

Fort Bend Independent School District

Lexington Creek Elementary

2025-2026 Campus Improvement Plan

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



Mission Statement

District Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

LCE Campus Mission LCE Mission Statement: LCE is committed to developing life-long learners who demonstrate Perseverance, Respect, Integrity, Dependability, and Excellence (PRIDE) in their everyday lives.

Vision

District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Campus Vision: LCE will empower staff, students, and community to create a supportive and engaging world through acceptance, exploration, and trust to reach higher levels of success and excellence.

Core Values

Trustworthy
Accountability
Excellence
Community
Leadership
Acceptance
Supportive

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As an A-rated campus, we take immense pride in maintaining high expectations for both our students and staff. Our commitment to excellence is unwavering, and it is reflected in the achievements and growth of our students. We believe that setting high standards encourages our students to reach their full potential and prepares them for future success.

To support our students in achieving these high standards, we provide targeted intervention and enrichment opportunities tailored to their individual needs. This approach ensures that every student receives the necessary support to excel academically and develop their skills further. Our strategic planning of lessons is designed to maximize learning outcomes and engage students in meaningful educational experiences.

Our academic success is evident in our impressive performance metrics, with 90% proficiency in Reading, 85% in Math, and 82% in Science. These results are a testament to the dedication of our teachers and the hard work of our students. We continuously strive to improve these outcomes by employing data-driven strategies and innovative teaching methods.

We are proud to serve a diverse student population, which enriches our school community and fosters a culture of inclusiveness and respect. This diversity is a strength that we celebrate, as it provides our students with a broader perspective and prepares them for a global society.

Our efforts to decrease student mobility have been successful, resulting in a more stable and consistent learning environment. This stability allows students to build stronger relationships with their peers and teachers, contributing to their overall academic and social development.

We are committed to providing a nurturing environment where students feel safe, supported, and valued. Our high climate and culture are reflected in the positive interactions and strong sense of community within our school. This environment is essential for fostering student engagement and motivation.

The support of our staff, parents, and community is invaluable in achieving our goals. Their collaboration and involvement play a crucial role in creating a supportive network that enhances the educational experience for our students. We are grateful for their continued partnership and dedication.

Our students are dedicated individuals who strive to reach excellence in all their endeavors. Their commitment to learning and personal growth is inspiring, and we are proud to support them on their educational journey. Together, we are building a foundation for lifelong success.

Demographics

Demographics Summary

Summary:

At Lexington Creek Elementary, we are proud to have a diverse student population that enriches our learning environment. This diversity provides our students with the invaluable opportunity to engage with peers from a multitude of cultural backgrounds, fostering an inclusive atmosphere where 27 different languages are spoken. This linguistic variety contributes to a significant English Bilingual (EB) population on our campus, which we support through tailored educational strategies to ensure all students thrive.

We have implemented Positive Behavioral Interventions and Supports (PBIS) systems across classrooms, hallways, and the cafeteria. These systems are integral to maintaining and upholding high standards of behavior throughout the school. The effectiveness of our PBIS approach is reflected in our consistently low number of discipline referrals, demonstrating our commitment to creating a positive and conducive learning environment for all students.

As of May 2025, Lexington Creek's overall attendance rate stood at 95.53%. While this is a commendable figure, it is important to note that our attendance rate has been impacted by students who participate in Applied Behavior Analysis (ABA) therapy, resulting in multiple absences each week. We are actively working to support these students and their families to balance their therapeutic needs with their educational commitments.

Our Early Childhood Special Education Class (ECSE) and the Academics, Communication, and Behavior Class (ABC) have been exemplary in their implementation of new programs since their inception in 2023. The dedication and innovation demonstrated by our educators in these classes have significantly enhanced the learning experiences and outcomes for our students.

Our campus has made concerted efforts to ensure that our special education students are included in as many activities as possible within the regular classroom setting. This inclusive approach not only enriches the educational experience for students with special needs but also fosters a more diverse and accepting school environment for all students.

The sub population of students requiring special education services continues to grow on our campus, reflecting broader trends and the increasing recognition of diverse learning needs. Currently, we are proud to service 93 students with special needs, and we remain committed to providing them with the highest quality of education and support.

Demographics Strengths

Strengths:

Our school's diverse demographics provide a rich and inclusive environment that benefits all students. By reflecting the vibrant and varied

community of Houston, we prepare our students for the real world, fostering an understanding and appreciation of different cultures and perspectives. This diversity is not just a backdrop but a dynamic part of our educational approach, enhancing the learning experience for everyone.

We take great pride in the support and services we provide to our Special Education (SPED) population. Our commitment to these students is evident in the compassion shown by both teachers and peers, ensuring that they are an integral part of our school community. Their visibility throughout the campus is a testament to our inclusive practices, where every student is valued and supported in their educational journey.

The balance of cultures and programs on our campus is a cornerstone of our strength. This equilibrium allows us to create a harmonious environment where all members of our school community work towards a common goal: the success of every student. By fostering a culture of collaboration and mutual respect, we ensure that our diverse programs and cultural backgrounds contribute positively to the educational outcomes of our students.

Strengths:

Diverse Learning Population

High Special Education Population with a staff that cares and never gives up

8% of our population is considered GT.

39% of our population is considered At Risk which affords us an opportunity to try different research based-strategies

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED).

Root Cause: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.

Student Learning

Student Learning Summary

In our recent data review, we examined several key pieces of information to assess our students' academic progress. One of the primary areas of focus was the Science review assessment data, which provided us with valuable insights into our students' understanding and mastery of scientific concepts. This data is crucial for identifying areas where we can enhance our curriculum and instructional strategies to better support our students' learning in science.

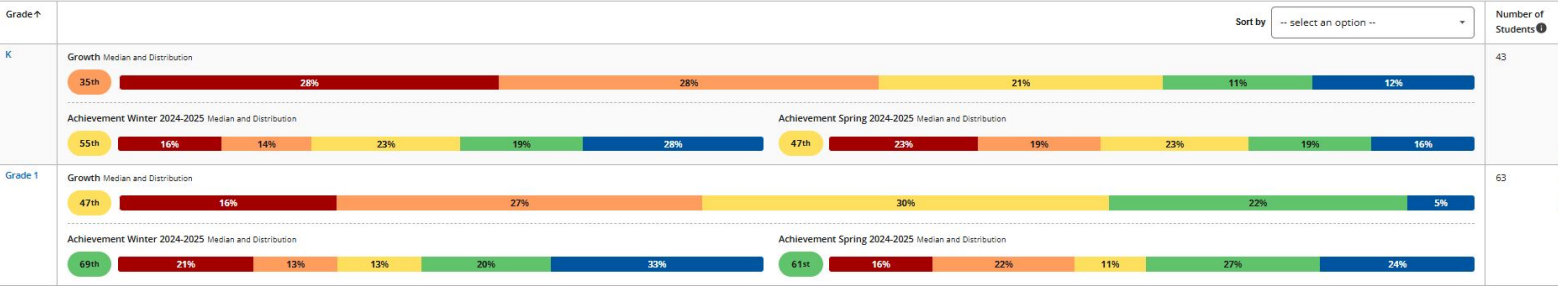
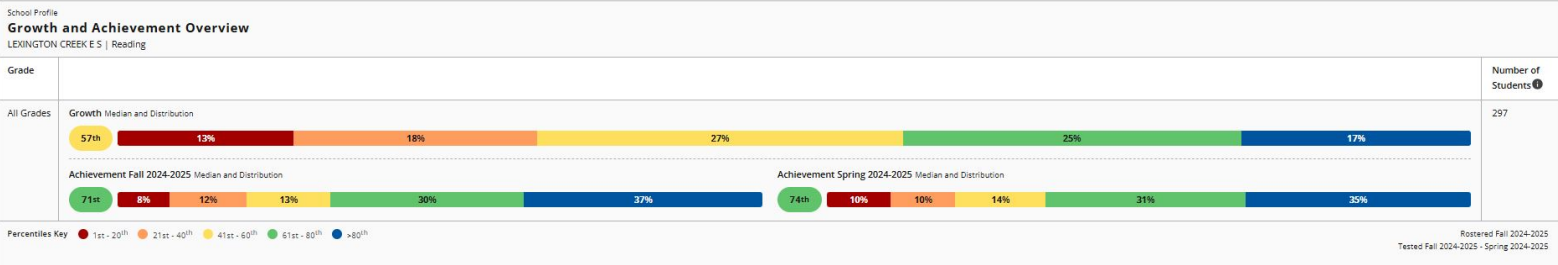
Additionally, we analyzed the math and reading MAP End-of-Year (EOY) growth data across various grade levels. In Kindergarten, we observed a math growth rate that dropped by 9% placing them at the 38% as compared to their peers. In reading we observed a decrease in the growth rate of 8% as compared to their peers which placed at the 35%. These figures indicate a solid foundation in math, though there is room for improvement in both areas of math and reading. For First Grade, in reading our growth rate went from the 69th% to the 61st% putting us at the 47th% as compared to our peers. In reading our students showed high achievement; low growth. In math our students showed an increase of 4% of achievement. This places them at the 54th % as compared to their peers while showing high achievement and high growth in math. Our first grade students show a stronger development within the area of math skills.

In Second Grade, the data revealed a slight decrease in the math achievement with a decline of 2%. This puts us in the 44th% as compared to their peers. This puts us in the high achievement-low growth quadrant. In reading there was also a slight decrease in reading growth, of a decrease by 2% and when compared to their peers they were at 56th% . This puts the students in the quadrant of high growth - high achievement. Third Grade students demonstrated a decrease of math growth of 8% which puts them at the 27th% when compared to their peers. This also puts them in the high achievement - low growth quadrant. In reading third grade made a 4% growth which compares them as higher than 58th% of their peers. This indicates a stronger performance in reading, which is encouraging as it reflects our efforts to enhance literacy skills.

Fourth Grade showed growth in the area of reading. The increased 3% which put them as doing better than 56t% of their peers. The demonstrated high growth-high achievement. In math there was a decrease by 10%. This puts them at 37th% better than their peers. This cohort shows that they are stronger in the area of reading than math. These results highlight the effectiveness of our teaching strategies and the students' engagement with the curriculum. Finally, Fifth Grade students achieved a 2% in reading growth which puts them better than 55% of their peers. The students again showed high growth - high achievement. In math students also increased by 2% and were better than 42% of their peers. This data suggests consistent improvement in reading and math.

Our skills checks have been instrumental in monitoring student growth, providing us with a clear and structured way to assess the progress of our students over time. By regularly evaluating these skills, we can ensure that each student is developing the necessary competencies to succeed in their academic journey.

Overall, this data provides us with a comprehensive understanding of our students' academic progress and will guide our future instructional planning.



The STAAR data highlights are strengths in the areas of math, reading and science in the approaches or above categories. The boxes with green highlight our growth. The boxes with red highlight our challenges.

	All Students	African American	Hispanic	White	Asian	Economically Disadvantaged	Current Sped.	Focus	
All Subjects 2025	86% +4	77% -2	78% +6	88% +4	94% +4	74% -1	84 +3		
Reading 2025	89% +2	82% -6	85% +6	90% +2	97% +6	81% +1	91% +10		
Math 2025	83% +4	73% +1	74% +4	88% +8	92% +2	71% +3	82% +3		
Science 2025	82% +4	72% -1	69% +19	86% -3	88 -2	61% -14	73% -11		

Strengths

- Science growth for 5th grade due to more hands-on science-lab and repetitive vocabulary review. The students enjoyed going to science-lab.
- Math growth is due to implementing a math lab for all third, fourth and fifth grade students to participate in.
- Math growth also was due to the partnering of math teachers in supporting the content area with direct instruction and small group intervention.
- Reading growth is due to implementation of reading lab to reteach and enrich concepts taught.
- Reading growth also occurred through the collaboration of ILT team members with teachers leaders collaborating on instructional practices and aligned learning experiences.
- SPED Pop group grew in science assessments.
- Progress monitoring was effective and teachers knew which students needed additional support.

Challenges:

- We need to support our African American students within the reading and science content areas.
- We need to support our Economically Disadvantaged students with the science content area.
- Continued hands on science labs and support for all of our students.
- Support, monitor and provide strategies for our Caucasian students to show growth in all content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades K-1 growth percentages for both math and reading are below 40%

Root Cause: It is difficult to show growth in students who are scoring high on MAP assessments. What enrichment could be given in the classroom to those who are scoring high on MAP? When the lower grades are taking MAP reading growth or fluency, headphones do not work or the testing environment is too noisy. Students that score below 50% need extra interventions to help strengthen foundational skills.

Problem Statement 2 (Prioritized): We need to make sure that the Gen Ed teacher and the resource teacher are in communication with each other to ensure no gaps are missing in

learning. Testing strategies that are taught in the classroom need to be communicated to resource teacher, so that students know what they need to do to be successful.

Root Cause: Resource Teachers are not consistently present during PLC meetings and discussions. It is important for the resource teachers to be a part of the vertical alignment discussions so they can use the same strategies and materials that are being presented.

School Processes & Programs

School Processes & Programs Summary

At Lexington Creek, we pride ourselves on offering a wide array of diverse programs that cater to the varied needs of our student body. Our commitment to fostering an inclusive and supportive environment is evident in the systems we have implemented to enhance attendance rates while simultaneously working to decrease discipline numbers. By focusing on these areas, we aim to create a positive and conducive learning atmosphere for all students.

We utilize Positive Behavioral Interventions and Supports (PBIS) to promote positive interactions among staff, students, and parents. This approach has been effective, as evidenced by the fact that 72% of parents and 81% of staff believe that discipline is enforced fairly. This feedback is crucial as it reflects our ongoing efforts to maintain a fair and respectful school environment. This is also an area we need to focus on.

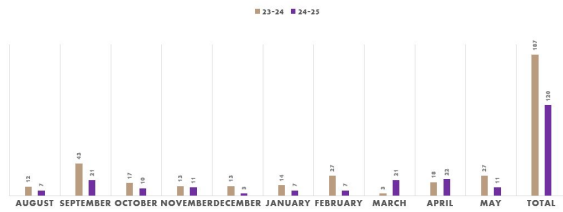
Our Special Education population comprises 18.38% of our total campus, and we are dedicated to providing comprehensive support through our four self-contained units: BSS, SAILS, ABC, and ECSE. Additionally, we have three and a half full-time teachers who are committed to supporting students receiving resource and dyslexia services. This ensures that all students have access to the resources they need to succeed.

To further enrich our students' educational experience, we have teachers on each grade level who implement Gifted and Talented (GT) strategies. We also provide a dedicated daily enrichment and intervention time, allowing students to explore their interests and receive additional support where needed. This approach has proven successful. 77% of our Emergent Bi-literates have shown growth in their English language skills.

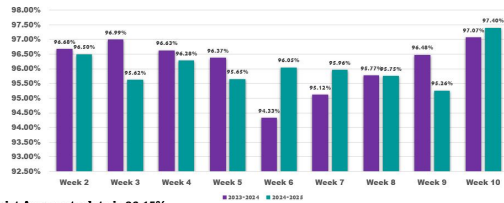
Our campus wellness committee plays a vital role in promoting the well-being of our school community. They have successfully coordinated events such as a Wellness Fair and Walk and Bike to School Day, and they regularly create newsletters to support our staff. These initiatives are part of our broader commitment to fostering a healthy and active school environment.

Finally, based on feedback from a parental survey, we recognize the desire for additional clubs and events. We are actively exploring opportunities to expand our extracurricular offerings to better meet the interests and needs of our students and their families. By doing so, we aim to enhance the overall school experience and foster a stronger sense of community.

Offenses per Month

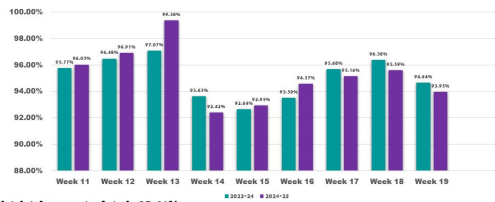


Attendance Schoolwide Weekly Percentage First Nine Weeks Comparison



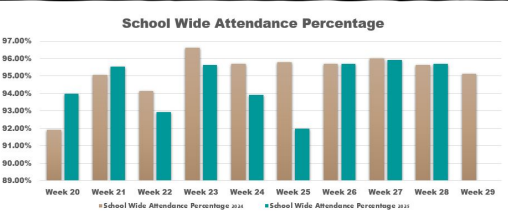
District Average to date is 96.15%.
Our yearly average to date is 96.30%.

Attendance Schoolwide Weekly Percentage Second Nine Weeks Comparison

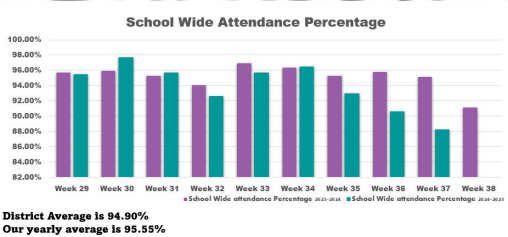


District Average to date is 95.41%.
Our yearly average to date is 95.93%.

Attendance Schoolwide Weekly Percentage
Third Nine Weeks



Attendance Schoolwide Weekly Percentage
Fourth Nine Weeks



School Processes & Programs Strengths

Attendance:

Strengths:

- Monthly attendance charts and treats if children had been present 97% or higher.
- Students enjoyed tracking their own attendance, when the teacher took attendance then students charted their attendance.
- Our attendance average of 95.55% was higher than the district's yearly average of 94.90%.

Challenges:

- **Attendance information needs to be put consistently in our parent newsletter.**
- **Consistently add Perfect attendance names on Wall of Fame outside the main office.**
- **When there was an extended weekend or holiday; many families took additional days off for travel or family vacations.**

PBIS:

Strengths:

- Every week students who received Lion Loot (rewards for positive behavior) are put in a drawing to have their names announced on Fridays. They then come and choose a behavior reward.
- Each classroom has a matrix of expected behaviors with rewards, consequences and procedures. Common areas also have a matrix with student as well as staff behaviors listed.

Challenges:

- Classroom Restorative circles are not consistently being implemented in all the classrooms.
- Students struggle establishing and maintaining meaningful relationships with their peers.
- Consistency with lunch bunches to facilitate and improve social skills.
- We need to calibrate across grade levels the office verse the classroom infractions.
- We need to calibrate attendance at our PBIS celebrations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance is at 95.55% and is lower during holiday/Teacher PD weeks.

Root Cause: Parents Primary Grading system is vague and parents may not understand that if they keep their struggling students out and may not truly understand the grading system and the importance of the early foundation.

Problem Statement 2 (Prioritized): All students understand the campus' wide expectations and what they look like, however, some students think their behaviors are entertaining since they may possibly be allowed in other settings. They are not appropriate for school.

Root Cause: Staff understand the theory of de-escalation strategies, however, would benefit from practical hands-on time to implement with students under the support of our counselor or other PBIS staff.

Perceptions

Perceptions Summary

PERCEPTION SUMMARY:

At Lexington Creek, we have collaboratively crafted a new vision for our campus, involving administrators, teachers, para-educators, parents, and community members. Our shared vision is to empower our staff, students, and community to foster a supportive and engaging environment through acceptance, exploration, and trust. This vision is designed to propel us toward higher levels of success and excellence. We are committed to ensuring that everyone who steps onto our campus feels accepted and supported, creating a welcoming atmosphere that encourages high-level learning and exploration. Trust is a cornerstone of our community, and we are dedicated to ensuring that all stakeholders are consistently acting in the best interests of our students. Our guiding principle is that children are our top priority, and we strive for success and excellence in every endeavor.

In alignment with our vision, our team has also identified core values that will guide us throughout the year. These values are integral to maintaining our commitment to our beliefs and ensuring that our actions reflect who we are as a campus. By adhering to these core values, we aim to create a cohesive and unified community that honors the diverse needs and aspirations of all its members. These values will serve as a foundation for our decision-making processes and interactions, reinforcing our dedication to fostering an environment where every individual can thrive.

Vision: LCE will empower staff, students, and community to create a supportive and engaging world through acceptance, exploration, and trust to reach higher levels of success and excellence."

Campus core Values:

Trustworthy
Accountability
Excellence
Community
Leadership
Acceptance
Supportive

At Lexington Creek, we are proud to report that an overwhelming majority of our parent and staff populations perceive the quality of our campus as either excellent or good. Specifically, 93% of parents and 98% of staff have expressed satisfaction with the quality of our campus environment. While a small percentage of parents, about 7%, rated the quality as fair or poor, and only 2% of staff felt similarly, these figures highlight areas for potential improvement. Nonetheless, the overall sentiment reflects a strong and positive campus climate and culture.

The sense of belonging and community at Lexington Creek is palpable, as evidenced by the enthusiasm of both parents and staff to be part of the LCE family. This positive environment contributes significantly to our high staff retention rates. Our turnover rate remains impressively low,

with only two staff members retiring and three leaving due to changes in campus enrollment numbers. This stability within our staff is a testament to the supportive and nurturing atmosphere we strive to maintain.

Additionally, we have observed a positive trend in our student mobility rate, which has decreased from 11.76% to 9.76% this year. This reduction indicates that more students are choosing to remain with us, which is a promising development compared to the past two years. Retaining our students is crucial for maintaining continuity in their education and fostering a stable learning environment, and we are committed to continuing this trend.

At Lexington Creek, we are proud to observe that our students are intrinsically motivated to excel in their academic pursuits. A mere 7% of our 3rd to 5th-grade students feel that learning is contingent upon receiving rewards from teachers or parents, indicating a strong internal drive among the majority. This intrinsic motivation is further reflected in the fact that over 96% of students across all grade levels recognize the importance of education for their future. Our commitment is to continue nurturing this motivation, providing the necessary support and resources to help students achieve their dreams and prepare them to excel in their chosen fields.

Our campus has made significant strides in enhancing the school's culture and climate, thanks to the concerted efforts of committees, parents, PTO members, and business stakeholders. This collaborative approach has been instrumental in creating an environment that supports both staff and student retention. We are dedicated to maintaining a safe, secure, and comfortable learning environment where students can thrive. Continuous monitoring of our progress will ensure that we remain a place where students feel valued and empowered in their educational journey.

Perceptions Strengths

PERCEPTIONS STRENGTHS AND AREAS OF FOCUS:

Student Mobility Rate	22-23	23-24	24-25
		11.76	9.76

Strengths:

- 96% of our staff feels that our students are challenged, curriculum/instruction/and assessments are aligned and that school work is relevant and meaningful.
- 96% of our perceives that learning standards and expectations are clearly explained to students.
- 89% of our parents feel that they are kept informed of what their child is learning with 88% of the parents feeling that Lexington Creek

has high learning standards for all students.

- Staff feels that students are excited to come to school and that students are spoken about in a positive manner; as well as, they have someone they could talk to when needed. (96%) Parents also feel this way with 89% of them sharing that there is a teacher, counselor, or staff member that their child could go to when there is a problem.
- In respect to how leadership is perceived, 98% of the staff feels that school leaders act fairly and with integrity and 99% feels that school leaders clearly communicate the school's mission, vision, and goals.
- 98% shared that school leaders show they care about all staff members and all students.
- 83% of the parent population felt that school leader were courteous when they had a concern.
- 82% of the parents felt that school leaders clearly communicate the school's mission, vision, and goals.
- 100% of the staff members are aware of safety and security procedures at the campus as well as feel that students are safe and secure within the building.

Areas of Improvement:

- As a campus, we can focus more on teachers showing students how lessons relate to life outside of school. This was 92% of the staff and 73% of our parents that perceived this.
- 20% of our parent population shared that more student immediate feedback is needed and that the learning standards should be explained to students.
- 20% of the parent population also feels that more extracurricular activities, programs, clubs and organizations could be implemented on campus.
- 22%% of the parents population felt that school leaders were not available when they had a concern.
- 19% of the campus staff feel that discipline is not enforced consistently and 12% of our parent base feel the same way.
- 10% of parents feel that staff could be more responsive when students report bullying while 11% feel that it is not investigated and addressed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): LCE needs more after school extracurricular activities.

Root Cause: Staff is not knowledgeable in advance of clubs and responsibility level. Presenting the clubs first to teacher sponsors, sharing what the the clubs are about, laying them out for staff to view to show interest in clubs is needed.

Problem Statement 2 (Prioritized): More effective communication could be sent to parents/community to keep them abreast of campus happenings.

Root Cause: Though information is sent via blackboard, marquee, newsletters by the campus and classroom, through PTO Facebook accounts; there is no clear way to see if information is actually read and processed.

Priority Problem Statements

Problem Statement 1: Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED).

Root Cause 1: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Grades K-1 growth percentages for both math and reading are below 40%

Root Cause 2: It is difficult to show growth in students who are scoring high on MAP assessments. What enrichment could be given in the classroom to those who are scoring high on MAP? When the lower grades are taking MAP reading growth or fluency, headphones do not work or the testing environment is too noisy. Students that score below 50% need extra interventions to help strengthen foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need to make sure that the Gen Ed teacher and the resource teacher are in communication with each other to ensure no gaps are missing in learning. Testing strategies that are taught in the classroom need to be communicated to resource teacher, so that students know what they need to do to be successful.

Root Cause 3: Resource Teachers are not consistently present during PLC meetings and discussions. It is important for the resource teachers to be a part of the vertical alignment discussions so they can use the same strategies and materials that are being presented.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance is at 95.55% and is lower during holiday/Teacher PD weeks.

Root Cause 4: Parents Primary Grading system is vague and parents may not understand that if they keep their struggling students out and may not truly understand the grading system and the importance of the early foundation.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: All students understand the campus' wide expectations and what they look like, however, some students think their behaviors are entertaining since they may possibly be allowed in other settings. They are not appropriate for school.

Root Cause 5: Staff understand the theory of de-escalation strategies, however, would benefit from practical hands-on time to implement with students under the support of our counselor or other PBIS staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: LCE needs more after school extracurricular activities.

Root Cause 6: Staff is not knowledgeable in advance of clubs and responsibility level. Presenting the clubs first to teacher sponsors, sharing what the the clubs are about, laying them out for staff to view to show interest in clubs is needed.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: More effective communication could be sent to parents/community to keep them abreast of campus happenings.

Root Cause 7: Though information is sent via blackboard, marquee, newsletters by the campus and classroom, through PTO Facebook accounts; there is no clear way to see if information is actually read and processed.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices


Goals







Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, LCE students will collectively increase their passing average at the approaching grade level mark by 4% on the STAAR Math Summative Assessment yielding growth from 84% to 88%.

Evaluation Data Sources: Formative Indicators of Success: Reading, Math and Science Skills Check, Teacher Check for Understanding, District Common Formative Assessment, State STAAR Interim Assessment, MAP BOY/MOY Data, Teacher Observation Data

Summative Indicators of Success: STAAR Assessment Results, MAP EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Teacher leaders and students will develop and partake in an assessment system that will entail determining the rigor in quality lessons and assessments, the creation of lead and lag measures to progress monitor growth and performance efforts that promote collective efficacy. Strategy's Expected Result/Impact: Progress in students' growth will occur as teacher and teams are meeting or checking in to monitor growth. Discussions held around the level of rigor occurring during the lesson is essential to the overall progress and collective belief that all students can learn and all staff are capable of instructing them. Staff Responsible for Monitoring: Teacher Leaders, Admin, ILT Support, Guiding Coalition Members Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teacher leaders will develop, comprehend, and participate in the PLT Process that addresses the 4 guiding questions (what should students know, what do we do when they already know it, what do we do when they don't understand it, how do we know when students understand the concept) which in turn supports establishing interventions, providing enrichment opportunities, solidifying ways to check for understanding and building clarity around what is taught and tested yielding growth in teacher learning and student achievement. Teachers with ILT and PLT support will develop intervention plans/lessons to address the needs of students needing extra support as well as develop enrichment opportunities during pride time for our GT population to support their movement to the next level such as approaches to meets or meets to masters on STAAR. HQ resources, training and discussion will occur to meet those intervention needs. Strategy's Expected Result/Impact: A deeper understanding or clarity around how and what students are learning is essential and provides clarity to all stakeholders to ensure teaching is at the appropriate level of rigor needed and taught at the same level as expected. Staff Responsible for Monitoring: PLT Coaches, Admin. ILT Team, Teacher Leaders Problem Statements: Student Learning 2 Funding Sources: Grade Level Supplies for enrichment and interventions, PLC focus on what students should know and be able to do as well as what do you do when they don't know it or ways to assess their learning. - 199 General Fund - \$32,446		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Support will be provided to our EB population during morning intervention camps. Students will partake in various learning styles involving listening, speaking, reading and writing by our EL Specialist and ELCA aide. High quality (HQ) materials will be ordered to support this learning. Sessions will occur daily before school. Strategy's Expected Result/Impact: Students will increase their proficiency levels on TELPAS due to extra targeted support during the year. Staff Responsible for Monitoring: EL Specialist and aide ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED). Root Cause: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.

Student Learning

Problem Statement 2: We need to make sure that the Gen Ed teacher and the resource teacher are in communication with each other to ensure no gaps are missing in learning. Testing strategies that are taught in the classroom need to be communicated to resource teacher, so that students know what they need to do to be successful. **Root Cause:** Resource Teachers are not consistently present during PLC meetings and discussions. It is important for the resource teachers to be a part of the vertical alignment discussions so they can use the same strategies and materials that are being presented.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, LCE students will collectively increase their passing average on STAAR Reading by 2% at the approaching grade level mark by increasing from 90% to 92%.

Evaluation Data Sources: Formative Indicators of Success: Reading, Math and Science Skills Check, Teacher Check for Understanding, District Common Formative Assessment, State STAAR Interim Assessment, MAP BOY/MOY Data, Teacher Observation Data

Summative Indicators of Success: STAAR Assessment Results, MAP EOY Data

Strategy 1 Details		Reviews			
Strategy 1: Create reading labs for grades 3rd- 5th grade providing students with the concrete stations. Strategy's Expected Result/Impact: Students will grasp a deeper understanding of the targeted math concepts. Staff Responsible for Monitoring: ILT ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1		Formative			Summative
		Oct	Dec	Feb	June
		<div><div></div></div> Some Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED). Root Cause: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, LCE students will increase their passing average on STAAR Science by 4% at the approaching grade level mark by increasing from 82% to 86%.

Evaluation Data Sources: Formative Indicators of Success: Reading, Math and Science Skills Check, Teacher Check for Understanding, District Common Formative Assessment, State STAAR Interim Assessment, MAP BOY/MOY Data, Teacher Observation Data

Summative Indicators of Success: STAAR Assessment Results, MAP EOY Data

Strategy 1 Details		Reviews			
Strategy 1: Students will engage in science learning labs that will afford staff and community members to support their learning through hands on experiences and phenomenons. Strategy's Expected Result/Impact: Students grasp a deeper understanding of the science concepts and apply to everyday situations. Staff Responsible for Monitoring: Teacher and Admin. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1		Formative			Summative
		Oct	Dec	Feb	June
		<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Performance Objective 3 Problem Statements:



Demographics
Problem Statement 1: Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED). Root Cause: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.



Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.







Performance Objective 1: By May 2026, 95% of LCEs students and teaching staff will create a systematic culture of ownership and accountability that will promote a high level of engagement with learning experiences, collective efficacy, ownership practices, and data analysis.

Evaluation Data Sources: Formative Indicators of Success: Feedback Protocol Tools, Progress Monitoring Forms, Data Analysis Know/Show Charts, Lesson Plans, Long Range Planning Documents,

Summative Indicators of Success: Student Cumulative Data, Final Monitoring Sheet Outcomes,

Strategy 1 Details	Reviews			
Strategy 1: Students and Teachers will engage in accountability practices that involve active learning techniques, the integration of technology, peer learning and gamification strategies that all entails more discussion, problem solving hands-on tasks, collaboration experiences and the use of game-design elements to motivate and engage students while scaffolding learning as needed to close the academic achievement gap. Strategy's Expected Result/Impact: Students will engage in learning experiences that are engaging and hands-on which will support them being held accountable for their work in a fun way yet provide opportunities for discussion and problem solving using technology. Staff Responsible for Monitoring: Teacher Leaders, Admin. Student Learners Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers leaders will create, participate and evaluate an established progress monitoring, assessment and data analysis system that will hold a variety of stakeholders (teachers, students and admin.) accountable for student learning. Strategy's Expected Result/Impact: Teachers will track student's progress along the way allowing them to pivot as needed with instruction and provide those scaffolding techniques that are needed to keep the level equal for all students. Staff Responsible for Monitoring: Teacher Leaders, Admin. Students Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Our varied student diverse populations; GT, Special Education, ELL, AA, Hispanic, Asian and White subpopulations will engage in goal setting and feedback experiences that will allow them to reflect, analyze and evaluate the work of their peers, teachers and self while yielding support to the student ownership initiative. PBIS will also be implemented to engage students based on their results from their engagement survey.</p> <p>Strategy's Expected Result/Impact: Student ownership of learning practices will occur to where students are able to provide actual feedback and goal set using the success criteria. Teachers are also able to receive feedback from students on their lessons.</p> <p>Staff Responsible for Monitoring: Teacher Leaders, Students, Admin. ILT</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Grade level resources, student council and GT population, Sped, tutorials, field trips and a variety of incentives to support students of various populations to gain experiences to pull from, to analyze, reflect over. - 199 General Fund - \$3,800</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			
Strategy 4 Details	Reviews			
<p>Strategy 4: The counselor will provide character development lessons on a monthly basis, or as needed, to support students in developing positive character traits that exemplify Fort Bend ISD's Profile of a Graduate. Quaver Ready guidance lessons will be incorporated to model and reinforce each character trait, ensuring students have meaningful examples and opportunities to practice these skills.</p> <p>Strategy's Expected Result/Impact: Student development regarding conflict resolution and problem solving strategies; students will also focus on strategies that will help them develop.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			

Strategy 5 Details	Reviews			
Strategy 5: LCE will continue to develop effective systems of communicating to parents and establishing systems that would allow parents to engage in their child's learning. Newsletters from the campus and classroom will be sent home weekly. PTO Facebook accounts, LCE marquee, and Blackboard will keep LCE's parents informed of events and opportunities for them to be involved. Events currently scheduled are Open House, Wellness Night, science lab, reading lab, mentoring of EB newcomers, field trips, and field day. Strategy's Expected Result/Impact: Parents will be more informed of campus happenings and engage in their child's learning. Staff Responsible for Monitoring: Campus committee and PTO ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: LCE will host wellness events that will encourage students, staff and community members to make healthy choices and plan for better ways to improve living. Strategy's Expected Result/Impact: Stakeholders will recognize and acknowledge what is the best choices to make regarding living a healthy lifestyle. Staff Responsible for Monitoring: Wellness Committee ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Though our subpopulations meet passing standards on assessments, we fall short on them achieving success on long term passing standards such as Domain III of STAAR. (AA, H, Sped, W, ED). Root Cause: Restructuring the proficient level success expectation is needed in order to move all subpopulations forward honing in closely on what structures are needed to be put in place for their success.
Student Learning
Problem Statement 1: Grades K-1 growth percentages for both math and reading are below 40% Root Cause: It is difficult to show growth in students who are scoring high on MAP assessments. What enrichment could be given in the classroom to those who are scoring high on MAP? When the lower grades are taking MAP reading growth or fluency, headphones do not work or the testing environment is too noisy. Students that score below 50% need extra interventions to help strengthen foundational skills.

Student Learning

Problem Statement 2: We need to make sure that the Gen Ed teacher and the resource teacher are in communication with each other to ensure no gaps are missing in learning. Testing strategies that are taught in the classroom need to be communicated to resource teacher, so that students know what they need to do to be successful. **Root Cause:** Resource Teachers are not consistently present during PLC meetings and discussions. It is important for the resource teachers to be a part of the vertical alignment discussions so they can use the same strategies and materials that are being presented.

School Processes & Programs

Problem Statement 2: All students understand the campus' wide expectations and what they look like, however, some students think their behaviors are entertaining since they may possibly be allowed in other settings. They are not appropriate for school. **Root Cause:** Staff understand the theory of de-escalation strategies, however, would benefit from practical hands-on time to implement with students under the support of our counselor or other PBIS staff.

Perceptions

Problem Statement 1: LCE needs more after school extracurricular activities. **Root Cause:** Staff is not knowledgeable in advance of clubs and responsibility level. Presenting the clubs first to teacher sponsors, sharing what the the clubs are about, laying them out for staff to view to show interest in clubs is needed.



Problem Statement 2: More effective communication could be sent to parents/community to keep them abreast of campus happenings. **Root Cause:** Though information is sent via blackboard, marquee, newsletters by the campus and classroom, through PTO Facebook accounts; there is no clear way to see if information is actually read and processed.







Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, LCE will develop a systematic strategic budgeting plan that will ensure 100% of allocated funds designated to resources, learning professional development opportunities, learning experiences and stakeholder connectedness is intentionally aligned to the needs that are established to support the academic growth, well being, safety, attendance, discipline and engagement of the students and staff that will in turn foster student success and teacher leaders growth.

Evaluation Data Sources: Formative Indicators of Success: Budgeting Allocation Form Depicting Expenditures/Purchases, PD learning plans, Staff Culture/Climate plans and data from surveys, Student growth trackers,

Summative Indicators of Success: Budget Reports, Ordering Forms, Monthly Reports,

Strategy 1 Details	Reviews			
Strategy 1: LCE will develop and execute a plan of action to focus on the well-being of students, staff and community around healthy choices, bullying prevention, self-care, self-efficacy, and a full understanding of suicide prevention and EAP. Strategy's Expected Result/Impact: Beyond academics, the students, parents and staff must have their needs met and taken care of prior to learning. Students must be in a comfortable nurturing environment free from distractions in order for them to fully reach their learning potential. We must strive to provide them with that environment the best we can. Staff Responsible for Monitoring: ILT, Teacher Leaders, Counselor, Admin. Problem Statements: School Processes & Programs 2 - Perceptions 2 Funding Sources: Counseling, clinic resources, incentives, security raptor supplies, incentives, counseling services. - 199 General Fund - \$5,305	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teacher leaders will partake in the coaching and feedback model allowing them to reflect and evaluate instructional practices to effectively plan next high quality tasks, high quality resources and a better understanding of leveled instruction as it relates to Bloom's Taxonomy and Webb DOK levels as well as John Hattie's barometer of best instructional practices. Strategy's Expected Result/Impact: Teachers acquire more knowledge on tailoring lessons to the appropriate level of rigor based on Bloom's Taxonomy and Webb's DOK levels. They will ensure the verb in the TEKS is aligned to that of their instruction. Staff Responsible for Monitoring: Teacher Leaders, ILT, Admin. Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: LCE will provide structured targeted intervention support to subpopulations that need more academic scaffolding techniques to reach grade level or above; such as our ELL Learners, African American population, Hispanic American population and White population. Strategy's Expected Result/Impact: Domain III of STAAR requires growth and the closing of gaps. Our goal is to provide interventions and enrichment opportunities in grade levels to support students with growth and making progress. Some may need interventions to achieve grade level status while others require enrichment opportunities to move even higher on the achievement scale. Staff Responsible for Monitoring: ILT, Admin. Teacher Leaders Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: LCE will establish a clear PBIS program that will support student behavior, attendance, safety in a positive manner highlighting and rewarding positive interactions and practices that are essential for their overall success. Strategy's Expected Result/Impact: We're working on ensuring students come to school and on time. When they're present, their learning increases or we're able to truly identify the need that is there. We're also focusing on ensuring students' behavior don't impact their learning and the learning of others. We will promote our PBIS program to continue to motivate and inspire students to do their best not only in academics but behavior as well. Staff Responsible for Monitoring: Teacher Leaders, Admin. PBIS Facilitator, CBC Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Student Learning

Problem Statement 2: We need to make sure that the Gen Ed teacher and the resource teacher are in communication with each other to ensure no gaps are missing in learning. Testing strategies that are taught in the classroom need to be communicated to resource teacher, so that students know what they need to do to be successful. **Root Cause:** Resource Teachers are not consistently present during PLC meetings and discussions. It is important for the resource teachers to be a part of the vertical alignment discussions so they can use the same strategies and materials that are being presented.

School Processes & Programs

Problem Statement 1: Attendance is at 95.55% and is lower during holiday/Teacher PD weeks. **Root Cause:** Parents Primary Grading system is vague and parents may not understand that if they keep their struggling students out and may not truly understand the grading system and the importance of the early foundation.

Problem Statement 2: All students understand the campus' wide expectations and what they look like, however, some students think their behaviors are entertaining since they may possibly be allowed in other settings. They are not appropriate for school. **Root Cause:** Staff understand the theory of de-escalation strategies, however, would benefit from practical hands-on time to implement with students under the support of our counselor or other PBIS staff.

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Problem Statement 1: LCE needs more after school extracurricular activities. **Root Cause:** Staff is not knowledgeable in advance of clubs and responsibility level. Presenting the clubs first to teacher sponsors, sharing what the the clubs are about, laying them out for staff to view to show interest in clubs is needed.

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Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Grade Level Supplies for enrichment and interventions, PLC focus on what students should know and be able to do as well as what do you do when they don't know it or ways to assess their learning.		\$32,446.00
2	1	3	Grade level resources, student council and GT population, Sped, tutorials, field trips and a variety of incentives to support students of various populations to gain experiences to pull from, to analyze, reflect over.		\$3,800.00
3	1	1	Counseling, clinic resources, incentives, security raptor supplies, incentives, counseling services.		\$5,305.00
Sub-Total					\$41,551.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
132 LEXINGTON CREEK	LEXINGTON (	LEXINGTON (	TEACHER GRADE PK	0.5	TERRY	TAMARA	1 24		132	A	PRINCIPAL ELEM
132 LEXINGTON CREEK	LEXINGTON (	LEXINGTON (	TEACHER LIT INTRVN	1	BISHOP	ELLEN	1 24		132	A	PRINCIPAL ELEM
132 LEXINGTON CREEK	LEXINGTON (	LEXINGTON (	AIDE PRE-KINDERGARTEN	0.5	WONGLEW	MAE	1 24		132	A	PRINCIPAL ELEM
132 LEXINGTON CREEK	LEXINGTON (	LEXINGTON (	AIDE PRE-KINDERGARTEN	0.5	RAMIREZ	JESSICA	1 24		132	L	PRINCIPAL ELEM
132 LEXINGTON CREEK	LEXINGTON (	LEXINGTON (	TEACHER GRADE PK	0.5	HALL	CARRIE	1 24		132	A	PRINCIPAL ELEM