible for Monitoring: Adminstration, Teachers, Leadeship

Formative Reviews

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Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Provide and promote a variety of extracurricular and enrichment opportunities that reflect student interests, including academic, athletic, fine arts, leadership, and service activities. Monitor participation data and identify opportunities to increase access and engagement for all students.

Strategy's Expected Result/Impact: Increase student engagement, leadership, school connectedness, and opportunities for enrichment, with at least 50% of students participating in one or more extracurricular activities.

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Monitor campus expenditures regularly and strategically allocate available funds based on identified student needs, campus improvement priorities, and instructional goals. Collaborate with campus leadership to review spending, adjust allocations as needed, and ensure fiscal responsibility throughout the school year.

Strategy's Expected Result/Impact: Maximize available resources to support student achievement and campus priorities while maintaining expenditures within the approved campus budget.

Formative Reviews

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Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Implement and monitor campus financial procedures and internal controls to ensure accurate documentation, appropriate cash handling, inventory accountability, and compliance with district policies and procedures. Provide ongoing communication and guidance to staff responsible for campus funds and resources.

Strategy's Expected Result/Impact: Maintain accurate and compliant financial practices, resulting in no material campus-level audit, compliance, inventory, cash-handling, or financial procedure findings and supporting the District's FIRST Rating.

Formative Reviews

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Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Implement and monitor campus safety procedures through scheduled drills, exercises, routine safety checks, and ongoing communication with staff and students. Regularly review campus safety protocols and address identified needs to ensure compliance with district and Texas School Safety Center requirements

Strategy's Expected Result/Impact: Maintain a safe, secure, and prepared learning environment, with 100% completion of required drills and exercises and no findings on the Intruder Detection Audit.

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Lancaster Elementary School

Total SCE Funds: $427,033.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

SCE funds support teachers and instructional coaches, instructional and student materials, supplemental academic and enrichment programs, professional development, and parent and family engagement activities. Funds provide additional reading, mathematics, and science resources; targeted intervention and small-group support; instructional coaching and professional learning; and supplemental enrichment opportunities such as Young Rembrandts and Snapology. These resources supplement the regular education program by providing additional academic support, materials, learning opportunities, and family engagement based on identified needs to help at-risk students meet grade-level expectations and experience academic success.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Lancaster Elementary conducted its Comprehensive Needs Assessment during August 2026 through campus planning, stakeholder input, and data review. Campus leadership and stakeholders met throughout the process to review data, identify strengths and areas of need, determine root causes, and establish priorities for the 2026–2027 Campus Improvement Plan. Stakeholders were selected to provide representation from campus leadership, teachers, instructional and student-support staff, parents/families, and other required stakeholder groups.

The CNA examined Demographics, Student Learning, School Processes and Programs, and Perceptions. Data sources were selected based on their relevance to campus goals, student needs, state and federal requirements, and identified student groups. Sources included state and local assessment and accountability data, academic growth, early literacy and mathematics data, TELPAS, attendance, discipline, special program and intervention data, instructional data, and stakeholder feedback. Data were reviewed across multiple measures to identify trends and determine campus priorities, performance objectives, strategies, and resource needs.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholders to participate in the CNA and campus improvement planning process during August 2026 through scheduled campus planning and stakeholder meetings. Stakeholders were notified of meeting opportunities through email, campus newsletters, ClassDojo, and direct invitations. Documentation of stakeholder participation, including meeting communications, dated agendas, meeting notes/minutes, and sign-in sheets, is maintained in Title1Crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Schoolwide Program/Campus Improvement Plan began with the Comprehensive Needs Assessment and campus planning process in August 2026. The BOY CEIC meeting was held to review campus data, identified needs, performance objectives, strategies, and planned use of resources. The plan will continue to be monitored and reviewed throughout the school year, with a MOY CEIC meeting scheduled for December 2026/January 2027 to review progress and make needed adjustments, and an EOY CEIC meeting scheduled for May 2027 to evaluate implementation and program effectiveness and identify priorities for the next planning cycle. Evidence of meetings, including agendas, minutes/notes, sign-in sheets, and related documentation, is maintained in Title1Crate.

2.2 Stakeholders 1114(b)(2)

Lancaster Elementary includes staff, families, and community members in the development and review of the Campus Improvement Plan. Stakeholders are invited to participate through email, campus newsletters, ClassDojo, and direct invitations. During the planning process, stakeholders review campus data, identified needs, goals, strategies, and resources and have opportunities to ask questions, share input, and provide feedback. Feedback is considered as the plan is developed, reviewed, and adjusted throughout the year. Documentation, including stakeholder names and roles,

agendas, sign-in sheets, and meeting notes, is maintained in Title1Crate.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Lancaster Elementary's Campus Improvement Plan is made available to the district, parents, and the public through the district/campus website. The plan is presented in a format that is clear and accessible to stakeholders. Translation and interpretation assistance, including Spanish-language support, is available upon request to help families understand and access the plan. Families may also contact the campus for assistance or additional information regarding the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Lancaster Elementary coordinates the Campus Improvement Plan with applicable federal, state, district, and local programs and community resources to address needs identified through the Comprehensive Needs Assessment. Title I and State Compensatory Education resources are coordinated with instructional programs, special education, Dual Language/EB services, intervention, student support, health and safety initiatives, enrichment opportunities, and community partnerships. Programs and partnerships such as the YMCA, DEA Baseball Program, TxDOT safety education and car-seat/booster initiatives, campus flu clinics, visiting authors, Young Rembrandts, and Snapology support student wellness, safety, enrichment, and family engagement. Resources and services are aligned with identified student needs and campus priorities to support the whole child.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Lancaster Elementary implements strategies aligned with needs identified through the Comprehensive Needs Assessment to strengthen Tier 1 instruction, targeted intervention, early literacy and mathematics, support for emergent bilingual and special education students, professional learning, and family and community engagement. Strategies are supported through collaborative planning, data analysis, progress monitoring, instructional support, and coordinated federal, state, local, and community resources.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation supporting the evaluation of the Schoolwide Program is maintained in Title1Crate and under Committees in Plan4Learning/Learn4. Program effectiveness is reviewed through formative reviews during the year and a summative review at the end of the year using student performance data, program implementation information, attendance data, and stakeholder feedback. Supporting agendas, sign-in sheets, and meeting notes are maintained as evidence. Evaluation results are used to inform the Comprehensive Needs Assessment and campus planning process for the following school year.